

San Joaquin Valley College

**Self Evaluation Report of Educational Quality and
Institutional Effectiveness for Reaffirmation of
Accreditation**



Submitted by:

San Joaquin Valley College
801 South Akers Street, Suite 150
Visalia, California 93277

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Boulevard, Suite 204
Novato, California 94949

January 2013

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Certification of the Institutional Self Evaluation Report


Date: January 2013
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: San Joaquin Valley College
801 S. Akers St., Ste. 150
Visalia, California 93277

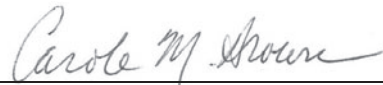
This Self Evaluation of Educational Quality and Institutional Effectiveness are submitted to the ACCJC for the purpose of assisting in the determination of the institution's reaccredited status.

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.


Signed:




Mark A. Perry
President



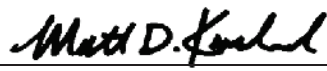
Carole M. Brown
Vice President of Academic Affairs



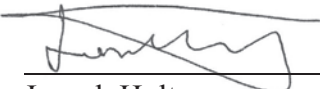
Michael D. Perry
Chief Executive Officer



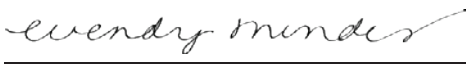
Russell E. Lebo
Chief Financial Officer



Matt Kneeland
Chairman of the Governing Board




Joseph Holt
Vice President of Enrollment Services



Wendy M. Mendes
Vice President of Administration



Kevin Robinson
Vice President of Student Financial Services



Michael Abril
Vice President of Legal and Regulatory Affairs



Nick Gomez
Chief Operations Officer



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Introduction

The Institution

San Joaquin Valley College (SJVC) is a private junior college that provides vocational education in the fields of health, business, and technology. The College offers 27 Associate of Science degree programs and ten certificates of completion programs at its 12 sites and online division. **(INT.1)**

In 2011, SJVC had an unduplicated headcount of 11,608 students, eighty-one percent of whom were degree-seeking. Supporting students' education are 427 FTE faculty members and 377 FTE staff.

This narrative addresses five topics:

1. Mission and Metrics
2. History
 - a. Major Developments Before ACCJC Reaccreditation in 2007
 - b. Major Developments Since ACCJC Reaccreditation
 - (1) Growth
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1. Mission and Metrics

The College was founded by Shirley and Robert Perry in 1977 in order to deliver high-quality career-centered education, with dedication to enhancing students' opportunities to secure employment that will enable them and their families to live better lives. The College is intentionally designed to provide the structure and personalized services necessary for the success of students who have the ability and drive to achieve, but lack the educational background that provides the knowledge needed to readily navigate more traditional institutions of higher learning. Offering students the individual attention they need to achieve their goals is an SJVC guiding principle.

Mission Statement

San Joaquin Valley College prepares graduates for professional success in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. *The College is committed to the success of every student.*

Most SJVC campuses are based in economically depressed communities with incomes and educational attainment levels markedly below state norms. In 2010 the median income of an individual earner in California was more than \$28,500. The median income of an individual earner in the seven counties SJVC serves ranged from \$17,600 to \$26,000. Census data from 2010 indicate that thirty-nine percent of California's population between 25 and 64 years of age held at least a two-year degree, compared to less than thirty percent of those in six of the counties where SJVC has campuses.

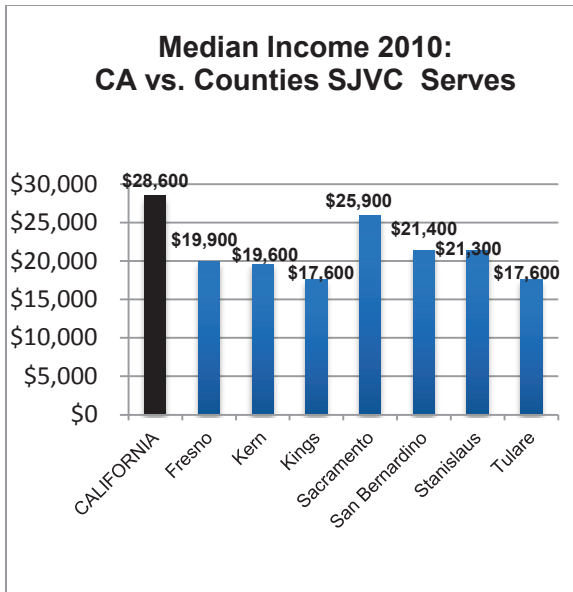


Figure 1

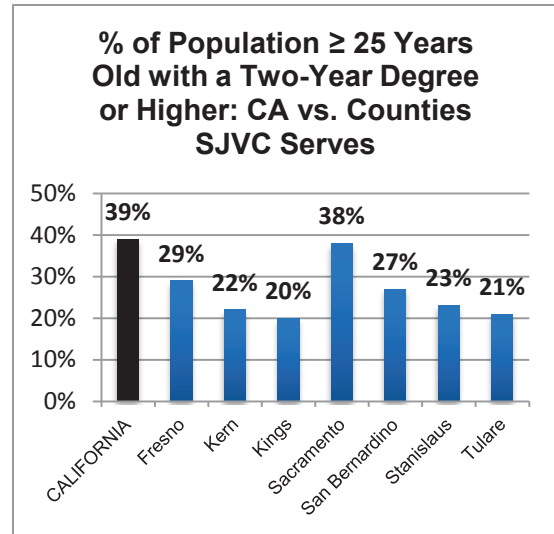
Source: Per Capita Income in the Past 12 Months (In 2010 Inflation-Adjusted Dollars), U.S. Census Bureau, 2008-2010 American Community Survey 3-Year Estimates.

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_3YR_B19301&prodType=table

Figure 2

Source: Lumina Foundation. (2012). A Stronger Nation Through Higher Education: California.

http://www.luminafoundation.org/publications/state_data/2012/California-2012.pdf



SJVC's key student demographics include the following:

- Close to half are from families in which neither parent is a high school graduate.
- Nearly two-thirds have no parent with a college degree.
- About fifty percent come to SJVC after an unsuccessful attempt to earn a degree elsewhere.
- The median household income of the almost seventy percent of students who are financially independent from their parents was \$11,050 in 2011, just above the 2011 national poverty line of \$10,890 for one-person households.
- On average, they are 26 years old.
- Nearly seventy percent are female.
- Almost half are Hispanic/Latino.

Evidence suggests that SJVC is effective at transforming students' lives: Of the 16,858 students who started an AS or certificate program at SJVC between January 1, 2008 and December 31, 2010, sixty percent graduated within three or fewer years: more than twice the national average of 27.5.¹

¹ Source: The College Board. The College Completion Agenda. Figure 9.2a. National Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges: 2002-2008.

<http://completionagenda.collegeboard.org/graduation-rates-associate-degree--and-certificate-seeking-students>

SJVC designs its curricula to equip students with the knowledge and skills needed for employment in specific occupations. Because programs are matched to the job opportunities in the region where they are delivered, the decision of which programs to offer at each campus is based on market analysis and institutional research.

The data indicate that the College is effective at launching its graduates' careers. Of the 5,698 students who earned an A.S. degree at the College between July 1, 2008 and June 30, 2011 and were eligible for job placement, seventy-six percent were working in their area of study at least three-quarters time (i.e., 30 hours per week) for 30 or more consecutive days within one year of graduation. To put this statistic in context, the College Board reports that the national employment rate for those with an associate's degree six years after first enrollment, approximately four years after graduation, is seventy percent: a figure that includes those working outside their chosen field.² Moreover, census data indicate that the average unemployment rate during the three years when the SJVC placement data were collected was 15.2% for the seven counties where SJVC had campuses compared with the state's 12.1% and the nation's 10.3%.³

Assessing the academic programs and administrative units are committees made up of faculty, students, administrators, and business leaders from industries that employ the school's alumni.

In addition to the biennial academic program, student services, and administrative unit reviews that afford the College an in-depth picture of its educational and institutional effectiveness, SJVC monitors its progress on a five-week basis, after each module has ended, using operational "dashboards" for each campus. **(INT.2)**

The dashboard has nine metrics including the number of new students enrolled in the current module, the percent of student learning outcomes (SLOs) that were assessed in the previous module, and the percent of students who graduated on time. The dashboard provides a snapshot of how each campus is faring relative to its established targets. It also drills down to the performance of the campus' academic programs and individual staff members, showing which were strongest and which need the most development going forward.

Complementing the College's ongoing assessment of its operations is the "institutional scorecard." The scorecard, which is a tool developed by Kaplan and Norton in their work on strategy-focused organizations, charts the school's progress relative to the key strategic goals and objectives, and the key performance indicators for each, that were established through a college-wide participative process. **(INT.3)**

² Source: U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) as reported by the College Board. <https://completionarch.collegeboard.org/preparation/job-placement-rates/employment-outcomes-us>

³ Source: U.S. Census Bureau. American Fact Finder. <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>

SJVC's Strategic Goals

- **75% graduate placement by December 2013**
- **70% graduation rate achievement by December 2014**
- **An average annual census of 7,500 students by December 2015**

2. History

a. Major Developments Before ACCJC Re-Accreditation in 2007

Shirley and Robert Perry founded SJVC in 1977 to provide career education for those seeking a more financially secure future. As the school's timeline shows, when the College opened its doors in Visalia, three students enrolled in its one program: medical assisting. (INT.4)

Over the next 15 years, the school added 12 programs and three campuses to accommodate its more than 900 students. In 1992, the Perrys decided it was time to pursue ACCJC/WASC accreditation.

In 1995 the College earned initial regional accreditation, and Shirley and Robert's sons took the helm as owner-managers. As President and CEO respectively, Mark and Michael Perry have overseen a more than tenfold increase in the student body, and the addition of eight new campuses, an extension center, and an online division. Like their parents, they have successfully grown the College by strictly adhering to a business model that rests on investing in the resources necessary to build an enduring institution and a reputation for excellence.

Dedicated to meeting the high standards set by its regional and programmatic accrediting bodies, SJVC was accredited by ACCJC/WASC in 1995, 1999, and 2007. In addition, nine of its degree-granting programs have earned programmatic accreditation. (INT.5)

b. Major Developments since ACCJC Re-Accreditation

(1) Growth

Since 2007, the College has added four new campuses, one extension site, three new academic programs, and has transported existing programs to other SJVC campus locations:

- **Campuses and Extension Site**
 - Hesperia Campus
 - Temecula Campus
 - Lancaster Campus
 - San Diego Campus
 - Akers Location (extension of Visalia Campus)

- **New Academic Programs**
 - Massage Therapy AS Degree and Certificate of Completion
 - Registered Nursing AS Degree
 - Diagnostic Medical Sonography AS Degree and Certificate of Completion
- **Migration of Academic Programs to other SJVC Campuses**
 - Business Administration AS Degree and Certificate of Completion
 - Clinical Medical Assisting AS Degree and Certificate of Completion
 - Administrative Health Care Management AS Degree and Certificate of Completion
 - Industrial Technology AS Degree and Certificate of Completion
 - Criminal Justice: Corrections AS Degree
 - Clinical and Administrative Medical Assisting AS Degree program
 - Pharmacy Technology AS Degree and Certificate of Completion
 - Heating, Ventilation, Air Conditioning, and Refrigeration AS Degree program

To accommodate this growth, the institution made significant investments in capital construction projects. SJVC designed state-of-the-art facilities for its new campuses in Hesperia, Temecula, Lancaster, and San Diego. The College also relocated the Modesto Campus to a new facility. In addition, the school built labs and learning facilities to support its new programs and the migration of programs from one campus to another. Among these were Dental Assisting pocket labs in Fresno, Visalia, and Bakersfield; labs for the Heating, Ventilation, Air Conditioning, and Refrigeration program in Temecula, Visalia, Rancho Cucamonga, Modesto, and Hesperia; and massage therapy clinics in Bakersfield and Modesto.

(2) Enhanced Educational Effectiveness

In addition to launching new campuses and expanding the school's offerings, SJVC has made large strides in student learning assessment since ACCJC reaffirmed the College's accredited status. Indeed, assessment has become one of the school's top priorities.

SJVC fortified the foundation of the assessment edifice by clarifying the institution's identity and purpose. Through the collaboration of the College's stakeholder groups, the school revised its mission statement, articulated a core values statement, and developed institutional learning outcomes. **(INT.6)**

The College then made significant investments in strengthening its assessment structure. SJVC sent two individuals to WASC's ten-month Assessment Leadership Academy and created a new senior administrative position, Director of Assessment, to lead the institution's activities in this area.

In 2009 and 2010, the faculty was charged with the task of developing student learning outcomes (SLOs), courses (CLOs), and program learning outcomes (PLOs). To support this process, the College had all faculty members participate

in two in-house trainings on assessment, “Student Learning Outcome Basics” and “Connecting the Dots,” and generated a primer on assessment, the SLO Toolkit, which faculty and administrators can download from the school’s intranet. **(INT.7)**

Instructors completed the learning outcome formulation process by mapping their program’s curriculum to ensure that CLOs served as the building blocks for students’ mastery of the PLOs.

The College adopted a digital learning management system for SLO assessment. When students take a computer-based test using the learning management system, or when instructors use the software to enter rubric scores for their class members’ course papers, the data indicating how well learners fared on each CLO are automatically uploaded to a customized platform, SJVC’s Report and Dashboard Library. This data can be aggregated and sorted by a large number of variables, including campus, instructor, and course. The Report and Dashboard Library provides administrators and faculty real-time statistics on the effectiveness of the College’s educational delivery.



Although the ongoing evaluation of student learning using course objectives, placement rates, and licensure pass rates has about a twenty-year history at SJVC, advances in technology and higher education’s formulation of best practices in assessment have spurred the College to refine and implement an even more systematic process for reviewing the school’s academic programs on a regular basis.

SJVC put the capstone on its assessment edifice by transitioning to an outcomes-based program review process in 2011. The Outcomes-Based Program Review entails a biennial evaluation of each of SJVC’s 27 degree programs and its one cross-discipline curriculum (General Education). **(INT.8)**

A committee constituted largely of faculty, and which also includes representatives of the program’s other stakeholders (e.g., students, alumni, administrators, career services staff, admissions staff), comes together on a designated date once every other year to assess a given program’s educational effectiveness. Their effort results in a Program Review Report, which specifies

their findings, recommended action items, and overall conclusions. The report directs program improvement efforts and budgeting decisions for the next two-year cycle.

(3) Enhanced Institutional Effectiveness

SJVC has also made important investments in improving assessment of its institutional effectiveness. To enable the College's administrators to evaluate its success relative to established targets, SJVC put in place an operations dashboard and institutional scorecard. The dashboard and scorecard use systematically collected data to enable the school to stay apprised of its performance and make informed decisions about how to allocate resources to ensure continuous institutional improvement. **(INT.2 and INT.3)**

As another means of strengthening institutional effectiveness, the College implemented a biennial process for reviewing its non-instructional programs, the student service departments and administrative units. Like the instructional program reviews, a committee of stakeholders meets to appraise each unit's performance and generate a report of their findings and suggestions for improvement that inform action items and resource allocation decisions.

(4) Enhanced Technology

As detailed in **Standard III C**, the College has made large investments in technology during the past five years.

Intranet

Among the most important technological advances since reaccreditation is the launch of the College's new password-protected intranet, InfoZone, which enables the SJVC community to access all electronic resources from a central portal.

Learning Management System

Another major advance was the implementation of a learning management system, Desire2Learn (D2L) Learning Suite. D2L has many features that enhance educational effectiveness. The learning management system (LMS) enables faculty to prepare courses, deliver courses, and assess CLOs. It enables students to access syllabi, view educational videos posted by their instructors, take online exams, check grades, and complete faculty and course evaluation forms. The LMS also facilitates administrator access to SLO data at the individual, course, program, campus, and institutional levels, which is in turn used to evaluate educational effectiveness, review instructor and course evaluations, and to inform ongoing improvement efforts.

Technology Coaches and Curriculum Specialist

To supplement the LMS, the College created two new jobs: technology coaches and Curriculum Specialist III. The former is a designated faculty member whose role is to work one-on-one with the instructors to identify the technologies likely to be most effective for their particular courses. The latter is a professional who supports instructors to design courses that can leverage technology to enrich students' educational experience.

Internet-Based Tutoring

SJVC put in place an online math and writing skills assessment and tutorial program, which it licenses through Pearson Education. The MyMathLab and MyWritingLab are used to remediate students in math and English.

Institutional Research

To bolster the school's institutional research function, the College developed a Report and Dashboard Library that provides administrators the ability to house, collate, and triangulate data stored across the institution's differing platforms. The College also has an information services team that provides the expertise to develop routine and special reports as requested by faculty, administration, and staff.

Human Resources

The College purchased Halogen eAppraisal software to improve the employee review process and Evolution HR to store employee records digitally.

(5) Enhanced Governance Structure

The last major improvements that the College has made since ACCJC re-affirmed its accreditation in 2007 is changes to its governance structure. Notably, the institution clarified the roles that its key stakeholders play in the school's shared governance system. The SJVC Policy on Constituency Group Participation in Governance, which was adopted by Senior Management and ratified by the Board of Governors in January 2011, specifies the mechanisms by which individuals may provide feedback for institutional improvement and contribute to decision making and planning. **(INT.9)**

3. Institutional Statistics

a. Student Body Size

How many students does SJVC have, what are the numbers of students per campus, and what programs and awards are they pursuing? To address these questions, the matter of how to calculate student body size must first be discussed.

SJVC's curricular design results in three measures of student body size.

- *Headcount* is the total number of unduplicated students enrolled at any point during a year, regardless of whether they were enrolled for the full 12 months or just one day before withdrawing. It, therefore, measures the number of discrete individuals the school serves over the course of a year. The College uses two headcount timeframes: the calendar year (January 1 through December 31) and the IPEDS reporting year (July 1 through June 30).
- *Average census* is the mean number of students enrolled per module (i.e., a five-week period) in a calendar year. To calculate it, SJVC averages together the number of enrolled students on the second day of the third week of each module—the day after each module's drop date—throughout the year. Because it measures how many students the school serves *simultaneously*, average census is a useful metric for assessing resource demands (e.g., number of instructors, classrooms, computers).

- *Starts* (also called *New Starts*). Starts is the number of new students who enroll at SJVC during a module or calendar year, depending on the institutional research objective. Those with the same start date comprise a cohort.

b. Headcount, Average Census, and Starts

The data in **Figure 4** indicate that between 2008 and 2011 SJVC’s student headcount increased by fifty-six percent, census by fifty-seven percent, and starts by twenty-nine percent. The years between 2008 and 2010 showed steady growth in the student body. The College plans to achieve its goal of a 7,500 average census by December 2015 by boosting its 2011 figure by one-third.

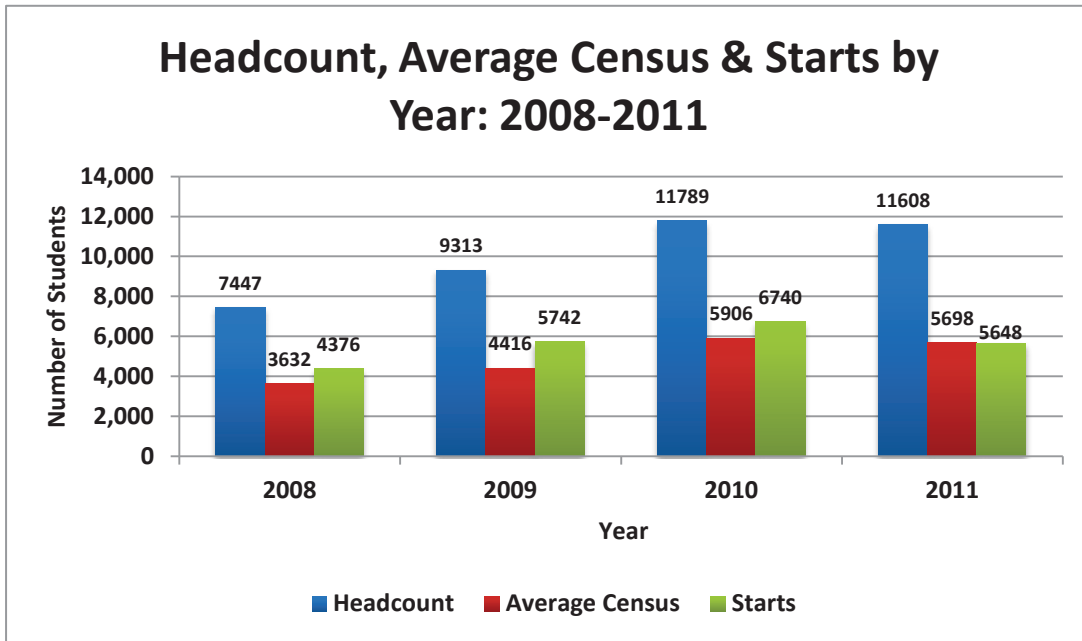


Figure 4

Note. The data were collected between Jan. 1 and Dec. 31 of each year.

c. Number Students per Campus

Figure 5 suggests that the College’s campus size was bi-modal: seven campuses had headcounts of more than 800 students per year on average during the last four years, while four had fewer than 450.

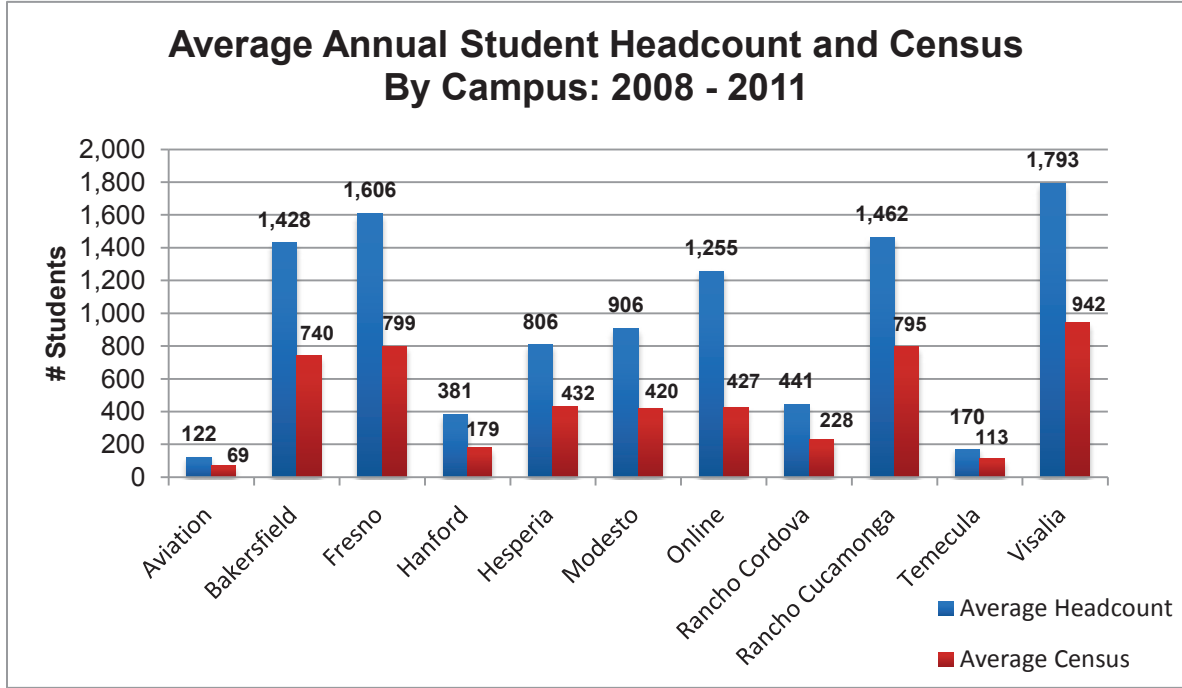


Figure 5

Note. The average annual headcount and average annual census are based on data collected between Jan. 1 and Dec. 31 of each year.



d. Number of Students per Program

The distribution of students among the school’s programs is also not uniform. The program with the largest number of enrollees between January 1, 2008 and December 31, 2011, Medical Assisting (n = 7796), had more than 3.5 times more than the second biggest program, Business Administration (n = 2179). Ten of the 25 programs had fewer than 250 people in total matriculate during the four-year period.

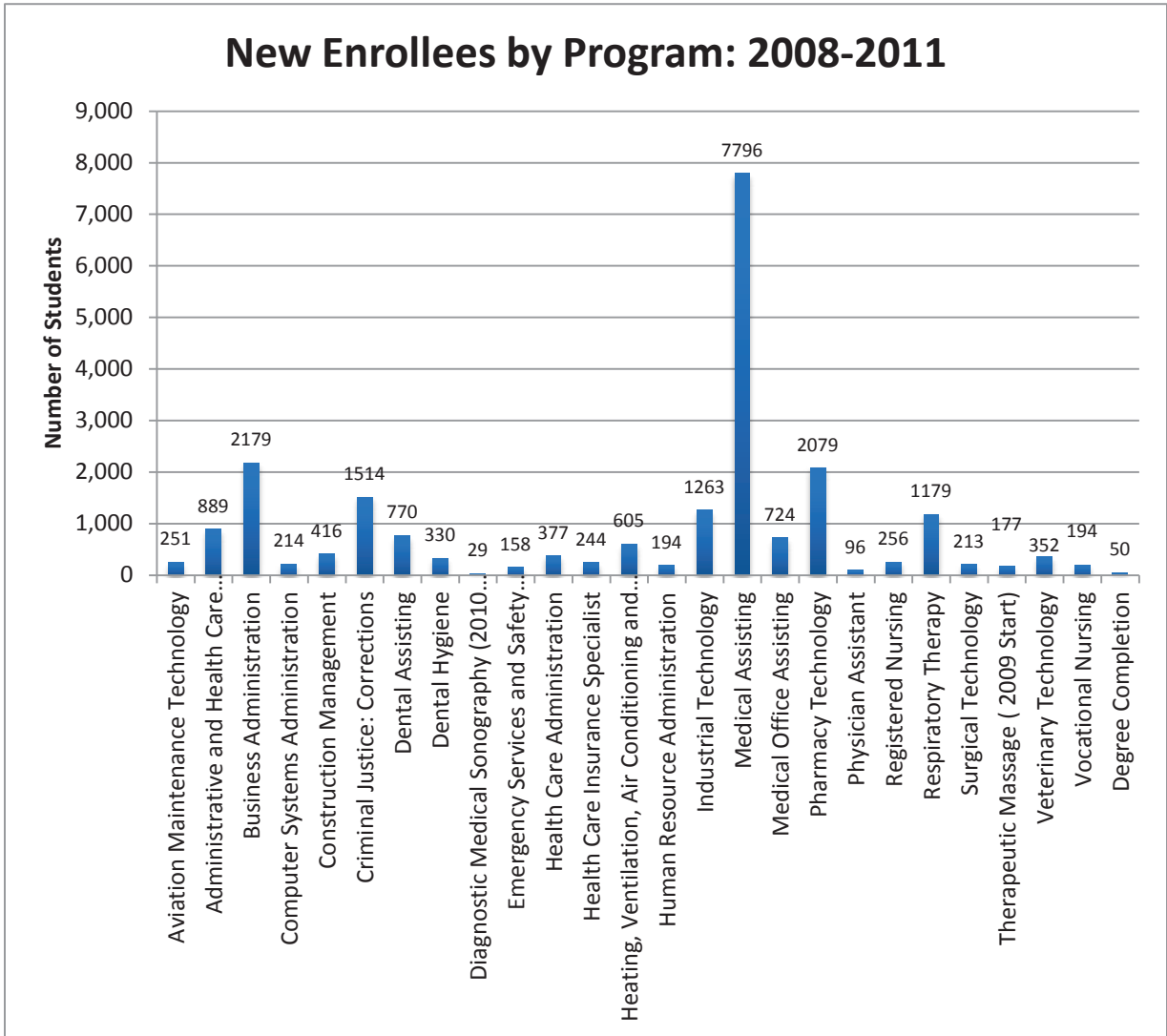


Figure 6

Note. This chart includes the sum of all students who enrolled at SJVC between 01/01/08 and 12/31/11.

e. Number Students per Award-Type Sought

Three-quarters of the students who started between January 1, 2008 and December 31, 2011 sought to earn an AS Degree, while one-quarter pursued a Certificate of Completion, indicating that SJVC is primarily a degree-granting institution.

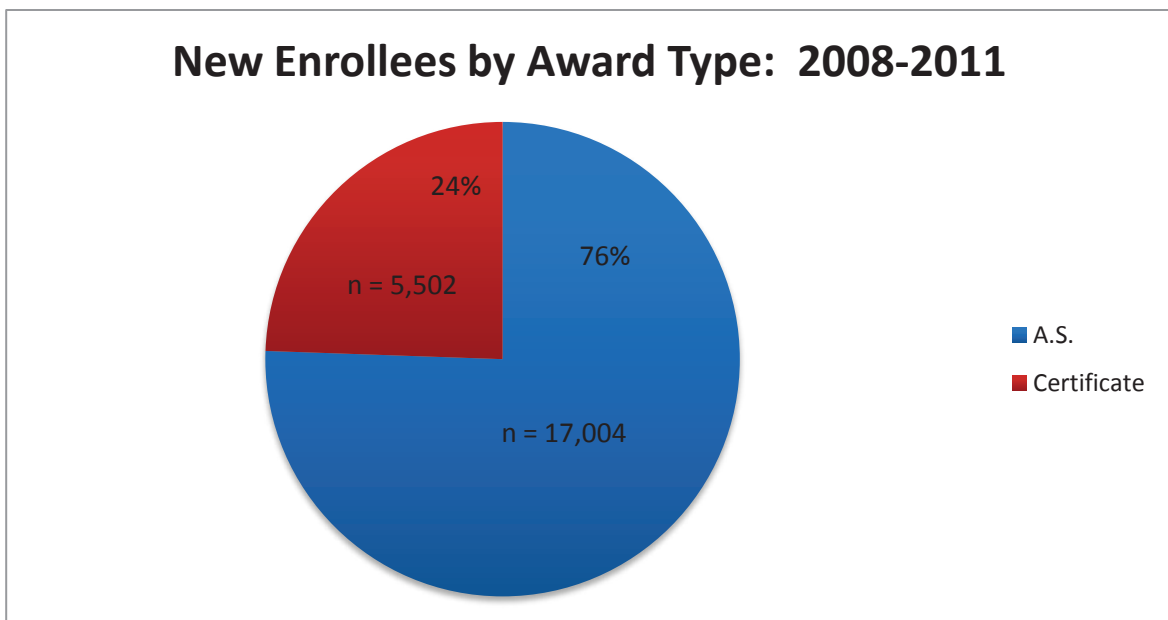


Figure 7

This figure provides data on all new students who enrolled between 01/01/08 and 12/31/11.

4. Demographic Data

a. Gender

From 2007 to 2011, women comprised on average sixty-nine percent of the student body headcount, sixty-one percent of the faculty, and 66.5% of the staff with little fluctuation year-over-year.

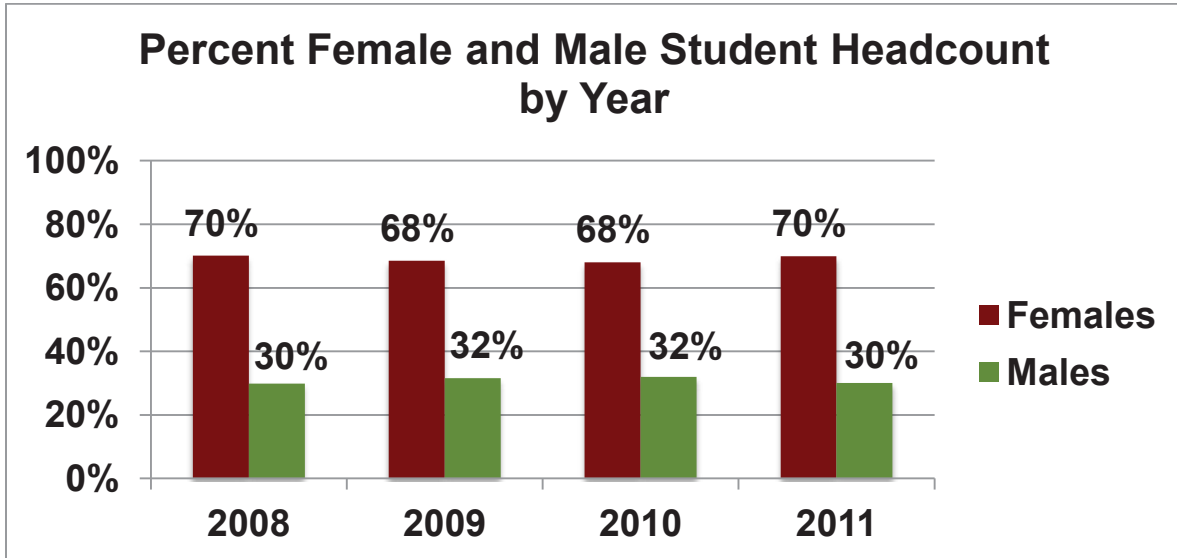


Figure 8

Note. The data were collected between Jan. 1 and Dec. 31 of each year.

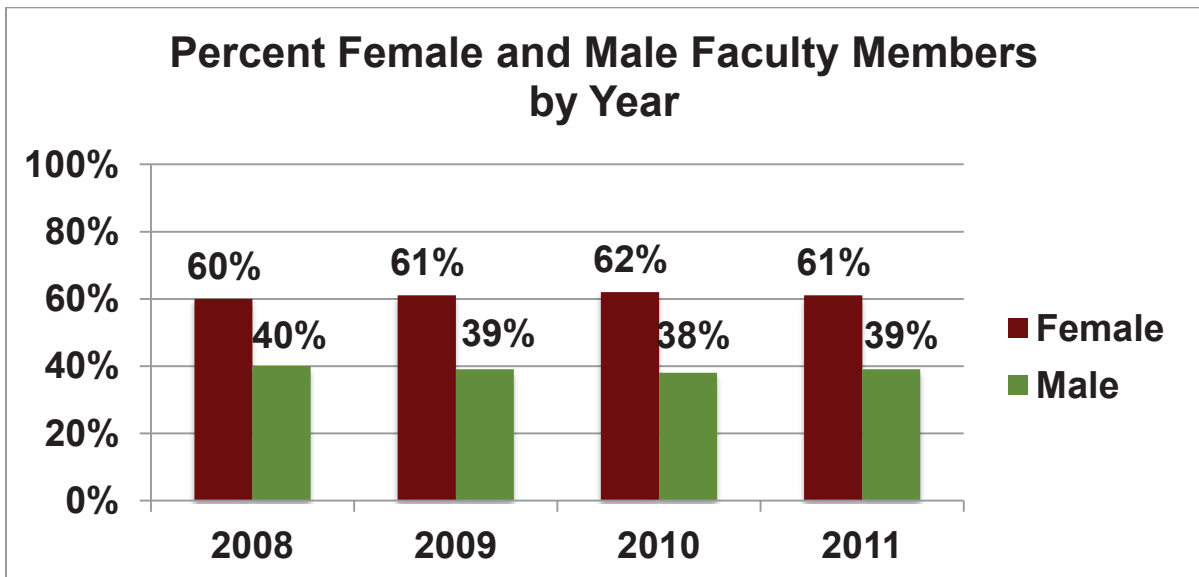


Figure 9

The data were gathered on Nov. 1 of each year.

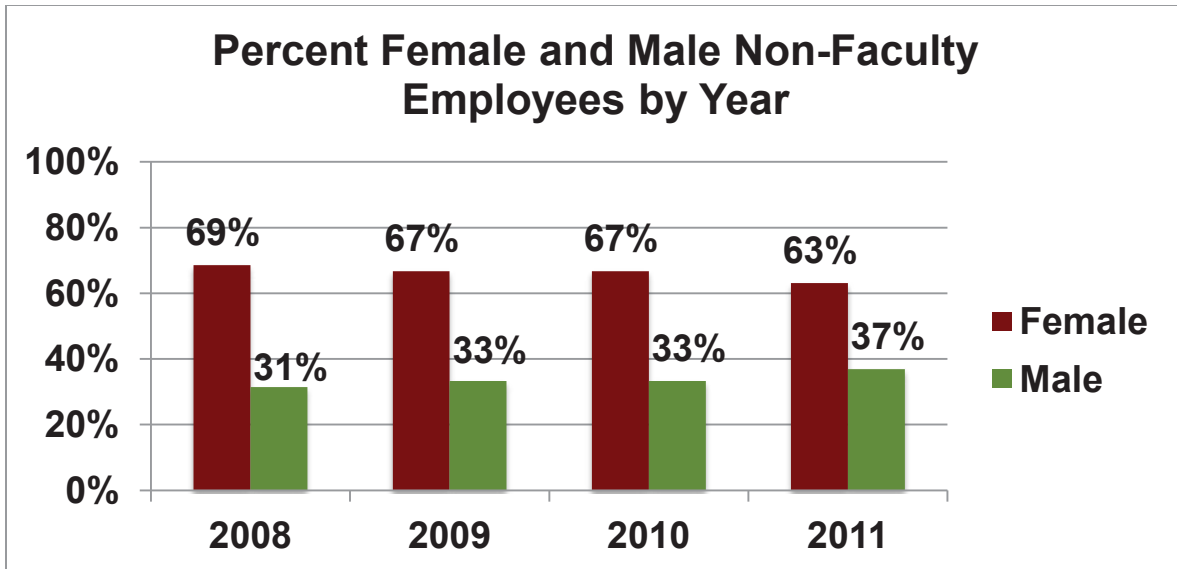


Figure 10

The data were gathered on Nov. 1 of each year.

b. Age

The distribution of students' ages shows that the overwhelming majority of students are in their early 20s, as one might expect, and that there is a steep decline toward those in their mid-60s.

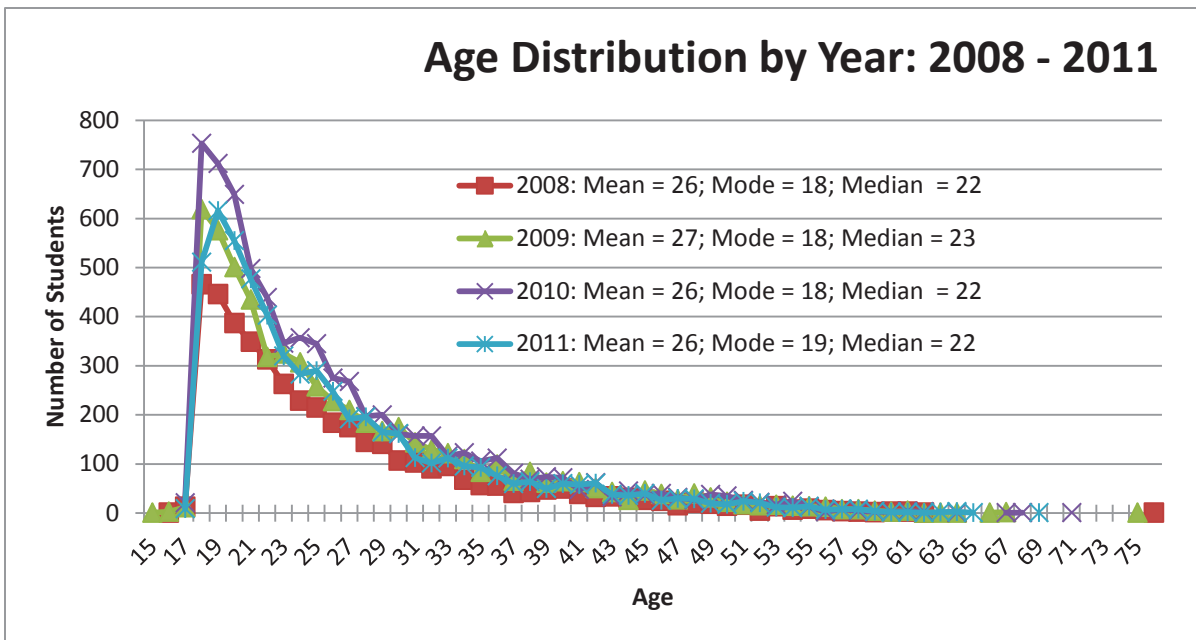


Figure 11

The data are based on the unduplicated headcount of students during each calendar year (Jan. 1 through Dec. 31).

c. Ethnicity

(1) Students

Figure 12 shows that sixty-four percent of SJVC’s students in 2011 were students of color, that is, identified themselves as Hispanic; African-American or Black; Asian, Asian-American or Pacific Islander; or American Indian or Native American. Hispanic students comprised nearly half of all students, outnumbering white students by about 1.7 to 1. The ethnic composition of the student body underscores SJVC’s commitment to those who have been historically under-represented in higher education.

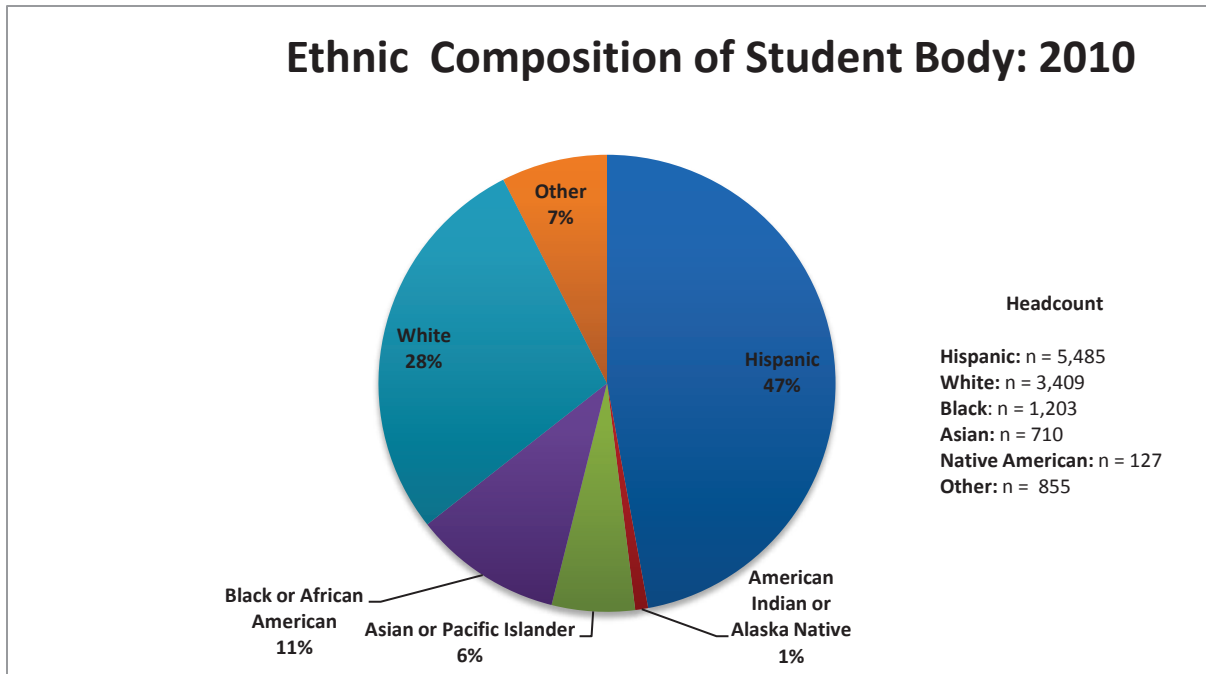


Figure 12

^aData are based on headcount between 01/01/10 and 12/31/10

^bThe figures in the chart indicate the number of discrete individuals in that category

“Other” includes those whose ethnicities are unknown and those who identify with more than one race/ethnic identity.

Reflecting the value SJVC places on diversity, the 2010 data indicate that with few exceptions the percentage of students on each of the College’s campuses who identify as a racial or ethnic minority is higher than that of the population from which they were drawn. The percentage of white students is concomitantly lower on each campus than in the general population of the county where their campus is located, with the exception of the small, one-program Aviation campus. The following charts are presented in the order of the size of SJVC students’ ethnic groups from largest to smallest.

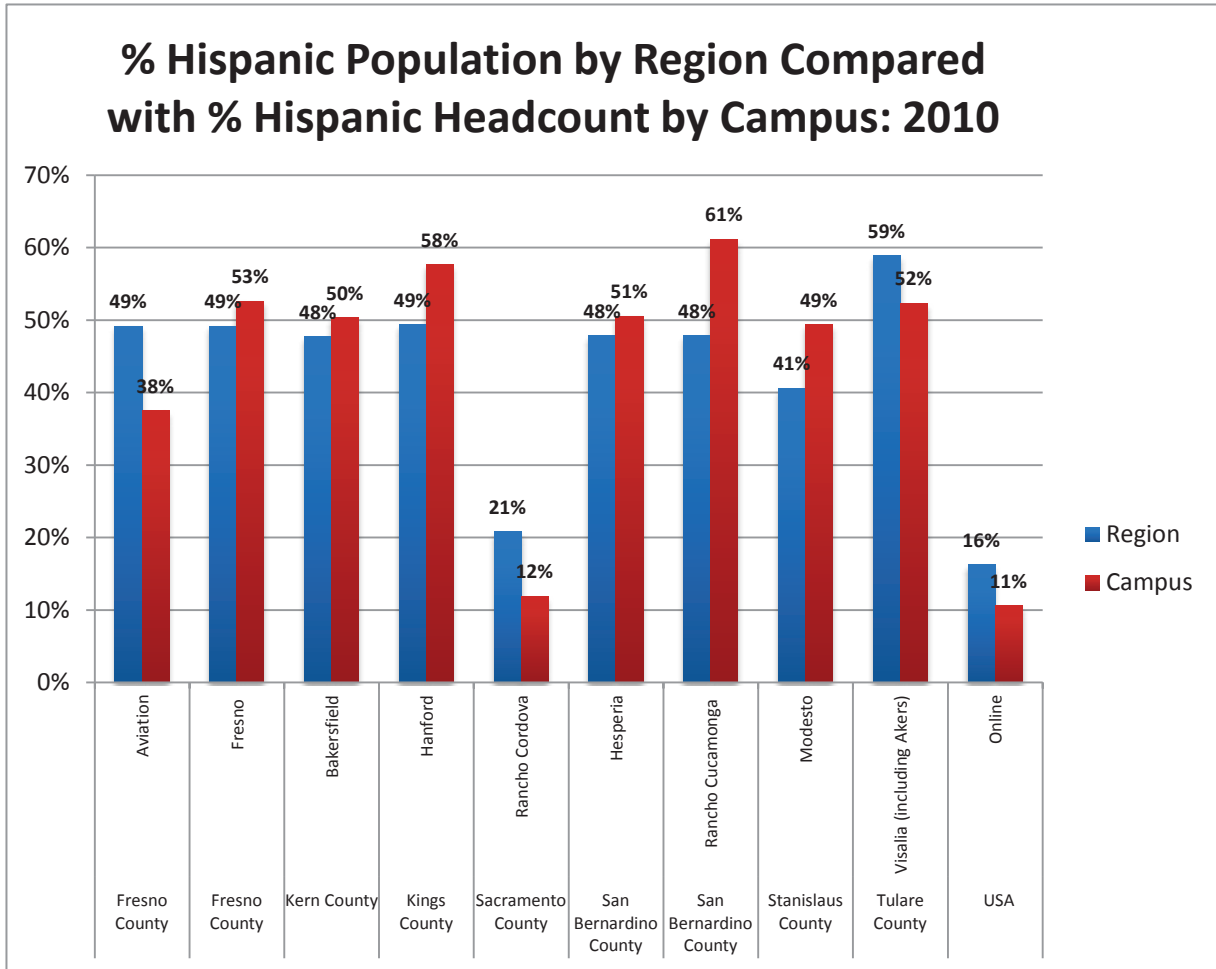


Figure 13

^aThe campus and region data comprise those who identified as Hispanic and Latino.

^bThe source of the California county statistics is as follows: U.S. Census Bureau. American Fact Finder. <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.

^cThe source of the USA statistics is as follows: US Census Bureau. (March 2011). Overview of Race and Hispanic Origin: 2010. Table 2. Population by Hispanic or Latino Origin and Race for the United States: 2010. <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>.

^dThe SJVC headcount data were collected between 01/01/10 and 12/31/10.

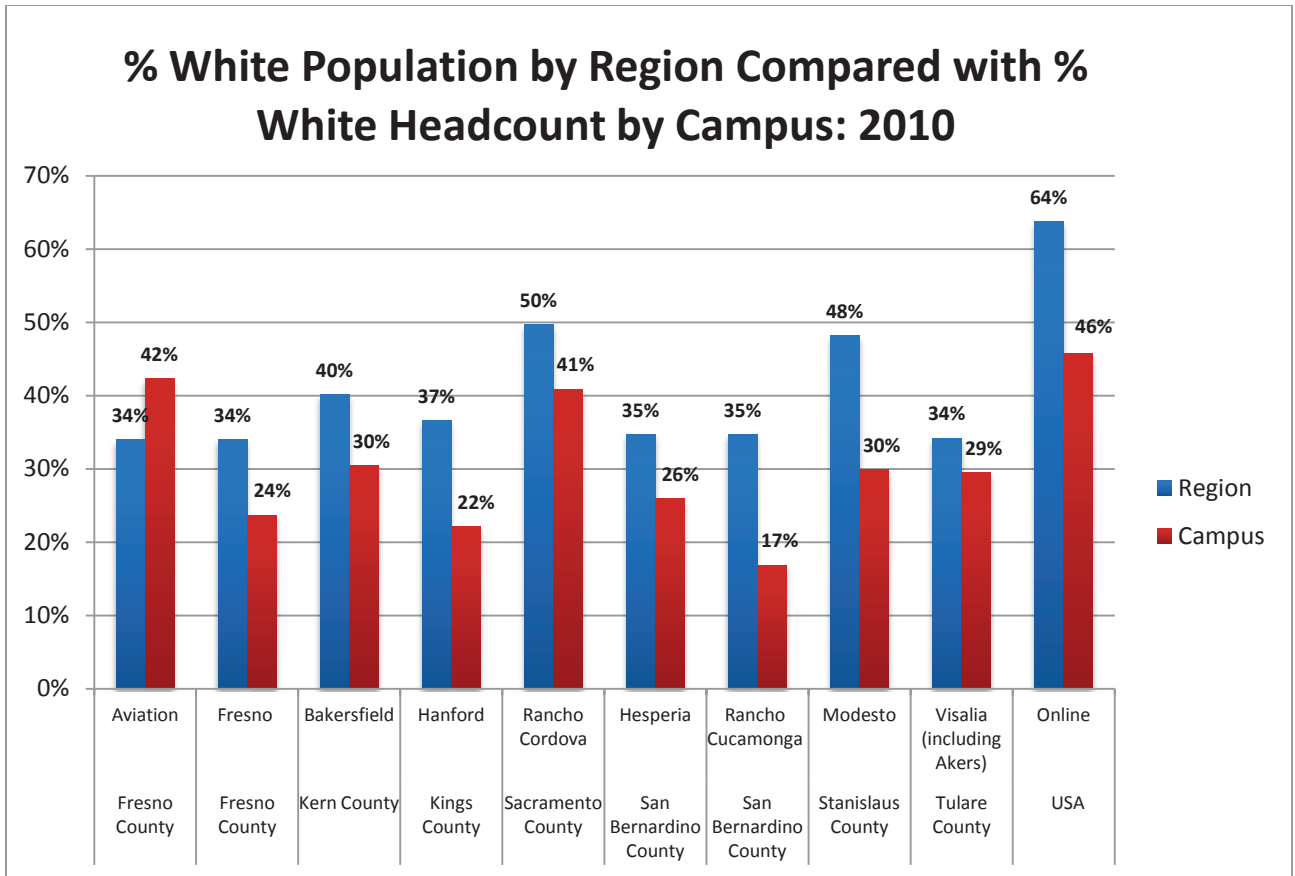


Figure 14

^aThe campus and region data comprise those who identified as white or Caucasian.

^bThe source of the California county statistics is as follows: U.S. Census Bureau. American Fact Finder. <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.

^cThe source of the USA statistics is as follows: US Census Bureau. (March 2011). Overview of Race and Hispanic Origin: 2010. Table 2. Population by Hispanic or Latino Origin and Race for the United States: 2010. <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>.

^dThe SJVC headcount data were collected between 01/01/10 and 12/31/10.

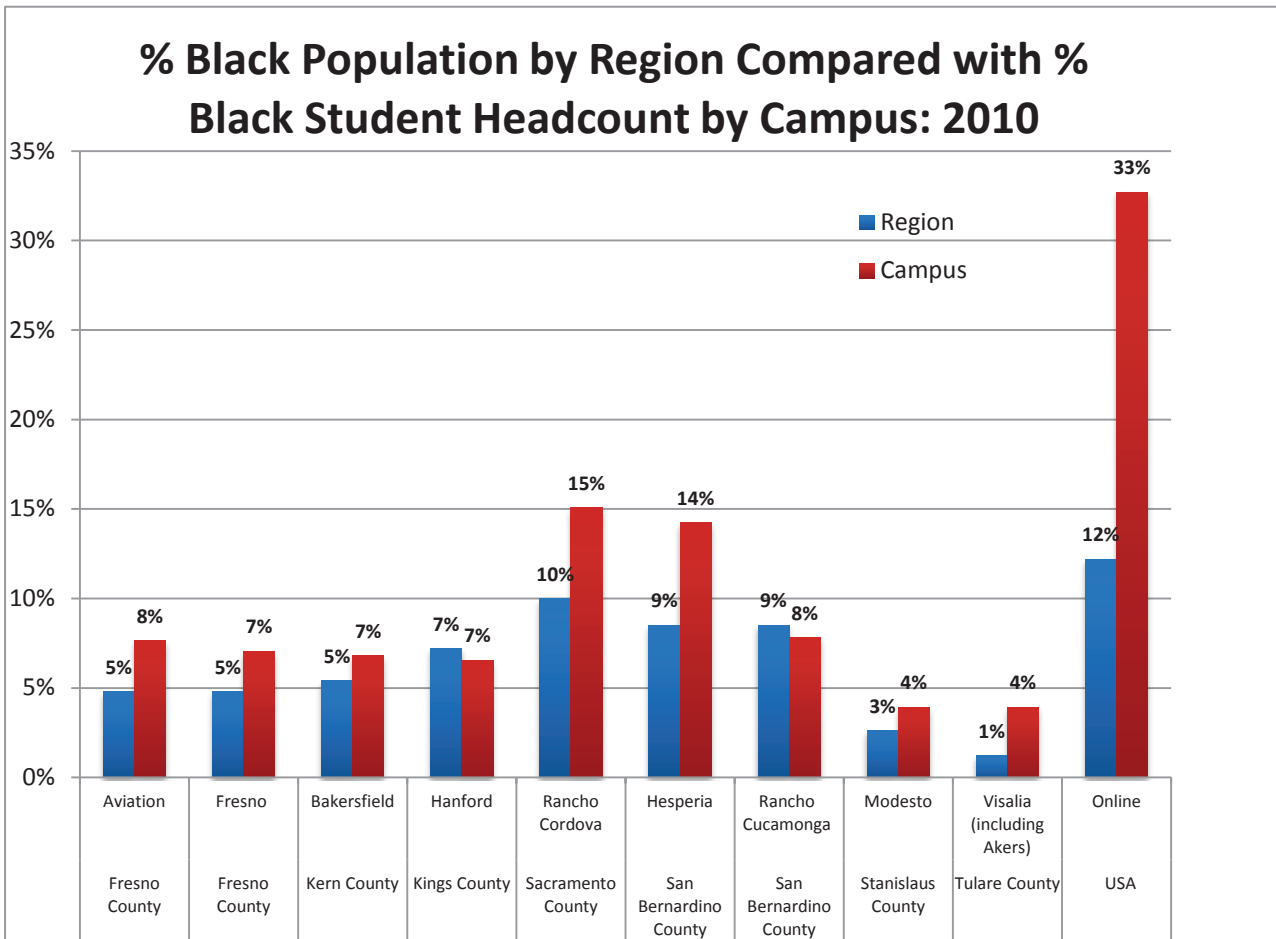


Figure 15

^aThe campus and region data comprise those who identified as black or African-American.

^bThe source of the California county statistics is as follows: U.S. Census Bureau. American Fact Finder. <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.

^cThe source of the USA statistics is as follows: US Census Bureau. (March 2011). Overview of Race and Hispanic Origin: 2010. Table 2. Population by Hispanic or Latino Origin and Race for the United States: 2010. <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>.

^dThe SJVC headcount data were collected between 01/01/10 and 12/31/10.

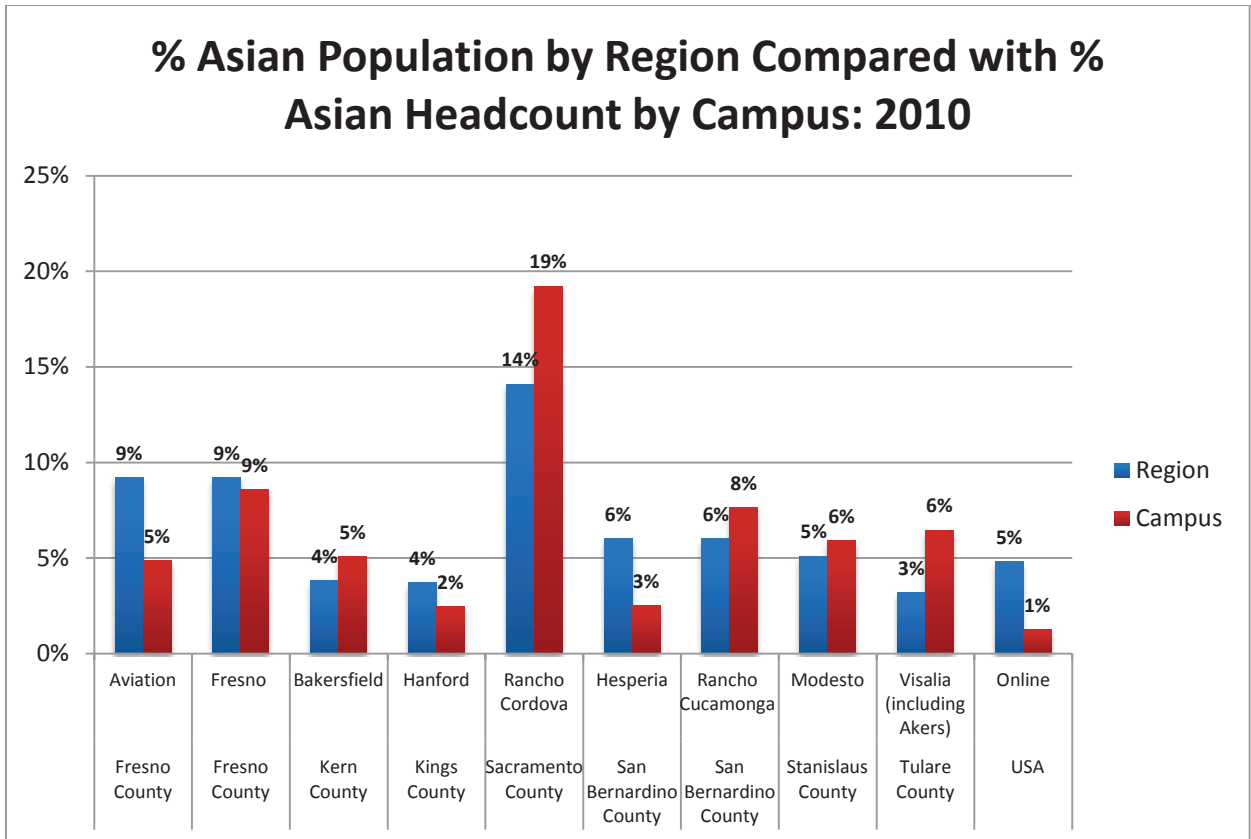


Figure 16

^aThe campus and region data comprise those who identified as Asian, Asian-American, Native Hawaiian, or Pacific Islander.

^bThe source of the California county statistics is as follows: U.S. Census Bureau. American Fact Finder. <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.

^cThe source of the USA statistics is as follows: US Census Bureau. (March 2011). Overview of Race and Hispanic Origin: 2010. Table 2. Population by Hispanic or Latino Origin and Race for the United States: 2010. <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>.

^dThe SJVC headcount data were collected between 01/01/10 and 12/31/10.

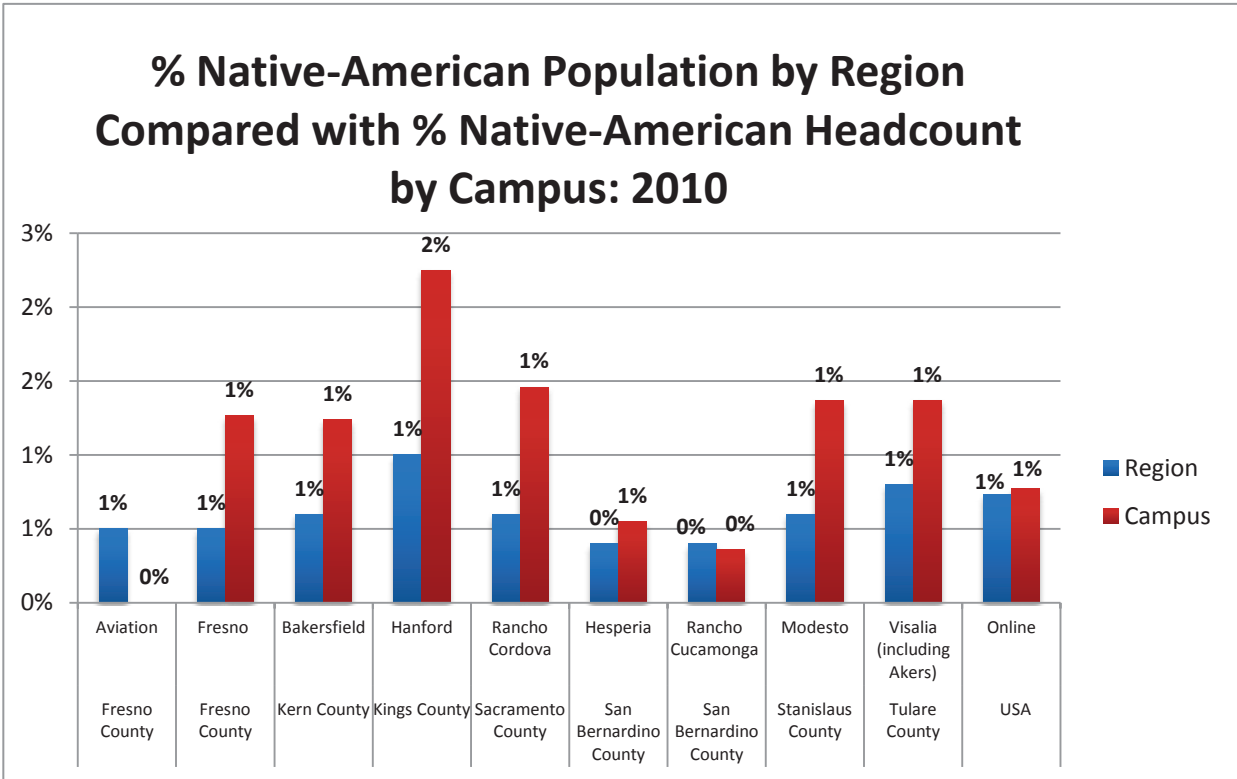


Figure 17

^aThe campus and region data comprise those who identified as Native American, American-Indian, or Alaska Native.

^bThe source of the California county statistics is as follows: U.S. Census Bureau. American Fact Finder. <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.

^cThe source of the USA statistics is as follows: US Census Bureau. (March 2011). Overview of Race and Hispanic Origin: 2010. Table 2. Population by Hispanic or Latino Origin and Race for the United States: 2010. <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>.

^dThe SJVC headcount data were collected between 01/01/10 and 12/31/10.

(2) Faculty and Staff

The following charts illustrate the ethnic make up of SJVC's faculty and staff.

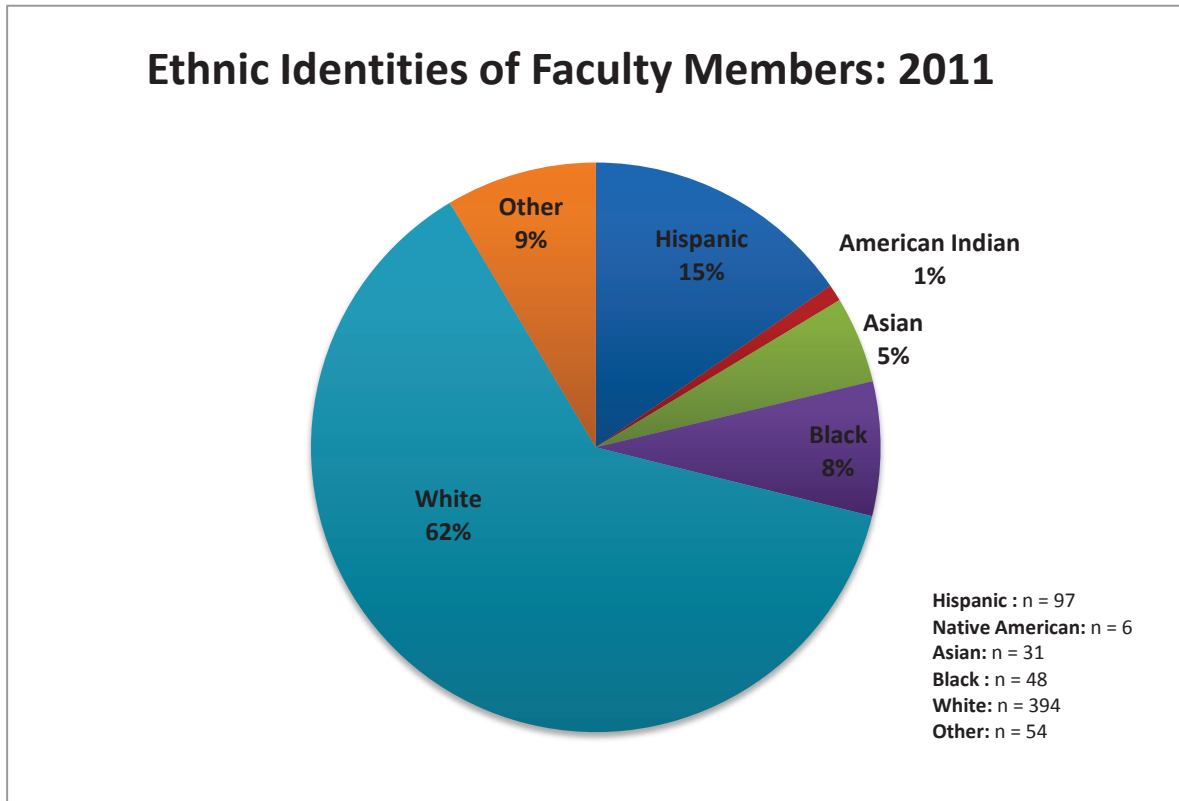


Figure 18

^aData were collected on 11/01/11.

^bThe figures in the chart indicate the number of discrete individuals in that category.

^c“Other” includes those whose ethnicities are unknown and those who identify with more than one race/ethnicity.

Ethnic Identities of Staff: 2011

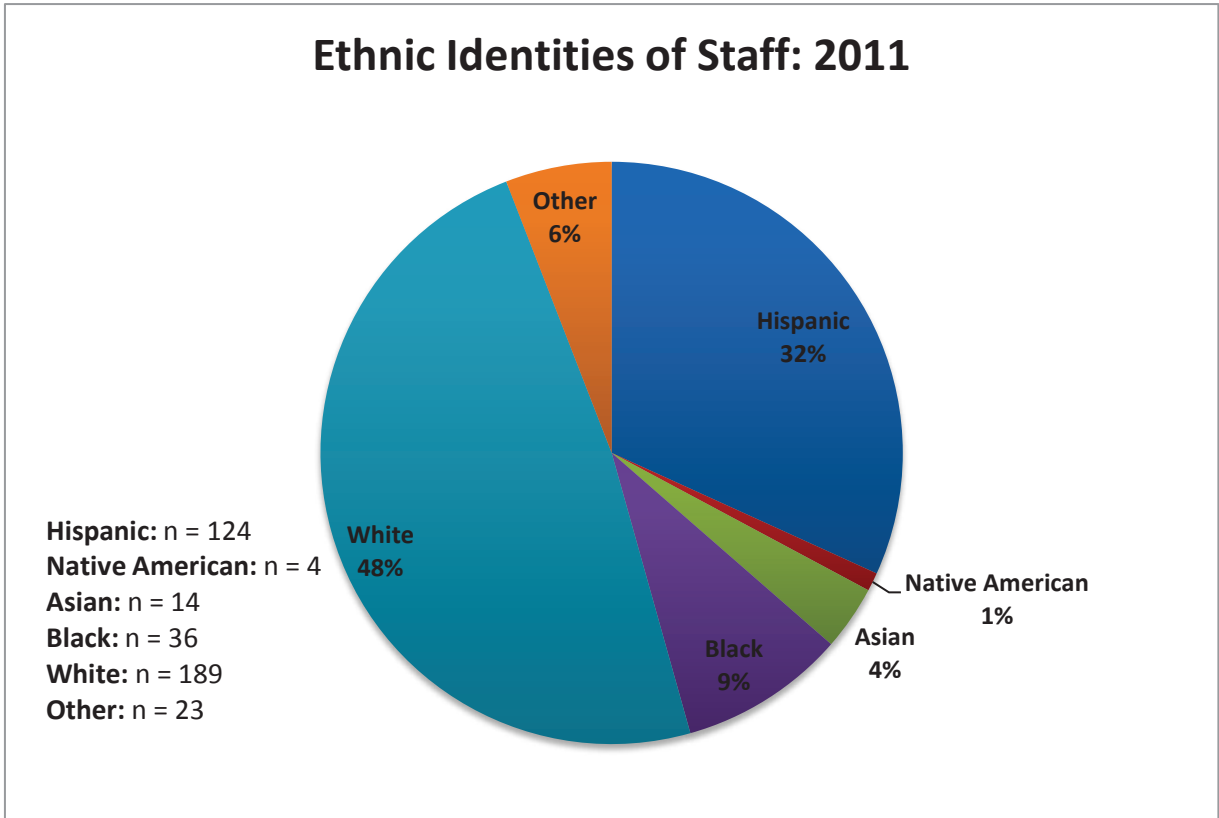


Figure 19

^aStaff includes all employees who are not faculty members.

^bData were collected on 11/01/11.

^cThe figures in the chart indicate the number of discrete individuals in that category.

^d“Other” includes those whose ethnicities are unknown and those who identify with more than one race/ethnicity.

5. Student Success

This section examines success rates of SJVC students at critical junctures in their transformation to working professionals—specifically, course completion, graduation, licensure exam passage, and job placement—and disaggregates the data by relevant variables to consider factors that may be correlated with achievement. Student learning outcome data, which are the fundamental measures of the College’s educational effectiveness, are presented in **Standard IIA**.

a. Course Completion

Students had an average completion rate of ninety percent of their program-specific classes and eighty-seven of their General Education (GE) classes during the last four years. **Figure 20** shows modest but steady annual gains in course completion, with a three percent increase in the pass rates of program courses and a six percent in GE courses between 2008 and 2011. The latter is notable because in November 2010 the College substantially increased the rigor of the two math courses it requires of all students pursuing an AS Degree. Course completion data is further disaggregated by program and campus in Exhibit 10.

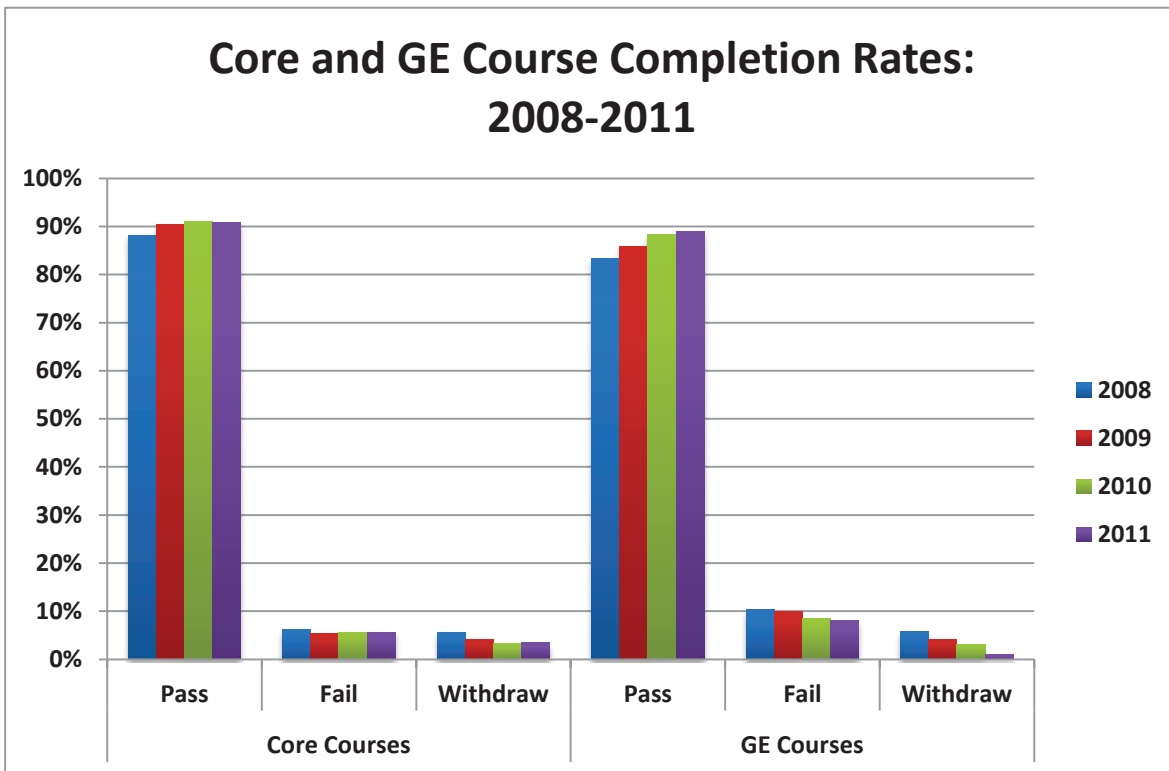


Figure 20

The denominator used to calculate the percentages in the figure above was the product of the number of students who took a course multiplied by the number of courses they took between 01/01 and 12/31 in the specified year, which are as follows: for core courses: 47,436; 54,232; 68,552; 60,181 (2008–2011, respectively); for GE courses: 213,894; 14,862; 24,078; 30,663 (2008–2011, respectively).

b. Graduation

This section focuses on graduation rates but considers attrition when marked disparities among the completion rates of segments of the student population merit attention.

The data in **Table 1** show consistent graduation rates among students who entered SJVC between 2008 and 2010. Because nearly one-third of the students who started in 2011 have not yet completed their program, drawing inferences about their degree of persistence would be premature.

Of the cohorts who entered between 2008 and 2010, on average sixty percent achieved the award they sought, while about thirty-nine percent withdrew or were academically disqualified. As noted earlier, SJVC’s completion rate is more than double that found by the College Board in their study of students at two-year U.S. colleges.⁴ At the same time, it falls short of the institution’s strategic goal of seventy percent graduation and continues to be a focus for the College.

Table 1

Persistence and Graduation Rates of Students Who First Enrolled in Their Program Between 01/01/08 and 12/31/11

Year	Starts	Still Attending ^a		Not Retained		Graduated	
	#	#	%	#	%	#	%
2008	4,376	2	0.05%	1,816	41%	2,558	58%
2009	5,742	3	0.05%	2,202	38%	3,537	61%
2010	6,740	73	1.08%	2,619	38%	4,048	60%
2011	5,648	1643	29%	2,089	37%	1,916	34%
	Total 2008-10	Total 2008-10	Mean 2008-10	Total 2008-10	Mean 2008-10	Total 2008-10	Mean 2008-10
2008-10	16,856	78	0.4%	6,637	39%	10,143	60%

^aStudents still attending are those who were enrolled as of 07/01/12.

⁴ Source: The College Board. The College Completion Agenda. Figure 9.2a. National Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges: 2002-2008.

c. Graduation Rates by Award Sought

Figure 21 shows that students seeking an AS degree had consistently higher completion rates than those pursuing a certificate between 2008 and 2010. On average, those on a degree-granting track had a four percent lower attrition rate.

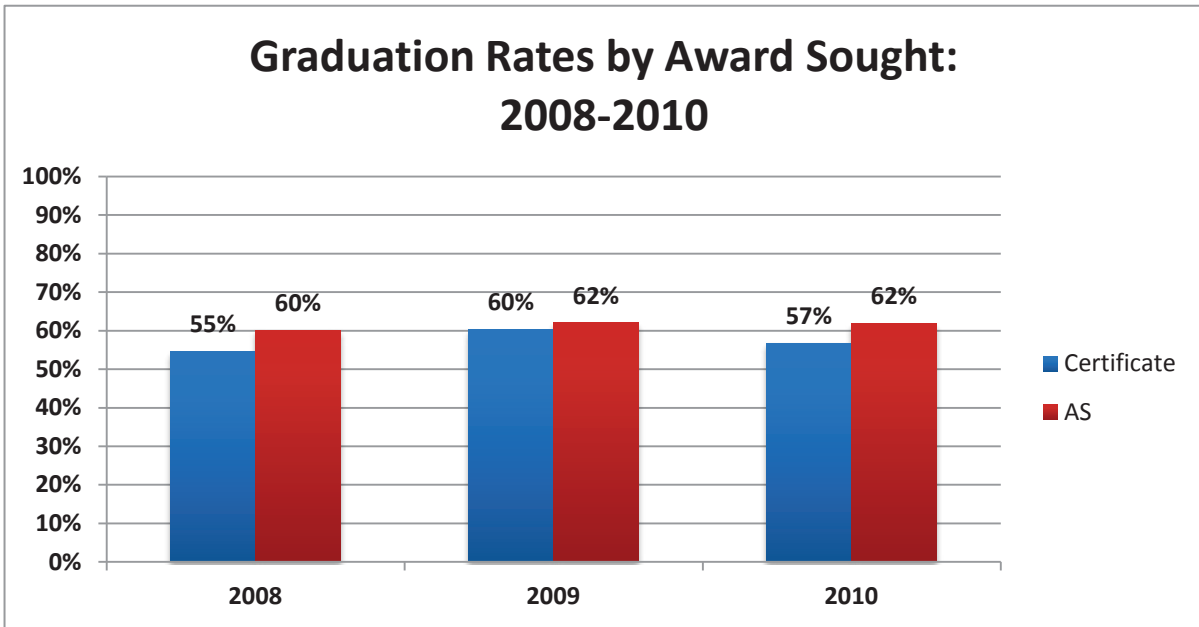


Figure 21

The data are based on all students who started at SJVC between 1/1/08 and 12/31/10.

d. Graduation Rates by Program

SJVC's program graduation rates of students who started between January 1, 2008 and December 31, 2010 ranged from forty-five percent (Construction Management [total starts = 298]) to ninety-five percent (Dental Hygiene [total starts = 253]).

Figure 22 reveals that generally speaking the programs with the highest graduation rates were those with programmatic accreditations; of which, the top three in this category are Dental Hygiene, Physician Assistant, and Registered Nursing. The remaining programmatically approved programs also have graduation rates that are at or above the institutional standard of sixty percent graduation rate and seventy-five percent of these programs (six out of eight) are above the College's institutional goal of seventy percent graduation rate achievement. Of those programs that are not programmatically accredited, over fifty percent are within three percent, or are above, the minimum institutional standard in this area (nine out of 18).

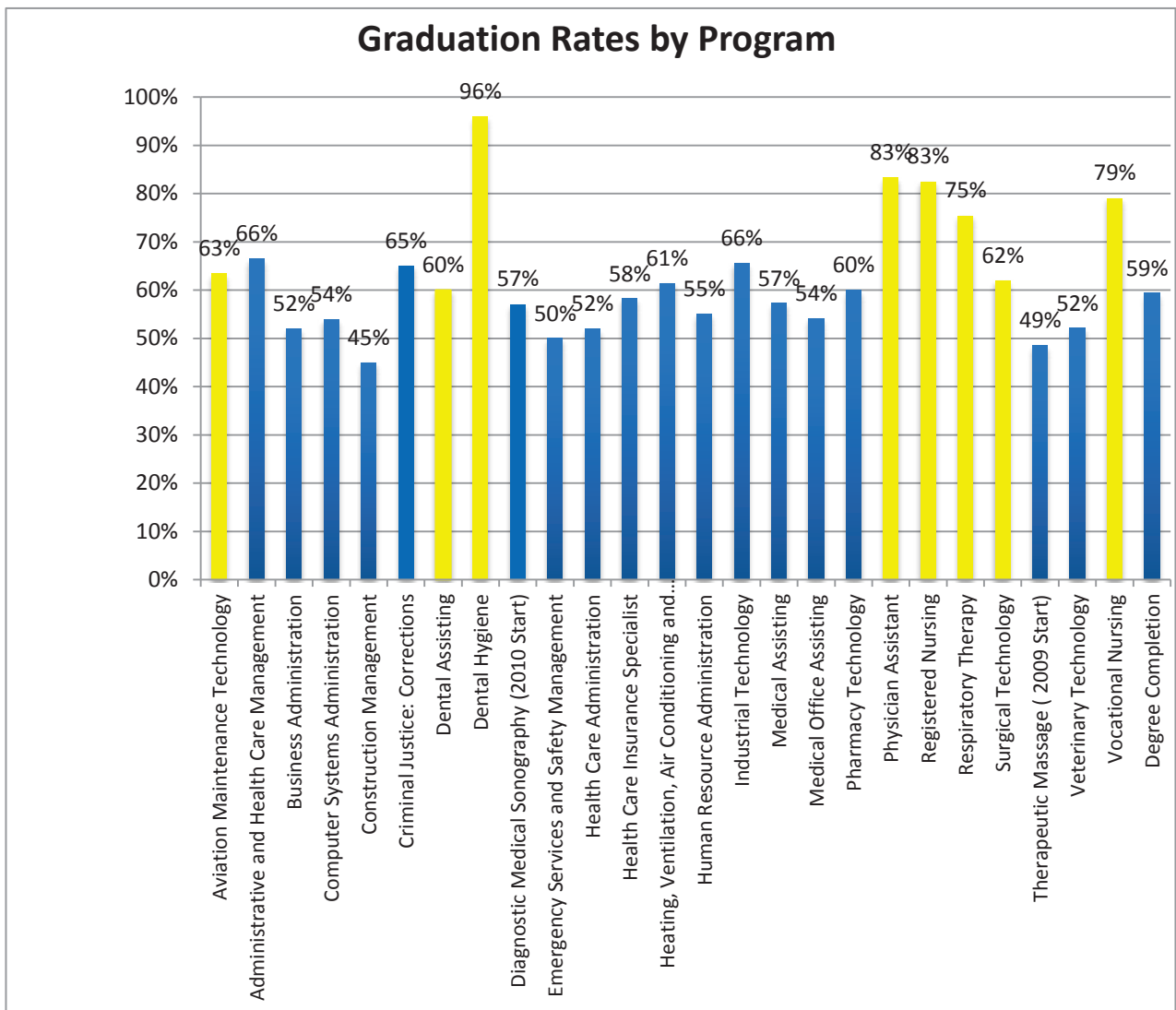


Figure 22

^a The data are based on all students who started at SJVC between 1/1/08 and 12/31/10.

^b Medical Assisting is the combination of Clinical Administrative and Medical Assisting and Clinical Medical Assisting Programs

■ ^cProgram results include both certificate and Associate Degree award Programs with programmatic accreditation

■ Programs without programmatic accreditation

e. Graduation Rates by Gender and Ethnicity

The chart below illustrated the College’s graduation rates by gender and ethnicity.

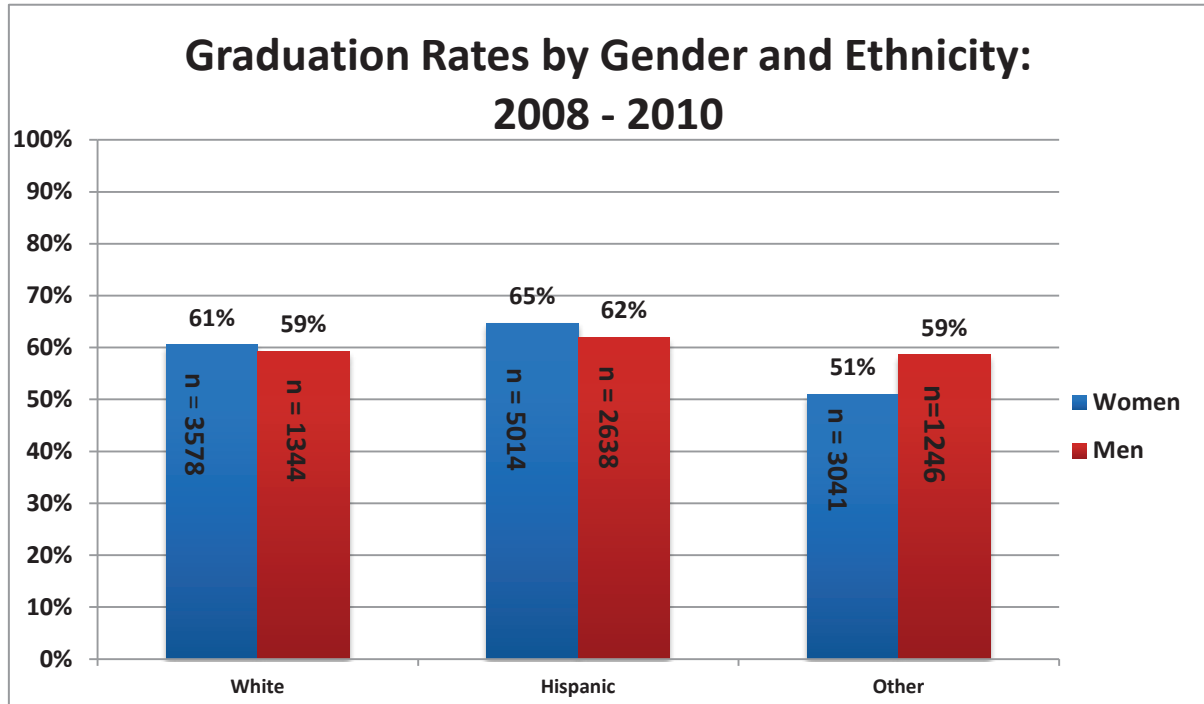


Figure 23

Notes.

^a The data are based on all students who started at SJVC between 1/1/08 and 12/31/10.

^b “Other” includes those who indicated on their application form that they were American Indian or Alaska Native; Asian, Native Hawaiian, or Other Pacific Islander; Black or African- American, or two or more races.

^c Chart does not include those who did not specify their racial/ethnic identity on their application form.

f. Attrition Inflection Points

In an effort to bolster retention, the College examined the inflection points where students were most vulnerable to dropping out. As illustrated in **Figure 24**, patterns in persistence have been notably consistent from 2006 through 2011. About ten to twelve percent of students drop during their first module, which is the highest concentration of withdrawals per five-week interval. An additional ten percent quit or are academically disqualified between weeks five and 15, which is the halfway point in the first academic year. Approximately twenty percent more students leave in the remaining 45 or more weeks, with no module- or time-specific pattern in when they depart.

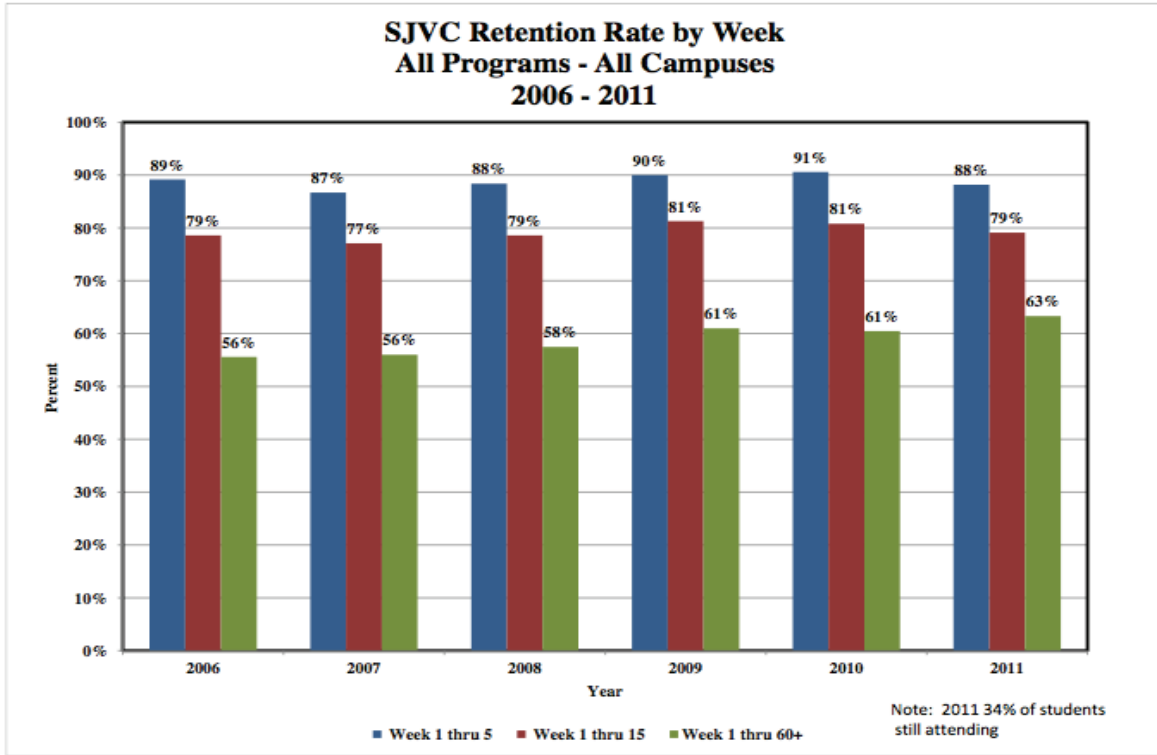


Figure 24

g. Professional Exam Pass Rates

Table 2 presents the percentage of SJVC students between 2006 and 2012 who passed one of the 14 licensure, credential, or certification exams for which its programs prepare them. Sixty-five percent (60/93) of the “exam cohorts”, the group of SJVC students who take a test in a year, had an eighty percent or higher pass rate. An additional eleven percent (10/92) had a seventy-five percent or higher success rate.



Table 2*National and State Exam Pass Rates for License, Credential, or Certification*

		Pass Rate								
Program	Test(s)	2006	2007	2008	2009	2010	2011	2012	National Reported	State Reported
Aviation	Powerplant	100%	95%	100%	100%	100%	96%	94%	96%	
	General	100%	100%	100%	100%	100%	92%	100%	95%	
	Airframe	100%	100%	100%	100%	100%	94%	89%	96%	
Dental Assisting	RDA Practical Exam	75%	80%	78%	68%	94%	81%	89%		
	RDA Written Exam	N/A	N/A	74%	69%	76%	86%	85%		
Dental Hygiene	National Board DH Exam	98%	99%	100%	99%	97%	94%	93%		
	State Board DH Clinical Exam	91%	89%	97%	92%	90%	91%	96%		
Registered Nursing	NCLEX RN: National Board Exam	N/A	N/A	85%	92%	78%	54%	61%	55%	
Licensed Vocational Nursing	NCLEX PN: National Board Exam	96%	100%	88%	82%	78%	80%	81%	85%	77%
Physician Assistant	PANCE: National exam	87%	80%	76%	80%	95%	94%	75%	92%	
Respiratory Therapy	NBRC: CRT Exam	100%	96%	97%	99%	98%	97%	95%	69%	
	NBRC: Written RRT Exam	88%	79%	82%	91%	85%	89%	92%	62%	
	NBRC: Clinical RRT Exam	80%	71%	85%	92%	90%	95%	96%	60%	
Surgical Technology	NBSTSA: National Cert Exam	67%	67%	65%	58%	56%	76%	75%	60%	

Notes:^aScores have been rounded^bNational and state scores have been provided if available.^cReview of results as of 10/2012.**h. Placement Rates**

The final quantitative measure of SJVC's success is its job placement rate. As a career college whose mission is to "prepare graduates for professional success" in their chosen fields, the percentage of students employed within a year of completion is one of the institution's three key strategic goals.

Of the SJVC alumni who were eligible for employment between July 1, 2008 and June 30, 2011, seventy-two percent had a job in their field for at least 30 consecutive days working 30 or more hours per week within a year of graduation. That figure grows to seventy-six percent when only AS degree students are considered. As noted previously, the national rate of employment for those with an associate's degree six years after entering college was seventy percent in 2009.⁵

As **Figure 25** illustrates, 21 of the 37 (fifty-seven percent) programs already meet the College's strategic goal of a seventy-five percent placement rate.

⁵ Source: U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) as reported by the College Board. <https://completionarch.collegeboard.org/preparation/job-placement-rates/employment-outcomes-us>

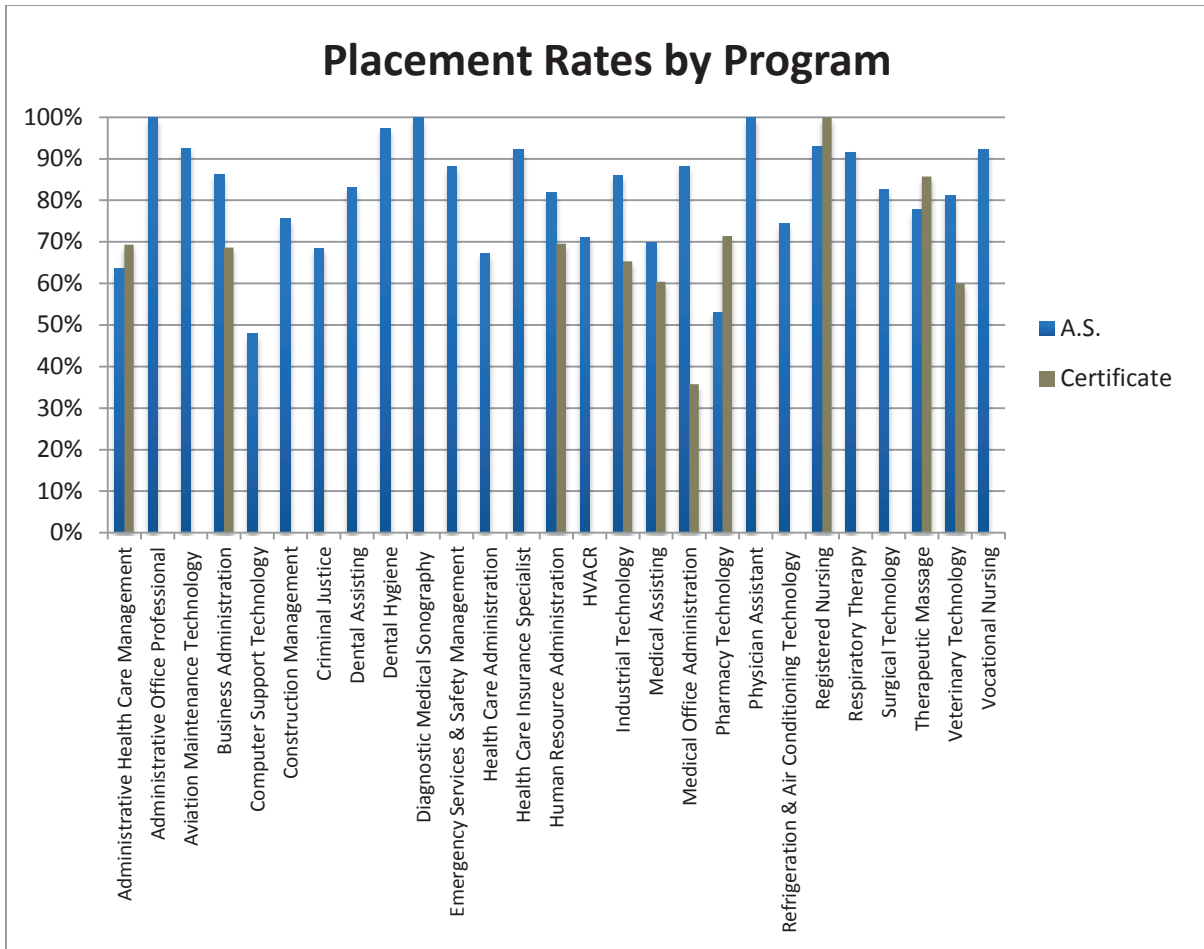


Figure 25

^aData were collected on 6/18/12.

^bData are based on the period of 07/01/08 – 06/30/11.

^cGraduates are counted as “placed” if they are employed in their field of study for 30 or more day working a minimum of 30 hours per week.

^dGraduates are considered “ineligible” for job placement and are therefore excluded from the placement statistics if they are any of the following: continuing their education at SJVC or another institution; engaged in active military service; waiting to receive the results of, have failed, or are ineligible to take a required licensure exam; pregnant; or temporarily disabled, permanently disabled, or deceased.

Figure 26 shows a marked annual decline in placement over the last three years. From seventy-six percent in 2008-09 the rate dropped to seventy percent in 2010-11. This mirrors the rise in unemployment in the state from 7.5% in 2008 to 12.8% in 2010.⁶

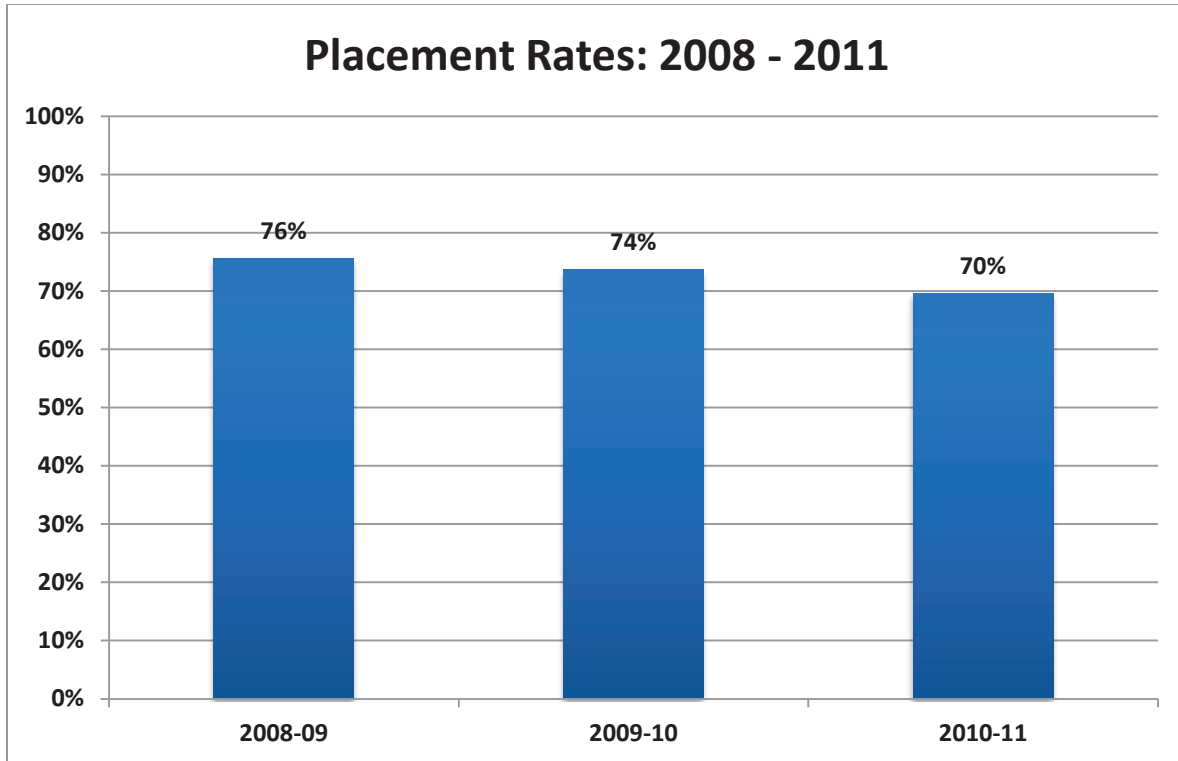


Figure 26

Time periods are based on IPEDS reporting years—that is, July 1 – June 30.

Exhibits

INT.1	Academic Programs by Campus
INT.2	Screenshot of Operations Report and Dashboard Library (Rancho Cucamonga Campus)
INT.3	Strategy Map and Institutional Scorecard
INT.4	SJVC Timeline
INT.5	List of Programmatic Accreditations
INT.6	Mission and Core Values Statements and ILOs
INT.7	SLO Toolkit (August 2011)
INT.8	2011/2012 Program Review Schedule
INT.9	Policy on Constituency Group Participation in Governance

⁶ Source: U.S. Census Bureau. American Fact Finder. <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>



Organization of the Self Evaluation Process

Organization of the Self Evaluation Process

Accreditation Self Evaluation Teams

Steering Committee

Mark A. Perry, President
Michael D. Perry, Chief Executive Officer
Carole Brown, Vice President of Academic Affairs
Wendy Mendes, Vice President of Administration
Joseph Holt, Vice President of Enrollment and Graduate Services
Kevin Robinson, Vice President of Student Financial Services
Russell Lebo, Chief Financial Officer

Self Study Editing Team

Mark A. Perry, President
Michael D. Perry, Chief Executive Officer
Carole Brown, Vice President of Academic Affairs
Wendy Mendes, Vice President of Administration
Joseph Holt, Vice President of Enrollment and Graduate Services
Kevin Robinson, Vice President of Student Financial Services
Russell Lebo, Chief Financial Officer
Carol Crosson, Associate Vice President
Crystal VanderTuig, Director of Institutional Relations

Standards Committees

Standard I: Institutional Mission & Effectiveness

Chairs and Steering Committee Members

Carol Crosson, Associate Vice President
Sue Smilie-Janecek, Director of Research & Development
Joseph Holt, Vice President of Enrollment and Graduate Services
Wendy Mendes, Vice President of Administration

Team Membership

Mary Freeman, Faculty (Modesto Campus)
Janet Guinn, Faculty (Fresno Campus)
Naoum Abeid, Academic Dean (Rancho Cordova Campus)*
Diane Findley, Career Services Manager (Online Division)
Ashley Carter, Dean of Online Education (Online Division)
Amanda Barbosa, Peer Mentor (Hanford Extension)
Jack MacFarlane, Campus Director (Fresno-Aviation Campus)
Lisa Alexander, Admissions Advisor (Rancho Cucamonga Campus)
Susan Lawson, Faculty (Rancho Cucamonga Campus)

Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

Chairs and Steering Committee Members

Gregory Osborn, Director of Program Compliance

Susan Delong, Director of Assessment

Carole Brown, Vice President of Academic Affairs

Team Membership

Carol Wilhelm, Faculty (Visalia Campus)

Lisa Diaz, Faculty (Modesto Campus)

Carole Carter, Academic Dean (Visalia Campus)*

Christine Bohlander, Faculty (Hanford Extension)

Kellie Bakers, Faculty (Hesperia Campus)*

Bryce Loo, Student Center Coordinator (Bakersfield Campus)

Ariane Zamudio, Curriculum Technician (Corporate Office)*

Theresa Paserb, Faculty (Online Division)

Brenda Serpa, Dental Hygiene Program Director (Visalia Campus)

Vanessa Hernandez, Learning Resources Coordinator (Hesperia Campus)

Standard IIB: Student Support Services

Chairs and Steering Committee Members

Sumer Jackson, Director of Instruction

Christina Ynclan, Student and Employee Services Coordinator

Carole Brown, Vice President of Academic Affairs

Team Membership

Victoria Gutierrez, Faculty (Hesperia Campus)

Darlan Moore, Faculty (Bakersfield Campus)*

Kimberly Brinkman, Division Manager (Modesto Campus)

Elisabeth May, Faculty (Visalia Campus)

Jahaira Medina, Career Services Representative (Online Division)

Corrinna Burnias, Faculty (Hanford Extension)

Wendi Oliveira, Director of Admissions (Corporate Office)

Alane Pearce, Registrar (Visalia Campus)

Hank Lockridge, Faculty (Rancho Cucamonga Campus)

Standard IIC: Library and Learning Support Services

Chairs and Steering Committee Member

La Veta Westling, Learning Resource Coordinator (Corporate Office)*

Carole Brown, Vice President of Academic Affairs

Team Membership

Thomas Reichle, Faculty (Bakersfield Campus)

Arthur Braden, Faculty (Rancho Cordova Campus)

Karen Terrill, Faculty (Visalia Campus)

Susan Nylander, Student Center Coordinator (Hesperia Campus)

Jeri Hagiwara, Student Center Coordinator (Modesto Campus)
Adalyn Watts, Learning Resource Coordinator (Online Division)*
Jerry Franksen, Academic Dean (Fresno Campus)
Rachel Hall, Division Manager (Online Division)*
Lacy Malouf, Faculty (Rancho Cucamonga Campus)
Rochelle McEvoy, Learning Resource Center Coordinator (Bakersfield Campus)

Standard III: Resources

Standard IIIA: Human Resources

Chairs and Steering Committee Members

Tammie Zaczek, Director of Human Resources (Corporate Office)
Debbie Huss, Benefits Manager (Corporate Office)
Wendy Mendes, Vice President of Administration

Team Membership

Karen Kavorkian, Faculty (Modesto Campus)
Stephanie Hobbs, Career Services Representative (Modesto Campus)*
Douglas Patch, Faculty (Hesperia Campus)
Heidy Esquivez, Faculty (Modesto Campus)
Anita Miller, Faculty (Bakersfield Campus)
Deanne Davis, Safety & Compliance Manager (Corporate Office)*
Diana Cote, Campus Administrative Assistant (Visalia Campus)
Melissa Roth, Program Director (Criminal Justice: Corrections and Emergency Services & Safety Management programs) (Bakersfield Campus)
David Murchison, Division Manager (Bakersfield)*

Standard IIIB: Physical Resources

Chairs and Steering Committee Members

Ralph Ortiz, Director of Purchasing & Facilities (Corporate Office)
Steve Perry, Director of Real Estate Development (Corporate Office)
Russell Lebo, Chief Financial Officer

Team Membership

Kristina Perkins, Faculty (Modesto Campus)
Barbara Watrous, Clinical Supervising Dentist (Visalia Campus)
Jennie Hurd, Faculty (Fresno Campus)
Peter Darby, Career Services Representative (Rancho Cucamonga Campus)
Edward Bennett, Faculty (Bakersfield Campus)
Gloria Conklin, Evening Dean (Fresno Campus)
Monica Urmson, Administrative Assistant to the Physician Assistant Program (Visalia Campus)
Kym Dickson, Division Manager (Fresno Campus)
Teri Junge, Program Director (Surgical Technology Program) (Fresno Campus)

Standard III C: Technology Resources

Chairs and Steering Committee Member

Adam LeFaive, Director of Information Management

David Mendes, Director of Network Operations

Russell Lebo, Chief Financial Officer

Team Membership

Brian Ruff, Faculty (Bakersfield Campus)

Arturo Cisneros, Student Advisor (Online Division)

Timothy Marshall, Applications Support Analyst (Corporate Office)*

Jeff Nevins, Site Coordinator (Akers location)*

Misty Christenson, Technology Coach/Faculty (Hesperia Campus)

Melissa Mendoza, Faculty (Hanford Extension)

Kelly Walters, Campus Director (Bakersfield Campus)

Jeff Rutherford, Campus Director (Rancho Cordova Campus)

Debi Nichols, Faculty (Rancho Cucamonga Campus)

Standard III D: Financial Resources

Chairs and Steering Committee Members

Steve Miller, Controller

Greg Evangelho, Assistant Controller

Russell Lebo, Chief Financial Officer

Team Membership

Quinnett Swank, Administrative Assistant (Corporate Office)*

Channiel Dillihunt, Student Accounts Bookkeeper (Online Division)

Evelyn Sheffield, Faculty (Hesperia Campus)

Nicholas Ridenour, Faculty (Fresno Campus)

Jennifer Alejos, Financial Aid Officer (Fresno Campus)*

Jerrie Brown, Student Accounts Bookkeeper (Modesto Campus)

Mary Mello, Financial Aid Manager (Fresno Campus)

Mark Rome, Student Center Coordinator (Rancho Cucamonga Campus)

Sean Hancock, Campus Director (Modesto Campus)

Standard IV: Leadership and Governance

Chairs and Steering Committee Members

Crystal VanderTuig, Director of Institutional Relations (Corporate Office)

Beth Hyde, Director of Public Relations (Corporate Office)

Mike Perry, Chief Executive Officer (Corporate Office)

Team Membership

Todd Gervais, Curriculum Technician (Corporate Office)

Mathew Smith, Faculty (Hesperia Campus)

Jeannie Hobson, Faculty (Fresno Campus)*

Michelle Gray, Faculty (Visalia Campus)

Lindsay Ohnen-Matlack, Career Services Representative (Rancho Cucamonga Campus)

Susan Stewart, Student Center Coordinator (Fresno Campus)
Brenda Medina, Faculty (Rancho Cucamonga Campus)
John Swiger, Campus Director (Fresno Campus)*
Angelo Dai'Re, Faculty (Hanford Extension)

*No longer works at SJVC



2013 Self Evaluation Timeline

Spring 2010

SJVC fosters an institutional culture of assessment, evaluation, and planning, and official preparation for the 2013 Self Evaluation process began in spring of 2010. SJVC's ALO and members of the Senior Management selected individuals to lead the self-evaluation process by having them serve as a Standards Committee Chair or Co-Chair. The majority of individuals selected came from the College's corporate directorship which oversees the major areas and functions represented in the accreditation standards. As a group, the Senior Management decided to serve as the Steering Committee.

From April to June 2010, the ALO and the Senior Management developed a timeline for completing the self-evaluation process and a training plan to prepare and equip the Standards Committee Chairs and Co-Chairs for their roles and responsibilities.

Summer 2010

A self-evaluation "kick-off" was held for the purpose of providing initial training to the Steering Committee and the Standards Committee Chairs and Co-Chairs. The training was facilitated by the ALO and included the following topics: introduction to the accreditation standards, purpose of the self evaluation process, the roles and responsibilities of the Steering and Standards Committees, SJVC's cycle of evaluation and planning and its relationship to the self-evaluation process, and the initial plans to formalize the process for the evaluation of non-instructional departments and administrative units. The individuals selected to serve as Standard Committee Chairs and Co-Chairs were announced at this training as were the

members of the Steering Committee and the Standards Committee(s) each member would oversee.

Standards Committee Chairs and Co-Chairs were given the assignment to re-read the 2007 Self Study Report and the March 2010 Focused-Mid Term Report as well as the training materials provided.

At the Campus Director/Senior Management Meeting, attendees were advised that the self-evaluation process had been initiated. Campus Directors were asked to communicate the information relayed at this meeting to their respective campuses.

Fall 2010

An internal marketing campaign was launched to inform the college community of the self-evaluation process and their opportunities for involvement. Specifically, volunteers were solicited to serve on the Standards Committees. Interested individuals were required to complete an application detailing any previous committee work they had performed, as well as their qualifications and skills to serve as a committee member. To ensure optimal committee member participation, applicants' supervisors were required to endorse their participation in the process by attesting to their suitability as a committee member, and, if selected, agreeing to give them release time to attend committee meetings and complete any assignments for the self-evaluation process.

By December 2010, the applications had been reviewed and individuals were selected and assigned to a Standards Committee.

February 2011

The second phase of training was delivered to the Standards Committee Chairs and Co-Chairs. The training was facilitated by the ALO, the Director of Assessment, and a Curriculum Specialist.

The training focused on evidence collection and analyses to support the self-evaluation process. Specifically, the purpose and use of evidence was discussed, the types of evidence required for the self study, how to identify and collect potential sources of evidence, and how evidence should be presented in the Self Evaluation Report.

Upon completion of the training, the Committee Chairs and Co-Chairs began meeting with their committee members and developing their plans for evaluation. Specifically, attendees were directed to submit a written document identifying the data, collection method, responsible parties, and timeline for evaluating the components of their assigned standard. Attendees were given a timeline for completing the evaluation process and the assignment to submit their plan for evaluation to their designated Steering Committee Member in September 2011.

Spring 2011 – September 2011

The Standards Committee Chairs and Co-Chairs met with their committee members and began the evaluation process. Each committee developed a plan for collecting the data to support their evaluation. The plans were submitted to the members of the Steering Committee member for their review and approval.

The ALO facilitated a third training in September for the purpose of providing the framework for the preparation of the written narrative outlining each committee's evaluation results.

Regular updates on the self-evaluation process were given by the ALO at the Campus Director/Senior Management meetings. The Campus Directors relayed these updates and other key information to their respective campuses. In order to keep each campus informed of the status of the self-evaluation process, a new volunteer position - Self Study Coordinator was created. Every campus designated an individual to fill this position. The essential responsibilities included holding regular meetings with the campus members serving on a Standards Committee in order to keep apprised of each committee's progress and providing updates at monthly faculty and staff meetings.

Fall 2011

In order to collect information for the self-evaluation from the college community, an institutional survey was developed. Each committee had the opportunity to submit questions for the survey which were synthesized into three different instruments: student survey, faculty survey, and staff survey.

To bolster participation, an internal marketing campaign and competition was held among the campuses to see which location could garner the highest participation rates. The marketing campaign included information about the purpose of the self-evaluation process along with the timeline for completion. The survey was activated in November and was available for approximately two weeks.

January 2012 – March 2012

The Committees developed their first drafts of the narratives outlining their evaluation findings. The initial drafts were submitted the Steering Committee and ALO. Preliminary feedback was given to the Committees for the second drafts of their narratives due in June 2012.

Spring – Summer 2012

Based upon the recommendations given by the Steering Committee and ALO, the Standards Committees collected and analyzed additional information and revised their narratives.

The ALO continued to provide regular updates on the self-evaluation process at the Campus Director/Senior Management and Executive Council meetings. At these meetings, attendees reviewed the second drafts of the standards narratives and provided input and additional insight for consideration by the Standards Committees.

In order to ensure constituency awareness of the self-evaluation process, all Campus Directors were given the assignment to complete the ACCJC's online Accreditation Basics Course. They were then asked to have their campus' faculty and staff complete the course to further and deepen their understanding of the accreditation standards and processes.

As an additional measure to increase awareness of the self-evaluation process, a link to information about the purpose of the self-evaluation, the timeline, and the self-evaluation survey results was added to the InfoZone homepage.

Fall 2012

The ALO and Steering Committee reviewed and revised the second drafts of the Standards Committee narratives. In particular, the narratives were rewritten into one voice and synthesized into the Self-Evaluation Report.

The first draft of the report was reviewed by the Steering Committee in November 2012. After making additional revisions and edits, the report was reviewed by the Board of Governors in late November. In December 2012, the Board approved the report for submission to ACCJC.

January 2013

The final draft of SJVC's Self Evaluation Report was submitted to ACCJC.





Organizational Information

Organization of the Institution

San Joaquin Valley College is comprised of 12 campus locations and an online division. The core administrative and operational support services are provided at the SJVC Corporate office. Each campus is overseen by a Campus Director and his/her management team.

The addresses and organizational charts for each location and the primary institutional functions are provided below.⁷

List of SJVC Locations

Corporate and Administrative Offices

1. SJVC Corporate
801 S. Akers St., Ste. 150
Visalia, CA 93277
2. SJVC Online Administration
801 S. Akers St., Ste. 150
Visalia, CA. 93277

SJVC Campuses

1. Visalia Campus (established 1977)
8400 West Mineral King
Visalia, CA 93291
2. Bakersfield Campus (established 1982)
201 New Stine Road
Bakersfield, CA 93309
3. Fresno Campus (established 1985)
295 East Sierra Avenue
Fresno, CA 93710
4. Fresno-Aviation Campus (established 1991)
4985 Andersen Avenue
Fresno, CA 93727
5. Rancho Cucamonga Campus (established 2001)
10641 Church Street
Rancho Cucamonga, CA 91730

⁷ A list of SJVC's contracts with third-party entities is provided in the College's response to Commission Policies: Policy on Contractual Relationships with Non-Regionally Accredited Organizations, pages 86-88.

6. Modesto Campus (established 2004)
5380 Pirrone Road
Salida, CA 95368
7. Rancho Cordova Campus (established 2005)
11050 Olson Drive, Suite 100
Rancho Cordova, CA 95670
8. Hesperia Campus (established 2009)
9331 Mariposa Road
Hesperia, CA 92344
9. Temecula Campus (established 2011)
27270 Madison Avenue, Suite 305
Temecula, CA 92590
10. Lancaster Campus (established 2012)
42135 10 Street West
Lancaster, CA 93534
11. San Diego Campus (established 2012)
333 H. Street
Chula Vista, CA 91910

SJVC Off-Campus Sites⁸

1. Hanford Center Extension (established 2004)⁹
215 West 7th Street
Hanford, CA 93230
Purpose: Extension of the Visalia Campus
2. 5405 Stockdale Highway
Bakersfield, CA 93309
Purpose: Additional classroom space for the Bakersfield Campus
3. 5692 Pirrone Road
Salida, CA 95368
Purpose: Additional classroom space and laboratory for the Heating, Ventilation, Air Conditioning, and Refrigeration program offered at the Modesto Campus

⁸ Students may complete fifty percent or more of the courses required for their program at the Hanford Extension only. It should also be noted that, with the exception of the Rancho Cucamonga HVAC lab and the additional classroom space for the Bakersfield Campus, all other sites are part of the main campuses.

⁹ Referred to herein as the Hanford Extension.

4. 8628 Utica Ave., Units 700 & 800
Rancho Cucamonga, CA 91730
Purpose: Additional classroom space and laboratory for the Heating, Ventilation, Air Conditioning, and Refrigeration program offered at the Rancho Cucamonga Campus

5. 8233 W. Hillsdale Court
Ste. 1.5 and 2
Visalia, CA 93291
Purpose: Additional classroom space and laboratory for the Heating, Ventilation, Air Conditioning, and Refrigeration program offered at the Visalia Campus

6. 8244 W. Hillsdale Court
Ste. 5
Visalia, CA 93291
Purpose: Additional classroom space for the Visalia Campus

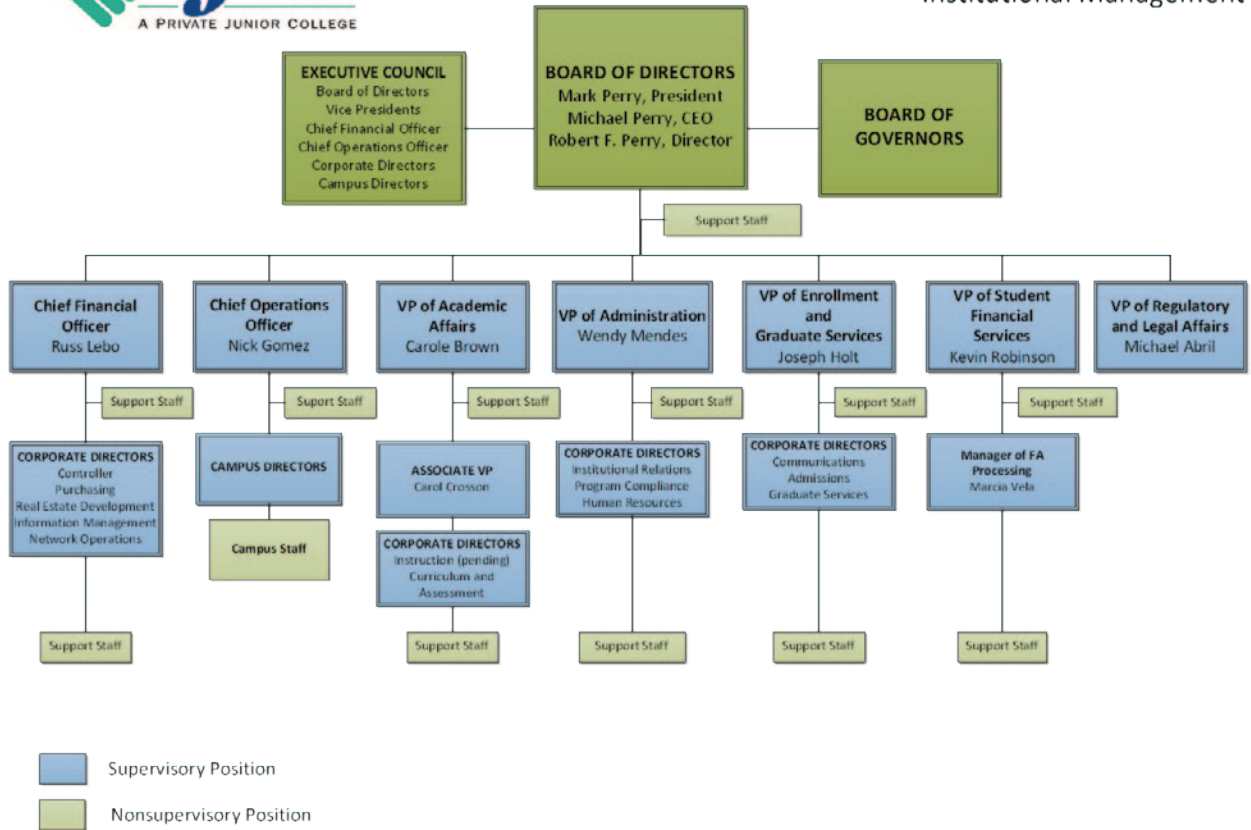
7. 27250 Madison Ave.
Temecula, CA 92590
Purpose: Additional classroom space and laboratory for the Heating, Ventilation, Air Conditioning, and Refrigeration program offered at the Temecula Campus

8. 9405 Mariposa Road
Hesperia, CA 92344
Purpose: Additional classroom space and laboratory for the Heating, Ventilation, Air Conditioning, and Refrigeration program offered at the Hesperia Campus

Organizational Charts

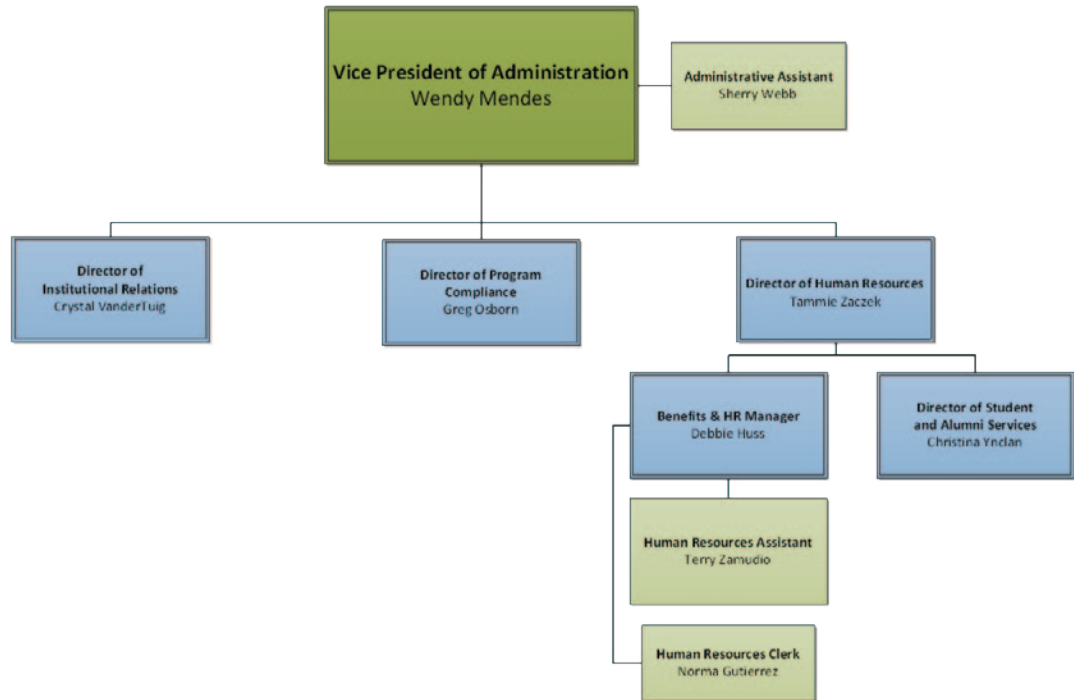


ORGANIZATIONAL CHART Institutional Management



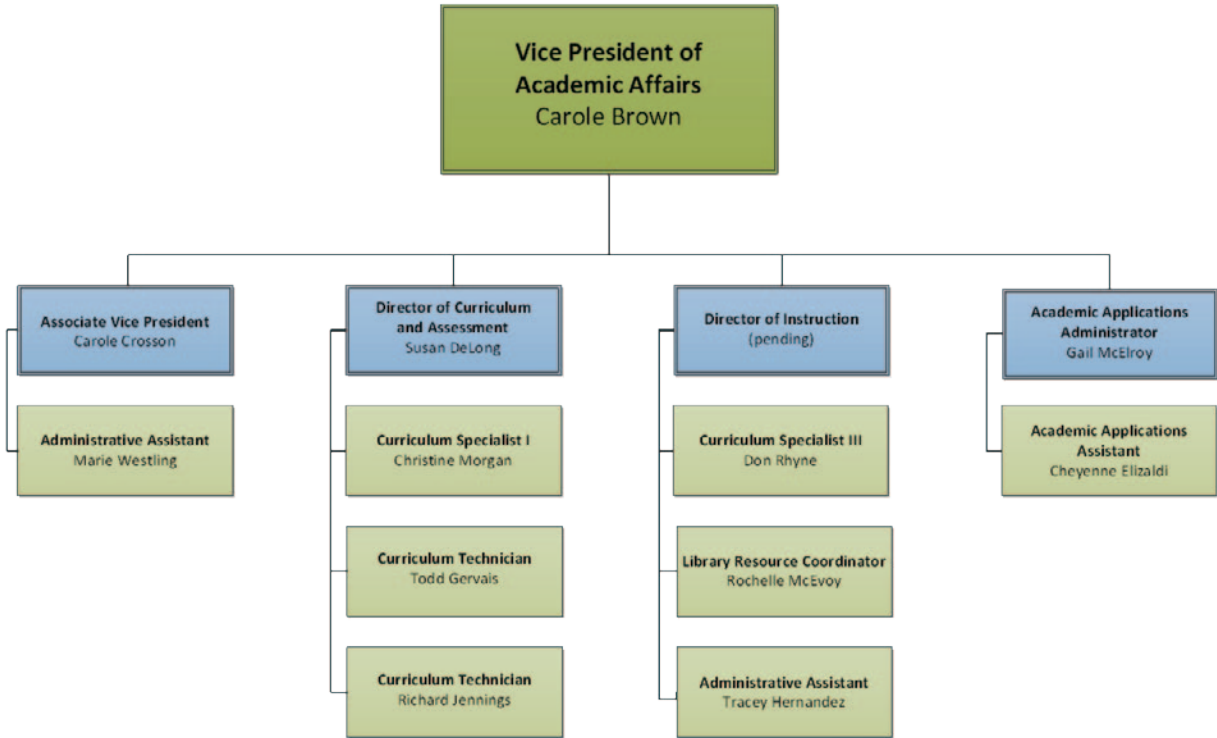


ORGANIZATIONAL CHART Administration



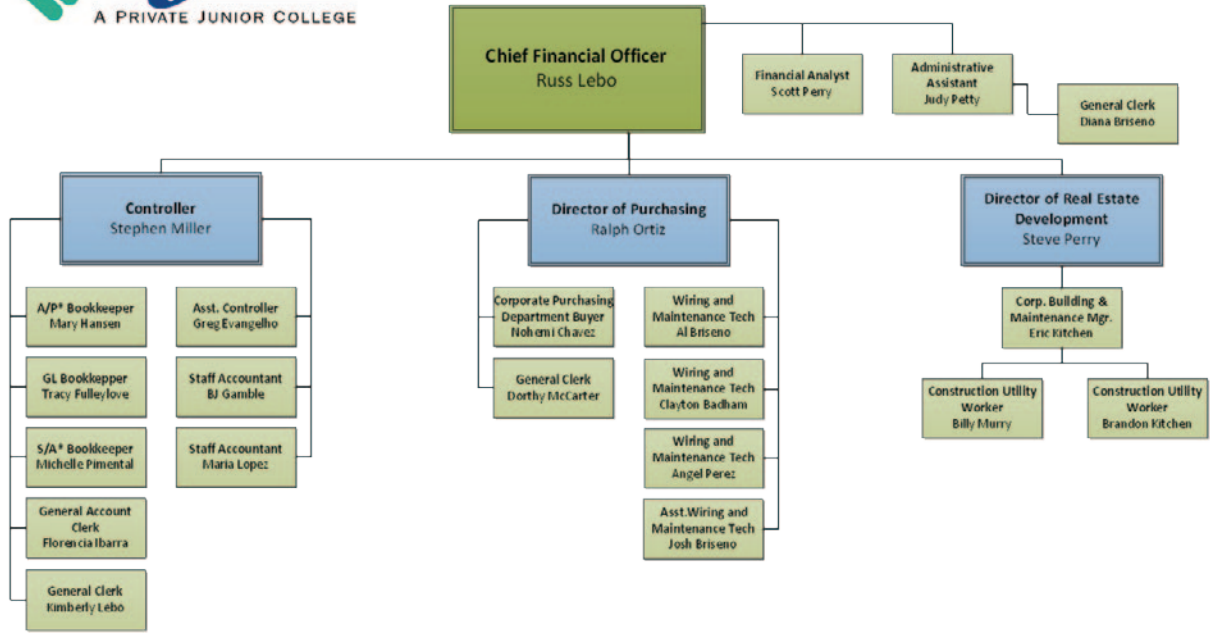


ORGANIZATIONAL CHART
Academic Affairs





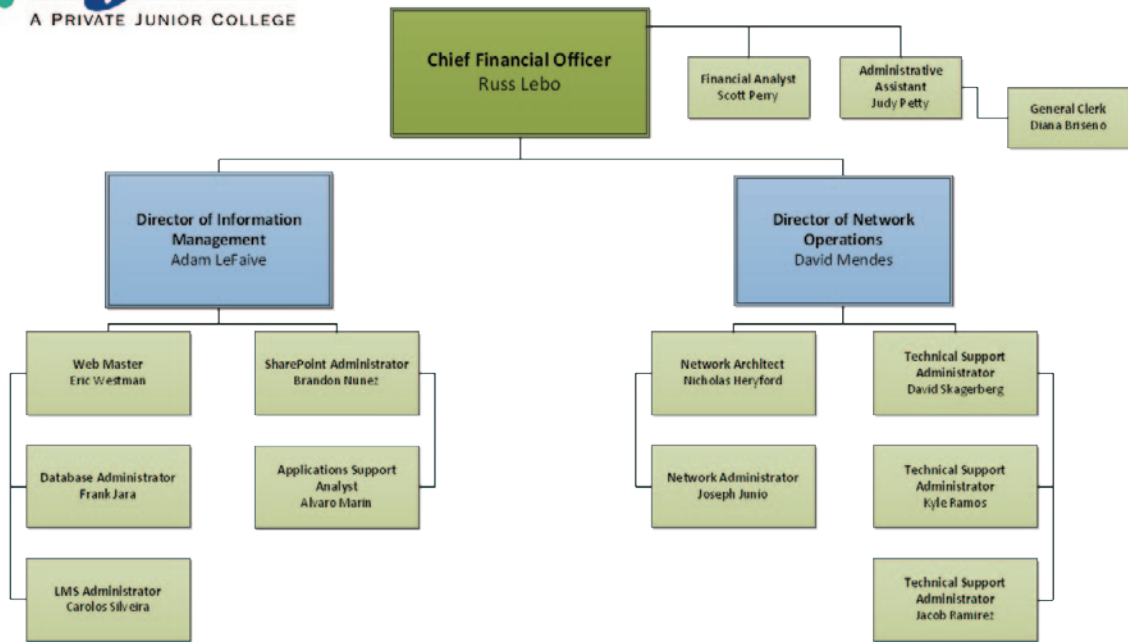
ORGANIZATIONAL CHART
Accounting, Purchasing, Facilities



*A/P = Accounts Payable
*S/A = Student Accounts

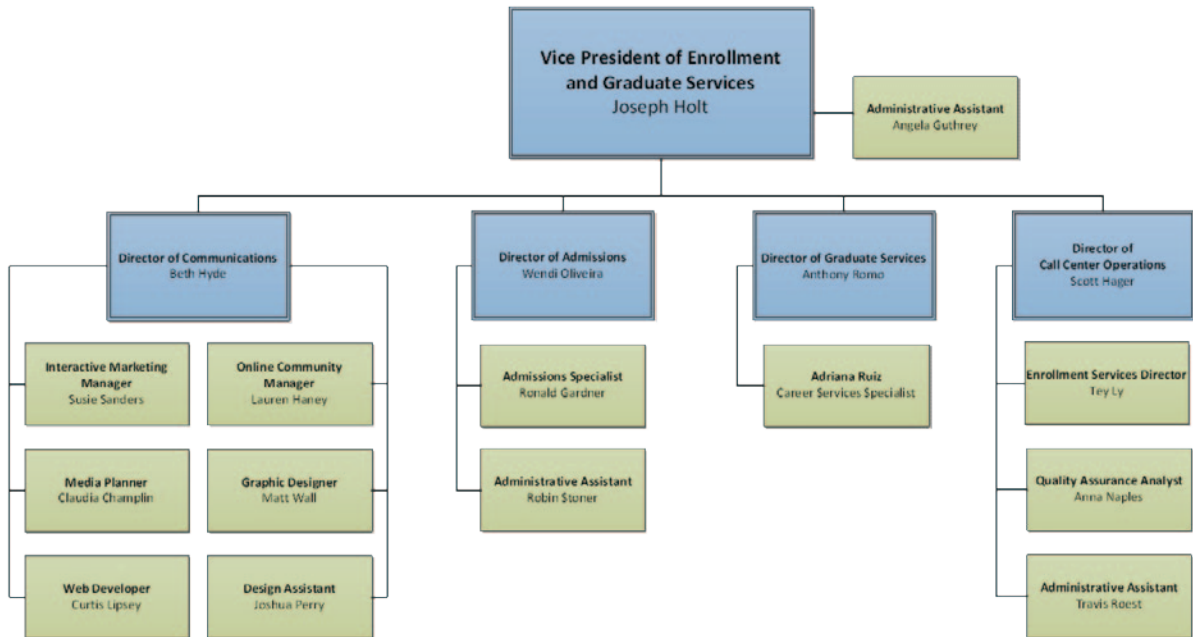


ORGANIZATIONAL CHART
Information Systems



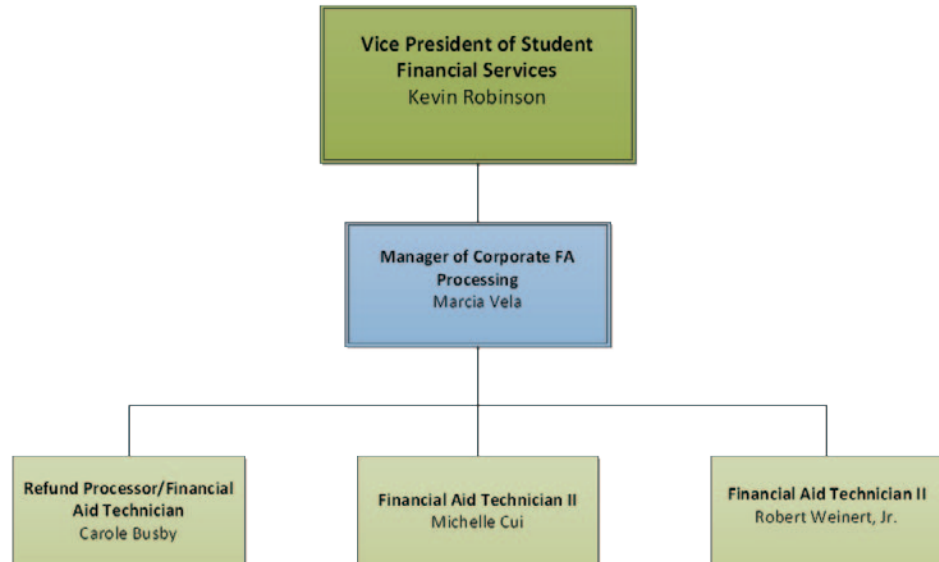


ORGANIZATIONAL CHART
 Communications, Admissions,
 Graduate Services



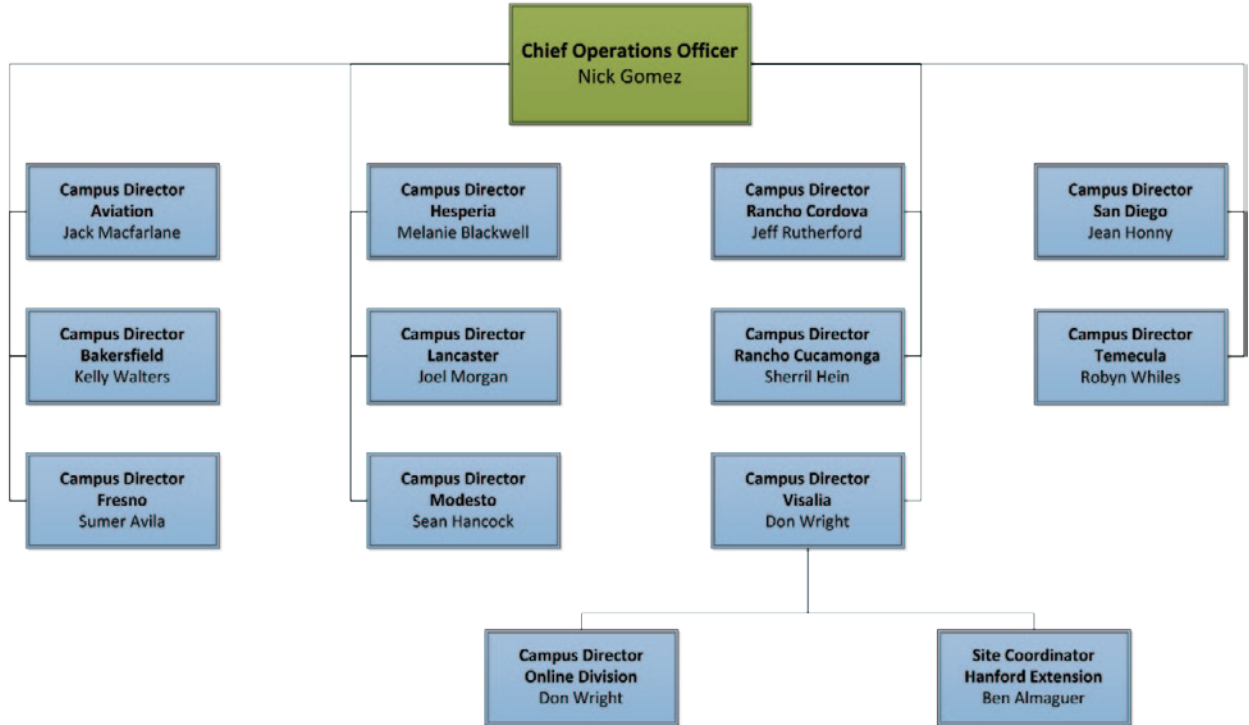


ORGANIZATIONAL CHART
Student Financial Services



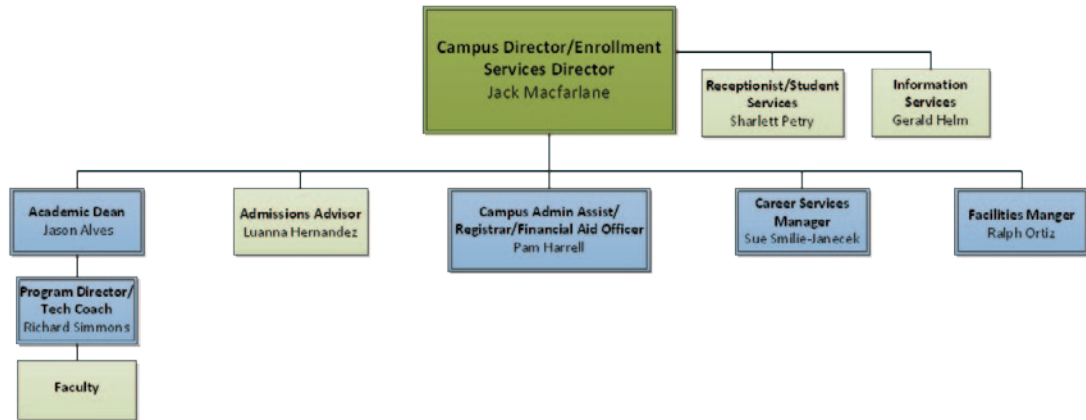


ORGANIZATIONAL CHART Campus Operations



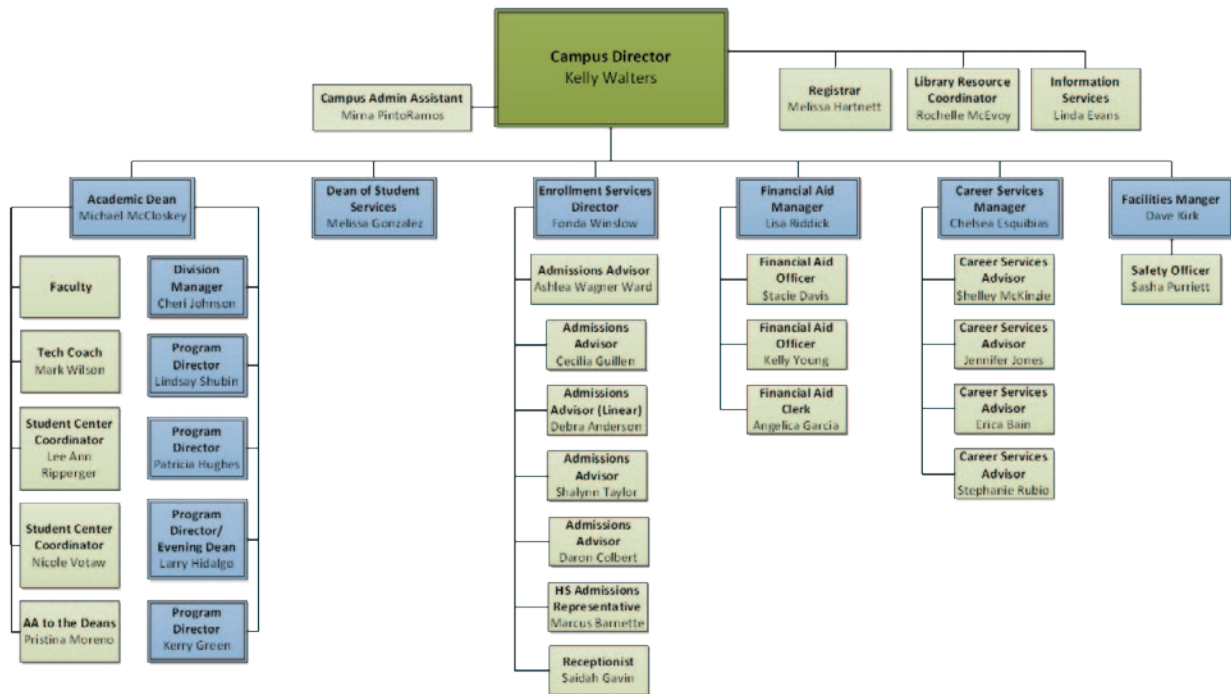


ORGANIZATIONAL CHART Aviation Campus



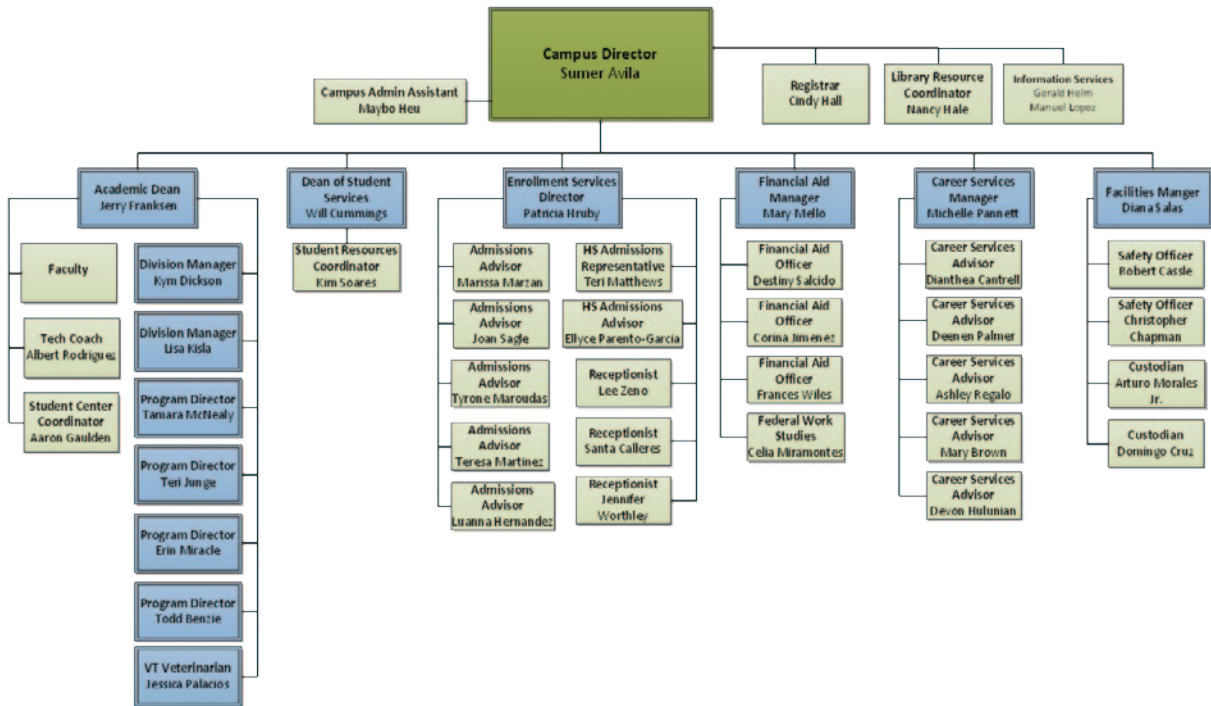


ORGANIZATIONAL CHART Bakersfield Campus



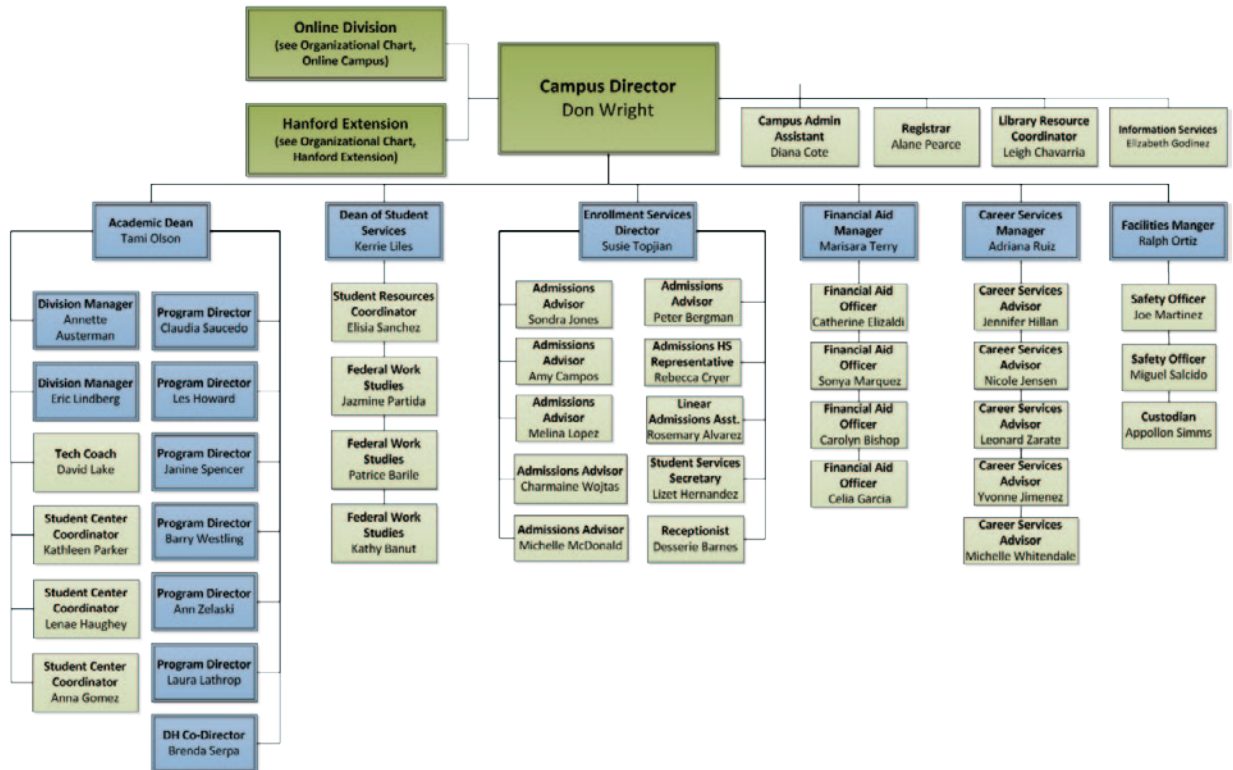


ORGANIZATIONAL CHART
Fresno Campus



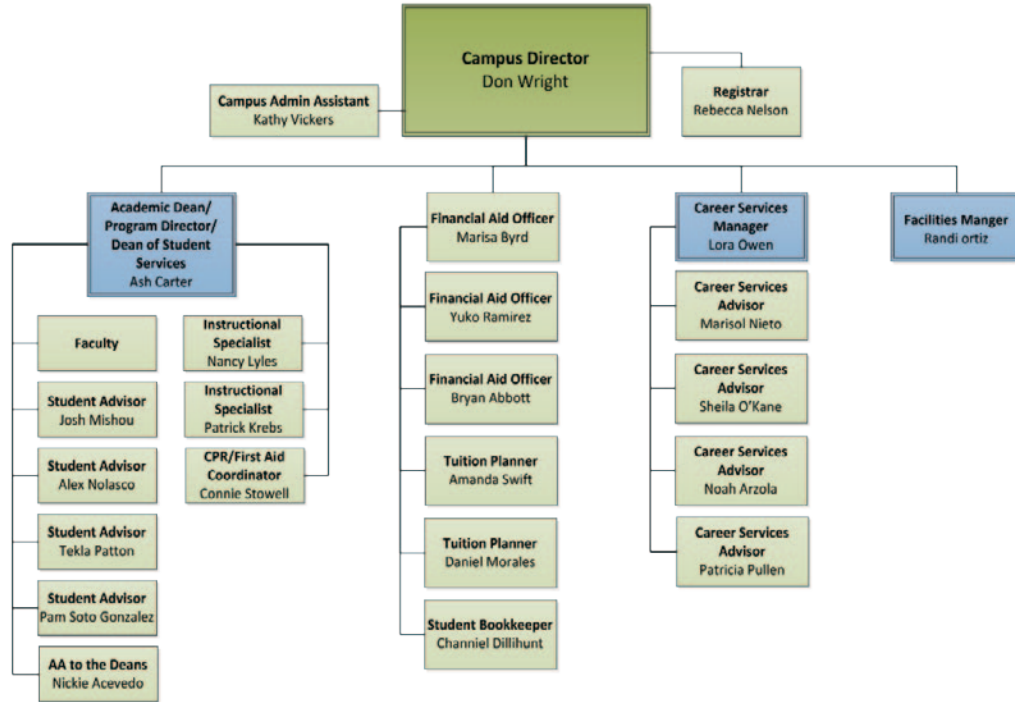


ORGANIZATIONAL CHART Visalia Campus



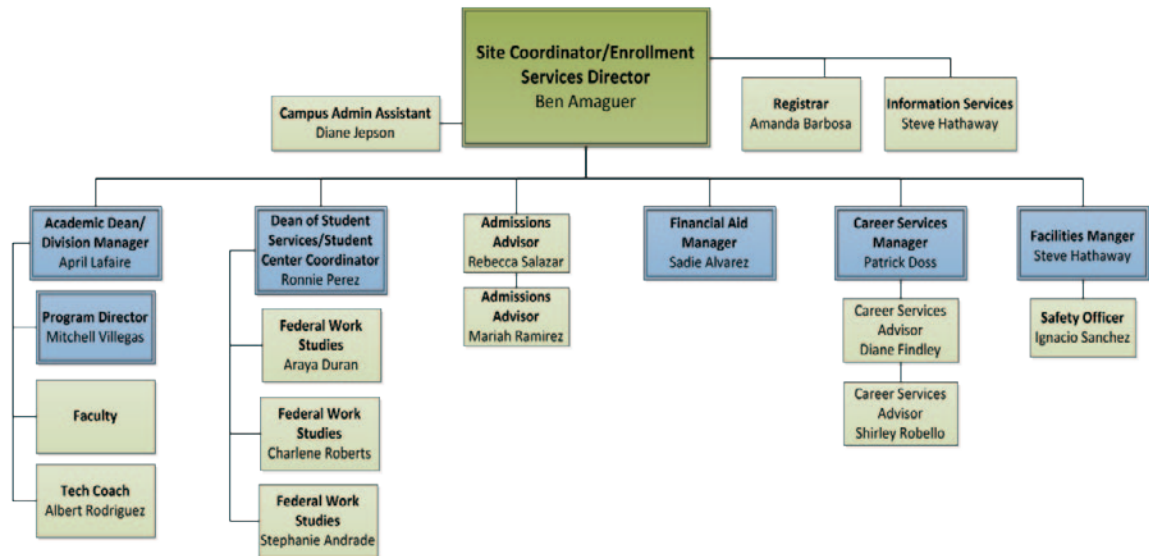


ORGANIZATIONAL CHART
Online Division



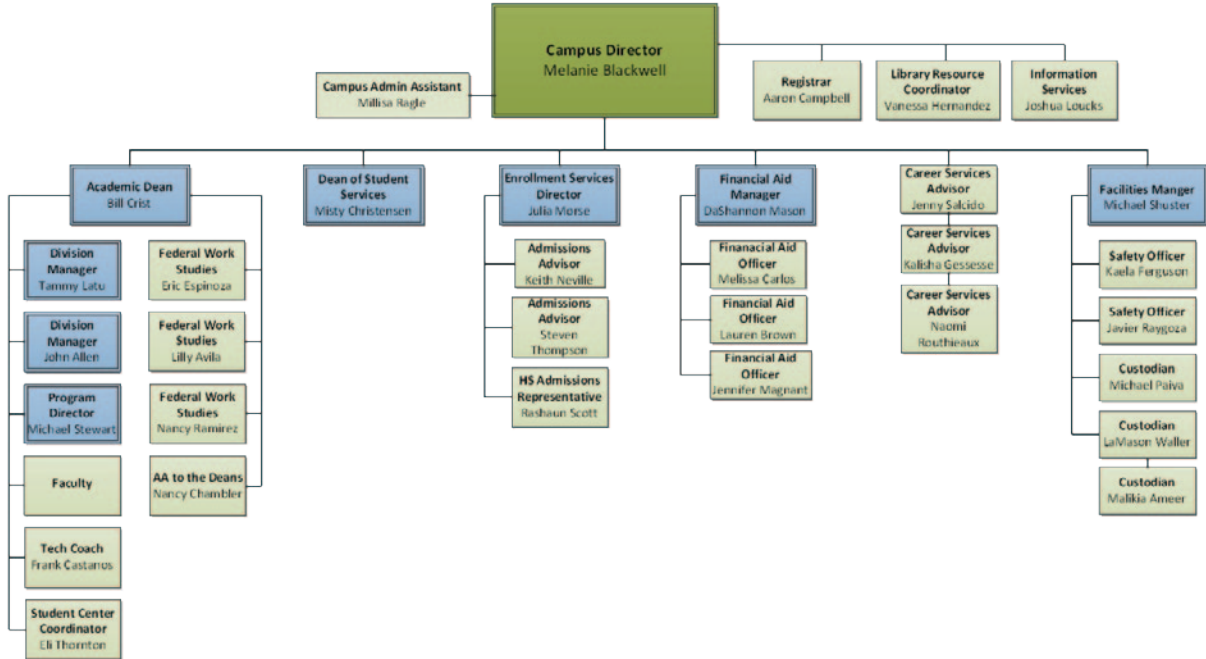


ORGANIZATIONAL CHART
Hanford Extension



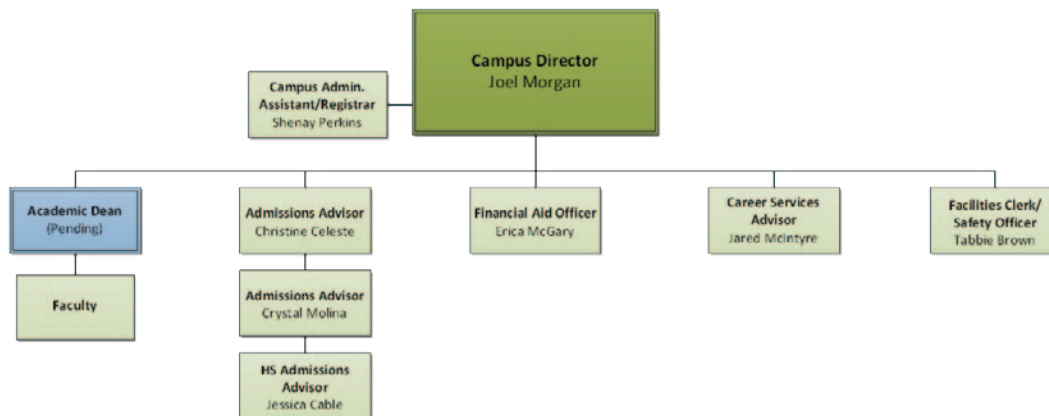


ORGANIZATIONAL CHART Hesperia Campus



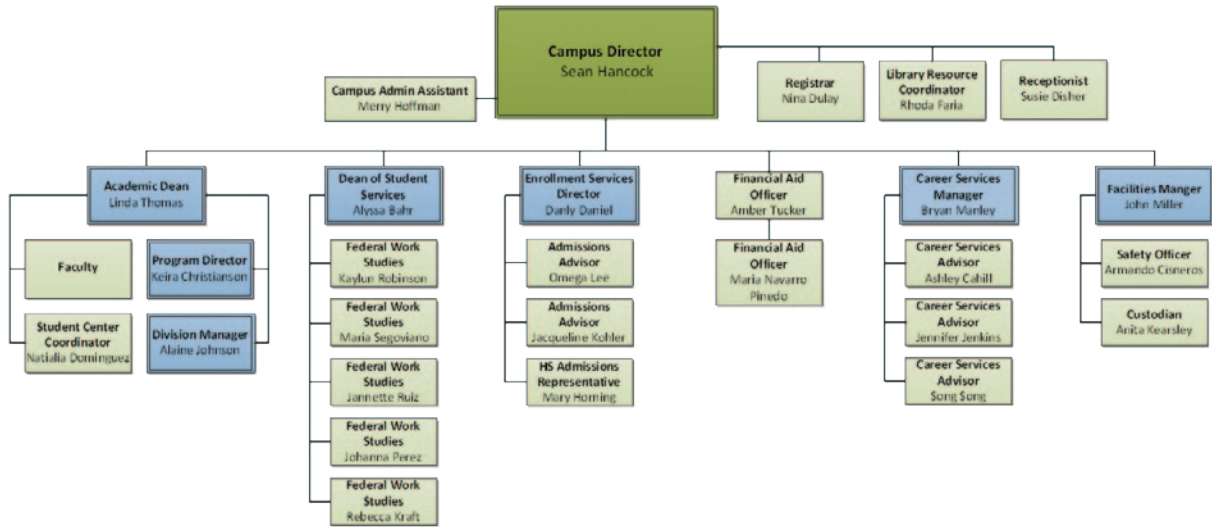


ORGANIZATIONAL CHART
Lancaster Campus



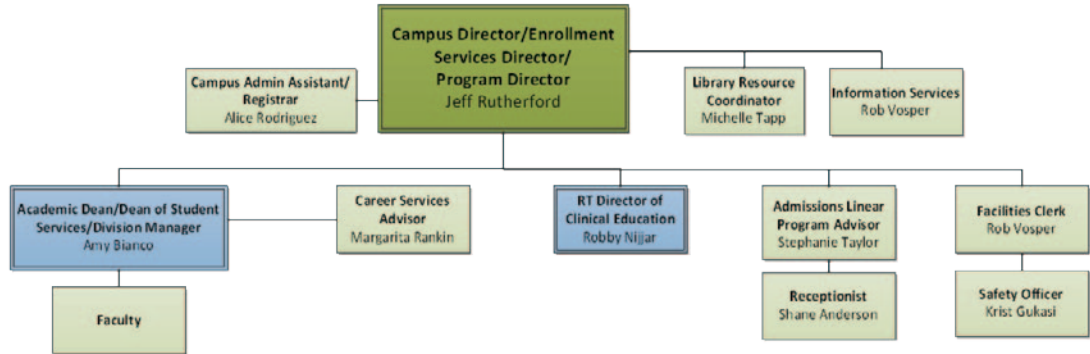


ORGANIZATIONAL CHART
Modesto Campus



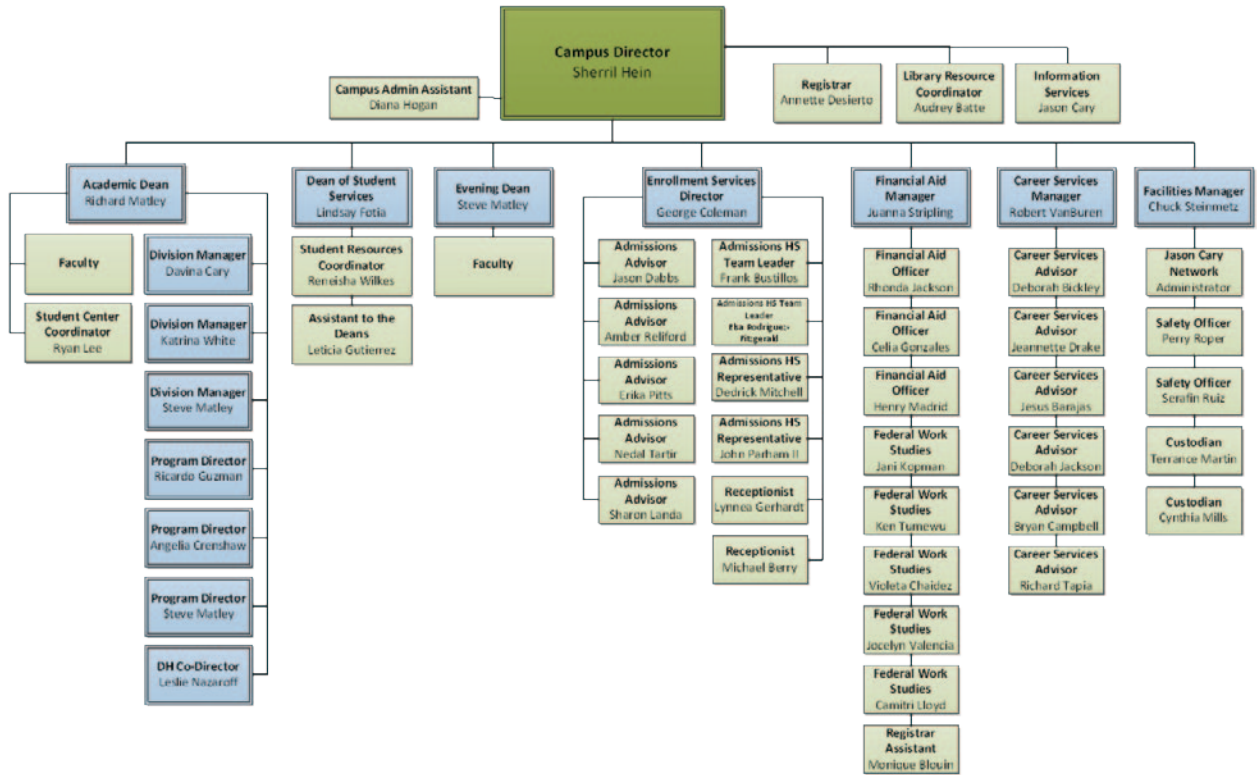


ORGANIZATIONAL CHART
 Rancho Cordova Campus



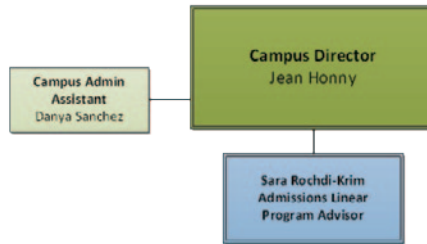


ORGANIZATIONAL CHART
Rancho Cucamonga Campus



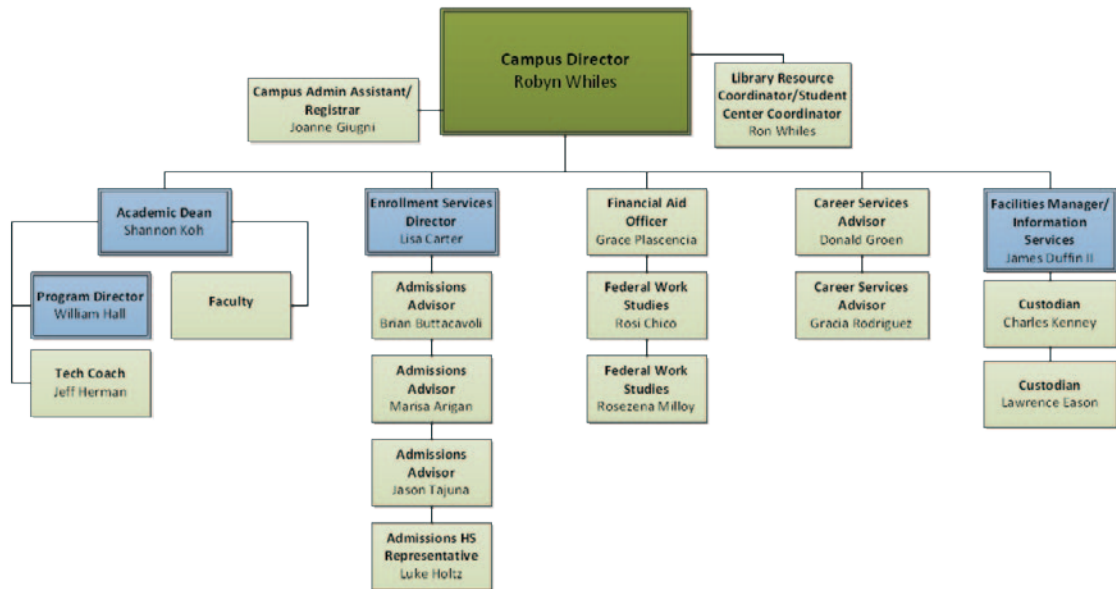


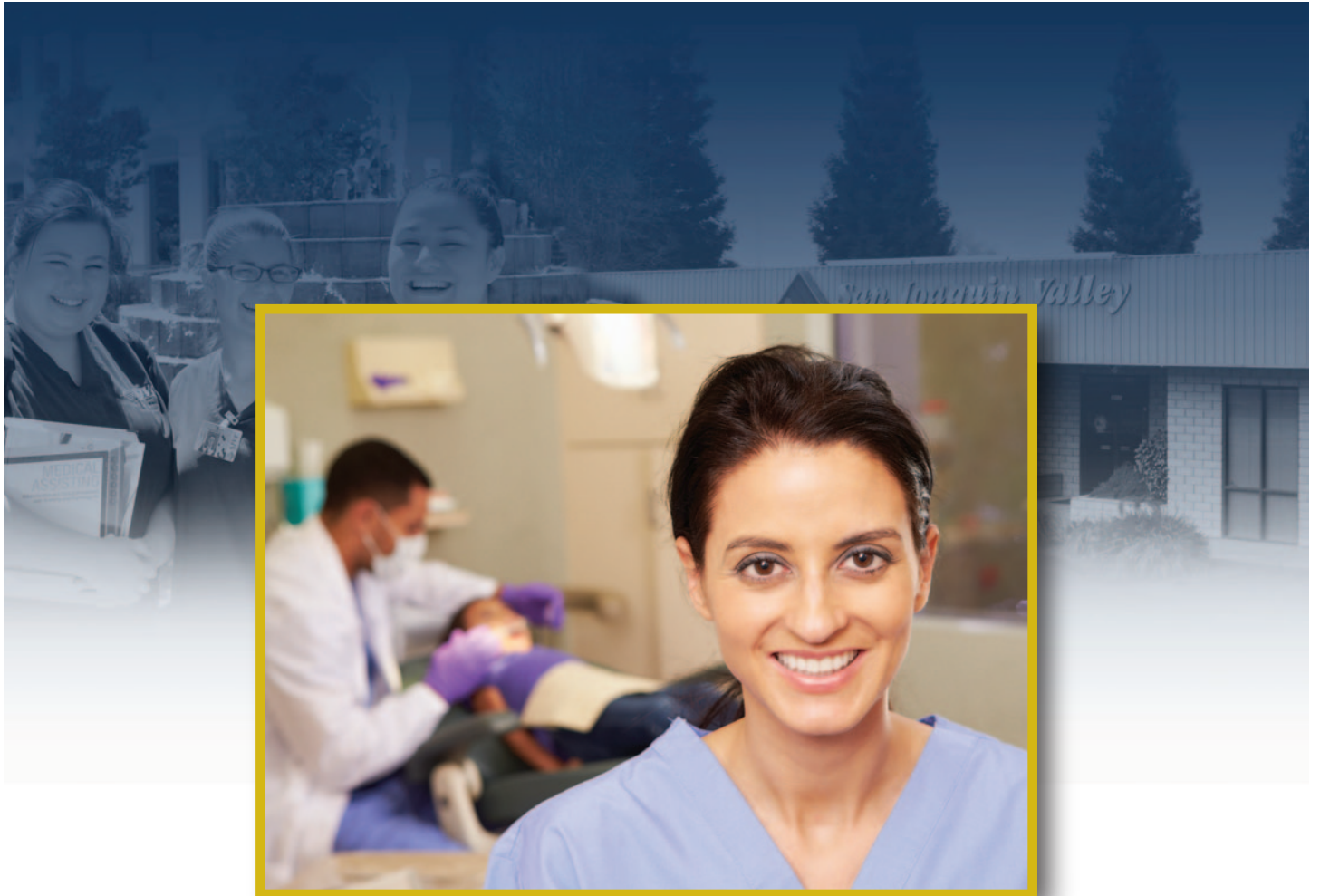
ORGANIZATIONAL CHART San Diego Campus





ORGANIZATIONAL CHART
Temecula Campus





**Certification of Continued Institutional Compliance
with Eligibility Requirements**

Certification of Continued Compliance with Eligibility Requirements

The Accreditation Self Study Steering Committee has had ample opportunity to review and discuss the eligibility requirements for accreditation. The committee agrees that San Joaquin Valley College continues to meet each of the 21 eligibility requirements for accreditation set by the Western Association of Schools & Colleges.

Statement of Assurance

We hereby certify that San Joaquin Valley College continues to comply with the eligibility requirements for accreditation

Signed:

Dated: December 2012



Mark A. Perry
President



Michael D. Perry
Chief Executive Officer



Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

San Joaquin Valley College (SJVC) is accredited by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Education and the U.S. Department of Education. The College has been accredited since June of 1995 with its most recent re-accreditation occurring in June 2007. ACCJC has authorized SJVC to award Associate of Science Degrees and Certificates of Completion.

SJVC also holds programmatic accreditations by the following entities: Federal Aviation Administration of the U.S. Department of Transportation, Dental Board of California, American Dental Association's Commission on Dental Accreditation, Accreditation Review Commission on Education for the Physician Assistant, California Board of Registered Nursing, Commission on Accreditation for Respiratory Care, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting, and the Board of Vocational Nursing and Psychiatric Technicians.

SJVC is recognized as exempt by the California Bureau for Private Postsecondary by virtue of its institutional accreditation by ACCJC-WASC. San Joaquin Valley College, Inc. is a duly recognized California corporation.

2. Mission

San Joaquin Valley College's mission statement is as follows:

San Joaquin Valley College prepares graduates for professional success in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. The College is committed to the success of every student.

SJVC's mission statement clearly expresses its core purpose to equip students with the postsecondary-level education and profession-specific skills that they will need to be well prepared for their chosen careers.

The words "higher education," "measurable learning outcomes," and "academic instruction" underscore the College's commitment to student learning outcomes aligned with the professional aspirations of its students. The school's core values and institutional learning outcomes point to the College's broader commitment to providing quality education to a diverse student body in order to produce informed citizens who engage in life-long learning.

SJVC's Board of Governors (BoG) approved the mission statement in July 2008. After garnering college-wide endorsement of the statement through a review process in which the

school's key stakeholder groups participated, the BoG re-affirmed it in January 2011 and September 2012. (ER.1, ER.2)

3. Governing Board

SJVC's governing board is an independent policy-making body responsible for the quality, integrity, and financial stability of the institution and ensures that the College's mission is carried out. The board's policy-making and governing authority is outlined in the Board of Governor's Handbook and in institutional policies. The Board represents the interests of the wider public and business communities served by the College. All board members adhere to a Conflict of Interest policy which is reviewed and signed by all members annually.

The governing board consists of eight members. Two members are also members of SJVC's Board of Directors: the President and Chief Executive Officer. The remaining six members are from the community-at-large. The community representatives have no employment, family, ownership, or other personal financial interest in SJVC. The Board of Directors members (who are also the primary shareholders of San Joaquin Valley College, Inc.) serve non-expiring terms. The six community members serve staggered terms of office to ensure continuity. (ER.3)



4. President and Chief Executive Officer

SJVC's President, Mark Perry, and Chief Executive Officer, Michael Perry, have full-time responsibility to SJVC and possess the authority to administer board policies. Per Board bylaw 2.4.1, neither one may serve as Chair of the Board of Governors.

5. Administrative Capacity

SJVC has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purposes. As of November 2011, SJVC employed 512 staff to oversee its academic programs, deliver student support services, and maintain operations for a census of 5,698 full-time students. Staff credentials and qualifications are carefully scrutinized through the College's competitive employment process. The names, titles, and degrees of all college administrators are published in the College Catalog.

6. Operational Status

SJVC has been in continuous operation since 1977. In 2011, 9,437 full-time students pursued an associate's degree in one of the school's 27 degree-granting programs and 2,171 full-time students sought a certificate of completion in one of the College's ten such programs.

7. Degrees

A substantial portion of SJVC's educational offerings lead to an Associate of Science Degree. SJVC currently offers 27 Associate of Science Degrees and ten Certificates of Completion. During the last four years, more than three-quarters of the College's students pursued an associate degree, as shown below.

STUDENTS SERVED BY INTENDED CREDENTIAL LEVEL					
Year	Total	Degree-Seeking		Certificate-Seeking	
2008	7,447	5,643	76%	1,804	24%
2009	9,313	7,341	79%	1,972	21%
2010	11,789	9,526	81%	2,263	19%
2011	11,608	9,437	81%	2,171	19%

8. Educational Programs

SJVC provides career-oriented education programs that culminate in either an Associate of Science Degree or Certificate of Completion. The College Catalog provides a comprehensive description of each program and program learning outcomes. Course outlines and syllabi contain course objectives and learning outcomes that are met through course content, assignments, and activities. College faculty regularly evaluate SJVC's academic programs to ensure that they are in line with the College's mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. All degree programs are at least 60 weeks in length.

9. Academic Credit

SJVC defines a credit hour as follows: A credit hour is the amount of work represented in achieving student learning outcomes and the coursework completed, inside and outside of the classroom. One credit hour is equivalent to a minimum of:

- 1) Fifteen hours of lecture/direct faculty instruction and 30 hours of outside of class student learning; or
- 2) Thirty hours of lab/application and 15 hours of outside of class student learning; or
- 3) Forty-five hours of clinical experience/ externship in a course.

This definition, which is published in the addendum to the College Catalog, conforms to the United States Code of Federal Regulations requirements for the award of credit (Section 600.2). The College Catalog also clearly delineates the award of credit for every course offered at SJVC.

10. Student Learning and Achievement

SJVC defines learning outcomes at the institutional, program, course, service, and administrative level. Institutional, service, and program learning outcomes are published in the College Catalog. Course learning outcomes are published in course outlines and syllabi. Every syllabus has a Weekly Outline of Curriculum section that stipulates which CLOs will be taught and assessed during each class session. The learning outcomes for each non-instructional student support service and administrative department are published on InfoZone, the College's portal website.

A formal review of each of SJVC's associate degree programs and its one cross-discipline curriculum (General Education) takes place at least once every two years. A committee comprised largely of faculty and representatives of the program's other stakeholders (e.g., students, alumni, administrators, career services staff, admissions staff) comes together to assess the program's educational effectiveness using course learning outcomes (CLO), program learning outcomes (PLO), institutional learning outcomes (ILO), and student achievement data (e.g., retention rates, graduation rates, placement rates, licensure examination pass rates). The review process culminates in a program review report which memorializes the committee's findings and recommended plans for improvement. **(ER.4)**

Similarly, every non-instructional department participates in a program review every two years to assess its effectiveness using outcome assessment and other department-specific data. While not specifically related to the achievement of program outcomes, these reviews focus on the effectiveness of support services in contributing to student success.

11. General Education

SJVC believes that a well-rounded education is essential to a successful career. The College's associate degree programs include a substantial component of general education. The general education component is comprised of eight courses, totaling 24 units, which provide appropriate exposure to the major areas of knowledge – language, mathematics, natural sciences, humanities, and social sciences. The courses require students to develop college-level skills in writing, computation, critical analysis, logical and ethical reasoning. Reflecting SJVC's cross-curricular philosophy of general education, these fundamental skills are reinforced and deepened in the vocational courses that form the core of students' degree programs.

The quality, depth, breadth, and rigor of the courses in the general education component are evaluated every two years through the instructional program review process. Decisions related to the improvement of the content and delivery of the courses in the general education component is based upon instructors' analyses of outcome assessment data. **(ER.5)**

12. Academic Freedom

SJVC is committed to providing a campus and classroom environment in which faculty and students are safe to express their ideas freely, particularly those beliefs which are unpopular. The College requires that faculty and students do so "within the boundaries of good taste and socially established standards" as stated in the governing board policy on academic freedom.

13. Faculty

SJVC employs a substantial core of qualified, full-time faculty to support its academic programs and student support services. As of November 1, 2011, SJVC employed a total of 295 full-time and 332 part-time instructors for its average student census of 5,698.

SJVC's faculty meets or exceeds the minimum qualifications for their respective teaching assignments as delineated in the Faculty Qualifications document. Faculty duties and responsibilities are clearly outlined in their job descriptions and in the Statement of Faculty Responsibilities which includes responsibilities for the development and review of curriculum and assessment of student learning. The name, subject area, and degrees of all full and part-time instructors are published in the College Catalog. **(ER.6, ER.7)**



14. Student Services

SJVC provides a wide array of comprehensive support services designed to enhance students' educational experience and contribute to their personal and professional success. Support services are provided in admissions, new student orientation, student advising, tutoring, financial aid services, career services, library and learning support services, information technology services, carpooling, childcare referrals, and computer assistance. Student support services are described in detail in the College Catalog and Student Handbook.

15. Admissions

SJVC has adopted and adheres to admissions policies that are consistent with its mission to serve a diverse student population with a common interest in professional development through career-focused higher education. To that end, SJVC employs a multi-stage admissions process designed to select applicants who (a) have the qualifications for admission, (b) are capable of success in their chosen program (as measured by their academic preparedness, cognitive ability, and commitment to complete the degree), and (c) demonstrate alignment with the College and the career field of their chosen program.

The policies and procedures governing this process are published in the College Catalog and are available on SJVC's public website. Program specific admissions requirements are published in each program's description in the College Catalog and in program brochures.

16. Information and Learning Resources

SJVC provides its students and faculty with access to a large repository of information and learning resources which support the College's academic programs. Every campus features a library with sufficient books, journals, news articles, and media (CD) as illustrated in the catalog count. Library staff is onsite and available to assist students with their library and learning support needs. The campus libraries also provide students with access to computers with internet access, printers, and copy machines.

In addition to the physical library resources, SJVC students and faculty have access to an extensive collection of electronic resources through the College's annual subscription to the Library and Information Resource Network's (LIRN) core collection. According to LIRN's website, its core collection "contains millions of [online] articles, television and radio transcripts, photographs, video and audio clips, encyclopedias, books and reference titles."

Library resources are regularly evaluated by college faculty and the results are used as the basis to acquire new and additional resources or to discontinue existing resources.

17. Financial Resources

SJVC's history of resource sufficiency and financial stability has been documented during its more than 15 years as a WASC-accredited institution. The College has demonstrated its financial health by undergoing regular audits and meeting the Department of Education's financial responsibility standards, including the equity, primary reserve, and net income ratios, as outlined in 34 CFR section 668.171 (2010).

Tuition, the primary source of the College's revenue stream, funds routine operating expenses. Cash reserves and other fiscal resources are available for unexpected or non-routine expenditures. As of December 31, 2011, the College's cash equivalents balance was \$19,565,589. SJVC also maintains a \$5,000,000 operating line of credit with Comerica Bank.

Senior Management develops campus and program budgets annually based on financial forecasting models. The team closely monitors earnings and expenditures throughout the year and adjusts the budget when needed. SJVC's careful planning ensures that the College has adequate resources to cover its operating expenses, finance major capital projects to support the achievement of student learning outcomes, expand College operations to serve new communities, and maintain reserves to meet institutional needs in unexpected emergencies.

18. Financial Accountability

SJVC is audited annually by an independent certified accounting firm with expertise in higher educational institutions. The College's audited financial statements and management letters are reviewed every year by SJVC's Audit Review Committee. The members of the committee are (a) two of the six Board of Governors' community-at-large representatives, (b) SJVC's Chief Financial Officer, (c) the College's controller, and (d) an independent, third-party banker. The College regularly files its audits with ACCJC.

19. Institutional Planning and Evaluation

SJVC engages in a systematic, ongoing cycle of institutional planning and evaluation. The chief components of the College's institutional planning process are: its Mission Statement, Core Values, and ILOs; the Vision Statement which is an articulation of SJVC's mission and Core Values; the four-year Strategy Map which provides a visual overview of the plan to achieve the College's vision; the Institutional Scorecard which identifies the lead and lag measures of movement towards strategic objectives and the initiatives required to realize progress; and its biennial program reviews of instructional and non-instructional programs and departments which include evidence-based plans for improvement. Improvement plans are linked to the related strategic objectives and include estimates of the resources needed for implementation.

The Senior Management review strategic performance data weekly, including aggregate SLO and other outcome assessment data and research from the Report and Dashboard library to measure the College's progress toward its goals. If the measures show evidence of performance gaps, especially with regard to students' achievement of educational objectives, the team determines what strategic and operational initiatives to take to address the identified gaps. The team also reviews each program review report which includes SLO assessment and student achievement data, program stakeholders' analyses of the data, and the resulting plans for improvement.

SJVC makes public how well and in what ways it is accomplishing its educational purposes through program review reports which document student learning and achievement statistics, publication of the Student Consumer Guide and Institutional Scorecard, and by publishing each program's on-time graduation and placement rate on its public website.

SLO and other outcome assessment data and research inform the institutional cycles of planning, resource allocation, implementation, and re-evaluation. The Senior Management supervises all components of the institutional planning process.

20. Public Information

The College Catalog is published twice a year and contains precise, accurate, and current information including:

General Information

- Official Name, Addresses, Telephone Numbers, and Website: page 9-11
- Address of the Institution: page 9
- Educational Mission: page 5
- Course, Program, and Degree Offerings: pages 9-12; and Catalog Supplement page 8
- Academic Calendar and Program Length: pages 15-16
- Academic Freedom Statement: page 26
- Available Financial Aid: page 22; and Catalog Supplement pages 12-13
- Available Learning Resources: page 39
- Names and Degrees of Administrators and Faculty: pages 168-184
- Names of Governing Board Members: page 168

Requirements

- Admissions: pages 14-15
- Student Fees and Other Financial Obligations: pages 17-20; and Catalog Supplement page 3
- Degree, Certificates and Graduation: pages 47-166; and Catalog Supplement pages 3-12

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty: pages 26-27, 42-45; and Catalog Supplement page 3
- Nondiscrimination: page 28
- Acceptance of Transfer Credits: pages 14-15
- Grievance and Complaint Procedures: pages 29-33
- Sexual Harassment: pages 28-29
- Refund of Fees: pages 23-24
- Location or publications where other policies and information may be found: pages 37, 39-40 (“Additional Policies and Procedures”)

21. Relations with the Accrediting Commission

The College and its board of governors hereby affirm by signatures of the official representatives above that SJVC has consistently adhered to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the College are complete, accurate, and honest.

Exhibits

ER.1	Board of Governors Meeting Minutes (7/23/08)
ER.2	Board of Governors Meeting Minutes (1/29/11)
ER.3	Board of Governors Handbook (November 2012)
ER.4	Sample Program Review Report (Respiratory Therapy Program)
ER.5	Sample Program Review Report (General Education)
ER.6	Faculty Qualifications
ER.7	Statement of Faculty Responsibilities



Certification of Continued Institutional Compliance with Commission Policies

Certification of Continued Compliance with Commission Policies

The Accreditation Self Study Steering Committee has had ample opportunity to review and discuss the policies set by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The committee agrees that San Joaquin Valley College continues to meet each of the Commission's policies specific to its mission and activities

Statement of Assurance

We hereby certify that San Joaquin Valley College continues to comply with the accreditation policies established by the Western Association for Schools & Colleges.

Signed:

Dated: December 2012



Mark A. Perry
President



Michael D. Perry
Chief Executive Officer



Certification of Continued Institutional Compliance with Commission Policies

Policy Compliance:

Distance Education and Correspondence Education

San Joaquin Valley College (SJVC) offers seven Associate of Science Degrees and four Certificates of Completion through distance education in order to better meet the educational and employment needs of students and employers outside the geographical areas served by existing SJVC campuses.

Program	Credential Level(s)
Business Administration	Certificate and Degree
Clinical & Administrative Medical Assisting	Degree
Clinical Medical Assisting	Certificate and Degree
Construction Management	Degree
Degree Completion	Degree
Human Resource Administration	Certificate and Degree
Medical Office Administration	Certificate and Degree

SJVC began offering distance education in 2004 after gaining approval to offer programs through this modality by the ACCJC Committee on Substantive Change.

The academic programs offered online are also offered on-ground at one or more of SJVC's 12 campuses. Online programs are equivalent in quality and accountability to those offered on-ground and focus on student learning outcomes. SJVC takes appropriate measures to ensure that the accreditation requirements are met in every academic program, including those offered through distance education.

SJVC meets the requirements of the Policy on Distance Education and Correspondence Education through the following means:

1. Mission
2. Control
3. Attendance
4. Student Learning Outcomes
5. Resources
6. Learning Management System
7. Student Support Services
8. Program Review
9. Approvals
10. Academic Integrity
11. Privacy

1. Mission

SJVC's online program offerings align with its mission to, "prepare graduates for professional success in business, medical, and technical career fields." As part of the Growth and Development planning process, an in-depth feasibility study is undertaken prior to the development of a Substantive Change Proposal to offer a new or existing SJVC program through distance education. The feasibility study considers the potential career opportunities available to program graduates, current and future employment projections, and availability of "like" distance education learning opportunities programs to ensure that the proposed program aligns with the College's mission.

All distance education programs must align with the college mission. This alignment is evaluated and confirmed by college faculty through the biennial program review process. Alignment statements are provided in every program assessment plan and serve as one of the primary discussion points at program review. Distance education programs are reviewed with their program counterparts offered on-ground.

2. Control

SJVC exercises full control over the development, implementation, and evaluation of its distance education programs. The Online Division of SJVC is responsible for the administration of the College's distance education programs. Courses are delivered by SJVC faculty and program evaluation is facilitated by the Director of Assessment and each program's Assessment Coordinator.

3. Attendance

In 2010, SJVC expanded its attendance policy to include standards for determining when an online student has stopped participating in the course; which, when met, requires that the student be dropped from the course. The policy, which has undergone one revision, is published in the College Catalog and Student Handbook.

4. Student Learning Outcomes

To ensure educational quality and effectiveness, appropriate student learning outcomes (SLOs) have been defined for all distance education courses and programs. Course learning outcomes are published in each course syllabus. Course syllabi identify where each outcome will be delivered, along with the activities, assignments, and assessments designed to produce the outcomes.

Academic programs offered online have the same learning outcomes as their on-ground counterparts. While assessment methods for these outcomes may differ due to the differences in modalities, the validity of online assessment instruments has been endorsed by faculty and other program stakeholders. Online and on-ground outcome assessment data is reviewed and analyzed at program review. These discussions are the basis for course and program improvements and resource allocation that arise out of this process.

5. Resources

SJVC provides the necessary resources and structure required to produce student learning outcomes in an online learning environment. Faculty who teach distance education courses receive regular professional development specifically geared toward SLO assessment and increasing their instructional effectiveness in the online learning environment. Regular classroom observations and feedback promote continuous improvement of SJVC's faculty.

Every academic program has a faculty-approved equipment list which identifies the equipment, software, and learning resources necessary to support course and program learning outcomes. Processes are in place to ensure that every item on the program equipment lists is available and in good working condition. Changes and additions to program equipment lists may be considered at program review. Additional processes are in place that afford faculty the opportunity to submit plans for improvement or request resources outside of the program review process.

6. Learning Management System

The College's Learning Management System (LMS) provides the necessary structure to support the faculty in their efforts to electronically administer SLO assessments and collect the resultant data required to engage in a meaningful evaluation of student learning. The LMS provides the structure for students to successfully navigate through their online courses and access information and support services.

7. Student Support Services

As detailed in **Standard IIB.3**, online students have access to the same support services available to students taking courses on-ground. The LMS also provides a wealth of additional tools and resources such as citation guides, access to financial aid information, and lists of local agencies that provide various types of assistance. To promote online student retention and success, faculty are required to maintain regular office hours and respond to student inquiries within a 24-hour period Monday through Thursday, and a 48-hour period Friday through Sunday. Student Advisors maintain contact with students throughout their educational experience and direct them to resources and support services.

8. Program Review

Biennial program reviews afford program stakeholders the opportunity to engage in dialogue concerning the improvement of student learning and achievement. SLO success and student achievement data, which are documented in program review reports and published on the College's portal, demonstrate that program outcomes are being met.

9. Approvals

SJVC employs the Substantive Change Process to gain approval to offer new and existing college programs through distance education. Since its last comprehensive evaluation, SJVC has requested and gained ACCJC approval to offer the Clinical and Administrative Medical Assisting Associate of Science Degree program through distance education.

10. Academic Integrity

SJVC ensures the academic integrity of its distance education programs by verifying students' identity through the use of secure log-ins and passwords to the LMS. Students are informed of the College's Policy on Academic Honesty as part of their new student orientation. Course syllabi also include institutional classroom standards which expressly prohibit cheating or plagiarism.

To minimize plagiarism and improper citation, faculty use TurnItIn, a web-based plagiarism detection software. Students are made aware of the use of this software through the Student Handbook.

General education course content is used to reinforce academic integrity. All degree-seeking students take an Ethics course designed to provide recognition of what it means to be an

ethical human being and to instill an appreciation for ethical principles; information literacy, including proper citation, is also woven into the general education curriculum and is reinforced through the learning opportunities provided by library staff. A guide on proper citation and an article entitled, “Avoiding Plagiarism” is also available to online students.

To the greatest extent possible, both core and general education course assignments and assessments require student collaboration and group involvement as a further measure to ensure academic integrity.

11. Privacy

Student privacy is ensured through the establishment of SJVC’s FERPA policy, which is published in the College Catalog, and ongoing application of institutional practices designed to assure the privacy and security of student and employee records as detailed in **Standard IIB.3.f**.

Policy Compliance: Institutional Compliance with Title IV

SJVC is in compliance with Title IV regulations concerning loan default rates and general standards of financial responsibility. SJVC’s loan default rates are below maximum threshold set by the Department:

Award Year	Two-year rate	Three-year rate
2008	9.9	Does not apply
2009	10.3	18.4
2010	15.2	Not yet available

SJVC undergoes annual Student Financial Aid Audits to ensure its compliance with the administration of Title IV funds awarded to its students. Audit results are used to continually improve this process.

SJVC also undergoes an annual financial audit by an independent certified accounting firm with expertise in higher educational institutions. As part of ACCJC’s Annual Reporting process, SJVC submits copies of its annual audited financial statements and management letters, demonstrating the College’s continued compliance with the Department’s financial responsibility ratios and cash reserve, debt payment, and financial obligation requirements.

Policy Compliance:

Institutional Advertising, Student Recruitment, Representation of Accredited Status

SJVC complies with this policy through accurate representation of its programs, services, and accredited status in all advertising and recruitment materials, publications, and promotional literature, as described below.

1. Advertising, Publications, and Promotional Materials
2. Student Recruitment
3. Representation of Accredited Status

1. Advertising, Publications, Promotional Materials

SJVC adheres to principles of good practice to ensure that its promotional and advertising material present a clear, current, and accurate portrayal of its programs and services.

The College Catalog is the primary source of information about academic programs and student support services. The catalog is published twice a year and is thoroughly reviewed by a variety of college stakeholders to ensure its accuracy and currency, and that information is presented in a clear and concise manner. Prospective students and the public may access the catalog through SJVC's public website or they may request a copy from any SJVC campus location. The catalog contains all required information delineated in this policy and **Standard IIB.2.a-d**.

The College's public website and program brochures provide consumer information about every academic program offered at SJVC. In particular, information is provided on potential career opportunities, program tuition, median loan debt, and graduates' placement and on-time completion rates. Both sources also provide the institutional and any program-specific admissions requirements, information about the application process, program start dates, programmatic accreditation, program structure, learning outcomes, and eligibility requirements for any certifications or licensures. Content is reviewed by members of the Academic Affairs, Admissions, and Marketing Departments to ensure that the information provided is clear, accurate, and current.

SJVC employs Datamark, an interactive advertising agency, to conduct regular audits of web content published by various education portals who list SJVC programs for prospective students. The content is compared to the Interactive Document of Required Materials which includes current information on SJVC's program offerings, by campus, and is approved by the College.

2. Student Recruitment

SJVC's admission process is guided by qualified and well-trained admissions advisors. Every admissions advisor receives training to ensure compliance with institutional admissions policies, procedures, and the Department of Education's program integrity regulations. The training program covers accreditation, consumer disclosures, placement rates, transfer of credit, continuing education, and professional wage information. Regular monitoring and assessment of Admissions Advisors ensures that these individuals are clearly representing the College and its program offerings.

3. Representation of Accredited Status

The College Catalog and SJVC's public website accurately represents its status as an institution accredited by the ACCJC. The following excerpt, taken from page six of the 2012/2013 College Catalog, demonstrates the College's compliance with this element of the policy:

ACCREDITATION

Institutional

SJVC is accredited by The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC), which is an institutional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education. The contact information for the ACCJC is provided below:

Accrediting Commission for Community and Junior Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949
(415) 506-0234

A comprehensive list of all programmatic accreditations and agency contact information is provided in the catalog. The public website also provides information on each programmatic accreditation.

Policy Compliance: Institutional Degrees and Credits

SJVC awards credit based upon generally accepted practices in higher education. The institutional policy on the Award of Credit was revised in 2011 to meet the Department of Education's requirements for the credit hour. Provided below is an excerpt of this policy taken from page three of the addendum to the College Catalog:

A credit hour is the amount of work represented in intended student learning outcomes and the coursework completed, inside and outside of the classroom. One credit hour is equivalent to a minimum of:

- (1) Fifteen hours of lecture/direct faculty instruction and 30 hours of outside of class student learning; or
- (2) Thirty hours of lab/application and 15 hours of outside of class student learning; or
- (3) Forty-five hours of clinical experience/ externship in a course.

This policy is consistently applied to all courses and programs offered at SJVC.

As noted in the Graduation Requirements, published on page 47 of the College Catalog, the following criteria must be met to earn an Associate of Science Degree:

1. A minimum of 60 units of college work
2. Completion of all required core courses

3. Completion of the program's general education requirements
4. "C", 2.0 Cumulative grade point average
5. Fulfillment of any program-specific graduation requirements

Faculty regularly evaluate academic programs to ensure that the degrees offered at SJVC are of sufficient content, breadth, and length; are offered at levels of rigor appropriate to the associate of science degree; have appropriate, measurable, and meaningful learning outcomes; and that students are successfully achieving course, program, and institutional learning outcomes.

Policy Compliance: Institutional Integrity and Ethics

SJVC, and the individuals acting on its behalf, exhibit integrity and subscribe to high ethical standards in the management of its affairs and in its activities dealing with various stakeholders.

The College ensures that information provided in correspondence, reports, and responses to Commission requests is current, complete, and accurate. Reports and other official documents submitted to ACCJC are signed by SJVC's President and/or Chief Executive Officer, and, when warranted, the Chair of the Governing Board, and attest to the accuracy and currency of the information provided. SJVC's responsiveness to the Commission is demonstrated in the timely submission of its reports and responses.

SJVC cooperates with the Commission to prepare for site visits and receives visiting team members in the spirit of collegiality. SJVC complies with ACCJC Accreditation Standards, Eligibility Requirements, and Commission Policies.

As detailed above, the College's publications and website provide clear and accurate information pertaining to its academic programs, services, accredited status, policies, and procedures.

SJVC's commitment to upholding and protecting integrity is demonstrated through the establishment and application of institutional policies on academic honesty, equal employment opportunity, student and employee complaint and grievance procedures, and the Governing Board's conflict of interest policy. Policies and procedures are published in the College's catalog; student, employee, and governing board handbooks. College administrators and members of the Governing Board regularly review institutional and board policies to ensure currency and relevance.

College employees demonstrate integrity and honesty in their interactions with current and prospective students by clearly and accurately representing academic programs, support services, and operational functions. This information is also clearly represented in the College's official publications and website. College employees are held to a high standard of integrity and ethics as set forth in the Core Values Statement and Code of Ethics. Employees who violate the Code are subject to disciplinary action.

SJVC has established the following policies and processes to receive and address student and employee complaints and grievances:

Employee Handbook

POLICY	PAGE
EEOC Complaint Procedure	8
Discrimination and Harassment Complaint Procedure	34-37
Fair Treatment and Dispute Resolution	55-56
Compliance Line	56

Catalog

POLICY	PAGE
Harassment and Grievance Procedure	28-33
General Student Grievance Policy	33
Student Complaints and Grievances	29-33

Complaints and grievances may be submitted anonymously. SJVC takes appropriate measures to ensure confidentiality of the individual lodging the complaint and the person(s) against whom it was filed.



Policy Compliance:**Contractual Relationships with Non-Regionally Accredited Organizations**

SJVC contracts with various non-regionally accredited organizations for the purpose of providing instructional services. Following is a list of the outside providers with whom the College contracts for instructional services and a description of the services provided.

Program: Criminal Justice: Corrections		
Course	Outside Provider	Description of Service
CJ 61-A: PC 832 – Laws of Arrest	Westside Energy Services Training and Education Center (WESTEC)	A State-certified provider delivers the portion of this course which covers content on the laws of arrest and is required for the POST Certificate. Provider proctors the certification exam. Contracts are entered into on a course-by-course basis.
CJ 61-B: PC 832 – Firearms Course	WESTEC	Provider delivers the didactic and experiential portion of this course covering firearms and ammunition which is required for the POST Certificate. Provider proctors the certification exam. Contracts are entered into on a course-by-course basis.
CJ 61-B: PC 832 – Firearms Course	Magnum Range Inc. (MRI), WESTEC, and/or Charles Feer	Providers deliver the portion of this course covering the content required for the Bureau of Security and Investigative Services (BSIS) – Guard Card. Providers proctor the exam. Contracts are entered into on a course-by-course basis.
CJ 60-A: Adult Corrections Officer Core Course	WESTEC and/or Charles Feer	Providers deliver the portion of this course covering defensive tactics and/or baton instruction. Contracts are entered into on a course-by-course basis.

Program: Emergency Services and Safety Management		
Course	Outside Provider	Description of Service
ESSM50: EMT Academy	Environmental Safety Solutions	Provider delivers this course which constitutes the academy portion of the program and provides the training required for the National EMT Certificate. Contracts are entered into on a course-by-course basis.
ESSM10: Industrial Safety	Environmental Safety Solutions	Provider delivers the portions of this course which culminate in the following certificates: 1. OSHA Safety & Health 2. Cyber Security Evaluation Tool (CSET) 3. Passport Class Provider proctors the certification exams and issues the certifications to students who successfully pass the tests. Contracts are entered into on a course-by-course basis.
CJ 62-A: PC 832 – Laws of Arrest	WESTEC	Provider delivers the portion of this course covering content on laws of arrest which is required for the POST Certificate. Provider proctors the certification exam. Contracts are entered into on a course-by-course basis.
CJ 62-B: Police and Security Weapons	WESTEC	Provider delivers the portion of this course covering content on police and security weapons which is required for the POST Certificate. Provider proctors the certification exam. Contracts are entered into on a course-by-course basis.

Program: Physician Assistant		
Course	Outside Provider	Description of Service
PAS 602: Preceptorship	Joe Gilboy	Provider delivers instruction in adult medicine and conducts board examination preparation for the junior/senior classes prior to the national examinations. Contracts are entered into on an annual basis.

The College adheres to this policy by exercising appropriate control over its contracts with third-party providers. For example, contracts are signed by members of the Senior Management, who have requisite authority to enter into contractual relationships, and individuals who hold equivalent positions with the contracting entities. Each contract specifies the services to be provided, the fees for said services, the period of the agreed terms of service, and each party's individual obligations. **(CP.1)**

As the entity granting credit for instruction provided by non-regionally accredited organizations, the College takes appropriate steps to ensure the quality and academic integrity of services provided. Program Directors, faculty, librarians, and other content experts review and evaluate the performance of third parties to ensure that the services provided meet accreditation and legal requirements, support, and enhance the College's academic programs.

Faculty and other program stakeholders either attend or observe portions of the courses taught by outside providers to ensure that the terms of the contract are fulfilled and that course objectives and institutional standards are met (e.g. attendance, dress code, conduct). They also gather information from the outside provider required for proper documentation of course grades and certifications.

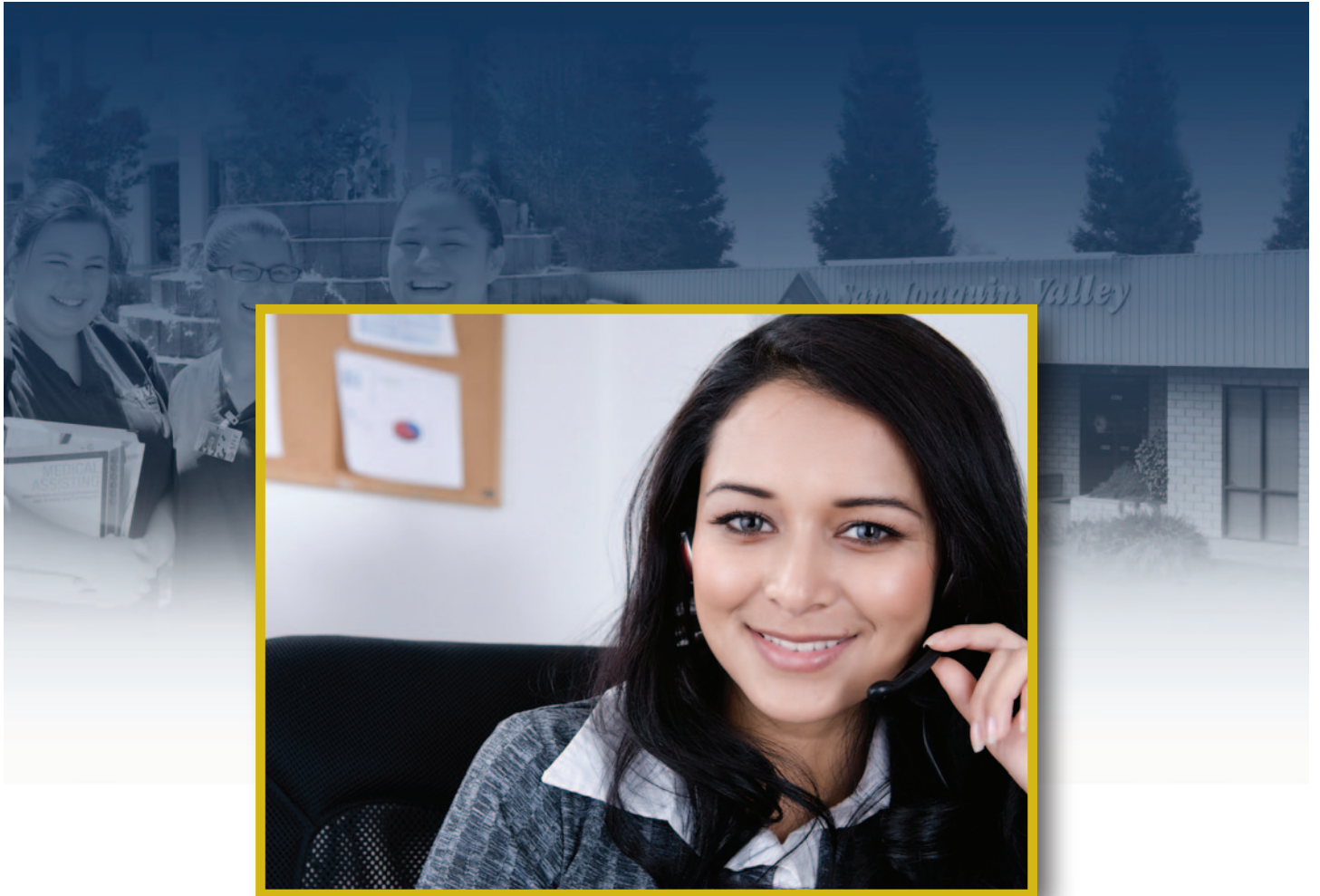
In addition to the contracts described above, the College hires outside providers to deliver certification and licensure exam preparatory courses for the following programs:

- Licensed Vocational Nursing
 - VN 501: Comprehensive Licensure Exam Review
- Registered Nursing
 - RN 41: Advanced Medical Surgical Theory
 - RN 42: Nursing Seminar 4: Leadership
- Respiratory Therapy
 - RT 106: Specialized Respiratory Care
 - RT 41: Specialized Respiratory Care

The preparatory courses are embedded in the core courses referenced above. While the College does not enter into contracts with the entities that provide these instructional services, the same actions are taken as described above to ensure educational quality and academic integrity.

Exhibits

CP.1 Sample Contracts with Non-Regionally Accredited Entities



**Responses to Recommendations from the Most Recent
Educational Quality and Institutional Effectiveness Review**



Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

Recommendation #1

The College shall establish a written policy defining a cyclical pattern for developing the mission statement that is more inclusive for all constituencies and focuses on the perceived mission as articulated by the campus centers. [Standard IA.1, IA.3]

Response

The College has established and implemented governing board policy which requires the cyclical review of the mission statement by the college community-at-large. As reported in its March 2008 Progress Report, SJVC's governing board adopted the following bylaw which calls for a college-wide review of the mission statement every two years:

“In its commitment to the College, the Board of Directors, and itself, the Board of Governors shall:

4.1.15 Confirm on a biennial basis, that Senior Management will initiate a review of the mission statement that will include input from all constituencies to affirm that the college mission is aligned with the values of the college community and vision of college governance.”

In accordance with this bylaw, members of the Senior Management coordinated a college-wide review of the mission statement in April 2008 and every two years thereafter. In order to garner substantial participation in these reviews, institutional surveys were used to elicit input from all constituents.

The results of the April 2008 review identified the need to rewrite the mission statement to better reflect college constituencies' shared understanding of SJVC's institutional purpose. As such, the mission statement was rewritten, adopted by the governing board, and published in July 2008. **(RR.1)**

A second review of the mission statement was conducted in April 2010. A college-wide survey assessed the opinion of college constituents regarding the mission statement. Results suggested that college constituencies agreed that SJVC was meeting its mission. The Executive Council and Board of Governors reviewed the survey results and voted to reaffirm the College's mission statement as written. **(RR.2, 3 and 4)**

In November 2011, SJVC conducted an institutional Self Study Survey which contained three questions specifically related to the college mission. Survey results indicated a high degree of awareness of the mission statement. Respondents also agreed that the mission statement accurately describes SJVC's educational purposes and is used to guide improvement efforts. **(RR.5: Page 1, questions 1 and 2; page 6, questions 1 through 3; page 13, questions 1 through 3)**

In support of ongoing assessment of the mission statement, the Senior Management presented the institutional survey results, institutional data on graduation rates, placement rates, and student demographics to the Board of Governors in September 2012. Board members reviewed the survey results and the data to determine the extent to which the College is fulfilling its mission, as well as the appropriateness of the wording of the mission statement. The Board concluded that the College is fulfilling its mission and voted to reaffirm the mission statement as written. **(RR.6)**

Shortly thereafter and as part of the self-evaluation process, the Board identified the need to establish institutional policies, in addition to board bylaws, which set forth its expectations to the college community concerning the review of the mission statement. The Board adopted two new institutional policies governing the review of the mission statement.

The first policy, Board Policy (BP) 7, changed the cycle of the review of the mission statement from two to three years and charges the President and Chief Executive Officer with the responsibility of initiating the review, and selecting a method that will best support participation from college constituencies. The second policy, BP 6, clarifies the intent of the review of the mission statement. Rather than merely reviewing the words of the mission statement, the policy requires that the Board review institutional effectiveness data, no less than annually, to determine the extent to which the mission is being fulfilled. **(RR.7, 8)**

Through the establishment and implementation of Board bylaws and policies governing the cyclical review of the mission statement by the global college community, SJVC has addressed this recommendation in full.

Exhibits

RR.1	Excerpt from the March 2010 Focused Mid-Term Report (pgs. 8-12)
RR.2	Survey Results from the 2010 Review of the Mission Statement
RR.3	Executive Council Meeting Minutes (11/10/10)
RR.4	Board of Governors Meeting Minutes (1/20/11)
RR.5	Results from the 2011 Institutional Self Study Survey
RR.6	Board of Governors Meeting Minutes (9/17/12)
RR.7	College-Wide Review of the Mission Statement, BP7
RR.8	Institutional Effectiveness Reviews, BP6

Recommendation #2

The College needs to expand the Master Plan to clarify how the institution's mission is central to institutional planning, decision making, and budget allocation. [Standard IA.4, IB.3, IB.4, IIA.2.f.]

Response

The College addressed this recommendation by expanding its 2007 Master Plan and formalizing its master planning process to clarify the relationship between the mission and institutional planning, decision making, and budget allocation as detailed in SJVC's March 2010 Focused Mid-Term Report. **(RR.9)**

In summary, the Senior Management engaged in a comprehensive evaluation of the Master Plan to confirm that every goal and objective aligned with the College's mission. The plan was updated with budget information for every objective and a description of how each of the plan's seven Critical Issues related to the fulfillment of the College's mission.

Along with the expansion of the Master Plan, the Senior Management also formalized its master planning process. In particular, the Senior Management:

- Formalized criteria and procedures for adding and removing items from the Master Plan; updating information related to projects, budgets, goals, and key performance indicators; developing and maintaining a Master Plan archive
- Included the review and discussion of the Master Plan as a standing agenda item for the Senior Management/Campus Director Meetings which occur every five to ten weeks

With the adoption of the rewritten Mission Statement, the Senior Management conducted a second evaluation of the 2007 Master Plan to ensure proper alignment between the mission and institutional goals and objectives. Evaluation results led to revisions to the Master Plan document. In an effort to create widespread understanding of institutional goals and objectives, the Senior Management created a new Master Plan document appropriate for publication to the college community. The new Master Plan document was published on InfoZone in spring 2010. **(RR.10)**

While these changes resulted in a clear connection between the mission, decision-making, planning process, and resource allocation, members of the Senior Management began to explore different planning methodologies to support a more efficient and effective institutional planning process. As detailed in **Standard IB.1**, the team and the Board of Governors adopted the strategy management system developed by Drs. Robert S. Kaplan and David P. Norton.

This planning methodology involves the use of a strategy map and a balanced scorecard to monitor and measure performance related to the achievement of an organization's vision. According to Kaplan-Norton's premise on strategy management, an organization's vision should be a continuum of its mission and values. Naturally, SJVC's mission and core values played a central role in the development of its institutional vision and goals. **(RR.11)**

The balanced scorecard process provides a clear and effective framework for strategic planning driven by an organization's mission, values, and vision. SJVC's mission and vision are used to guide institutional improvement through the development of strategic initiatives aimed at furthering the College's progress toward its goals and objectives. The Senior Management regularly assesses the College's progress toward achieving its strategic objectives. In particular, the team reviews key institutional data to determine whether any adjustments need to be made to the institutional strategy, including the formulation and funding of new strategic initiatives.

This process, and its component parts, has been refined to include additional procedures which emphasize the centrality of the mission to planning, decision-making, and resource allocation and tie educational planning to institutional planning. As detailed throughout this report, the College restructured its program review process to an outcomes-based model in 2010. In support of the new review process, templates were developed for program and department assessment plans which require stakeholders to describe how their program or department contributes to the college mission and values. **(RR.12)**

Procedures were also created for stakeholders to submit course and program improvement proposals, purchase proposals, and textbook change proposals outside of the review process as detailed on pages 23-41 of the Program Review Handbook. The templates developed for these processes require stakeholders to describe how the proposed change relates to the college mission. **(RR.13)**

Along with the changes to the program review process, the College established and implemented additional procedures which tie program review results to institutional planning. The new procedures, which were instituted in summer 2012, involve the submission of completed program review reports to the Senior Management for their review. The managers review program stakeholders' analyses of student learning and their recommendations for improvement, including any action items or improvement proposals that arise out of this process.

Action items or improvement proposals which require allocation of fiscal resources are reviewed by the Senior Management team. The team approves proposals based upon the rationale supporting the proposed change, along with the results of their evaluation concerning the degree to which the change will contribute to the fulfillment of the mission and vision. Approved proposals are scheduled for implementation based upon need and the availability of fiscal resources.

As program review, instructional and non-instructional, is the primary mechanism for constituencies to participate in decision-making, planning, and budgeting, this change clarifies the role of the mission in guiding improvements to institutional effectiveness. By virtue of these improvements, college constituencies are continually reflecting upon program and department performance in relation to the mission and have a better understanding of the centrality of the mission to decision-making, planning, and resource allocation. SJVC has addressed this recommendation in full.

Exhibits

RR.9	Excerpt from the March 2010 Focused Mid-Term Report (pgs. 13-16)
RR.10	2007 Master Plan
RR.11	Institutional Strategy Map
RR.12	Program Assessment Plan (template)
RR.13	Program Review Handbook (April 2012)

Recommendation #3

The College needs to move implementation of student learning outcomes to the next level. The College needs to clearly identify student learning outcomes for its courses, programs and degrees, develop appropriate and authentic assessments of learning and use the results of assessment to plan and improve educational quality. There is little evidence of program or institutional-level SLO's. Progress needs to continue in the development of course-level SLO's and student services SLO's that are fully integrated into institutional planning. [Standard IIA, IIA.1.a, IIA.1.c, IIA.2.b, IIA.2.e, IIA.2.f, IIA.2.h, IIA.2.i]

Response

During this accreditation cycle, SJVC has focused on addressing this recommendation and meeting ACCJC's mandate to be at the Proficiency Level in SLO Implementation by fall 2012. SJVC updated the Commission on its progress with this recommendation in the following accreditation reports:

- March 2008 Progress Report (**RR.14**)
- March 2010 Focused Mid-Term Report (**RR.15**)
- March 2011 Follow-Up Report (**RR.16**)
- October 2011 Follow-Up Report (**RR.17**)

As detailed in these reports, the following institutional initiatives have been instrumental in furthering the College's progress with SLO implementation, assessment, and use of assessment data to plan and implement improvements:

1. SLO Implementation Plan
 - a. Phase 1 – Identification of SLOs
 - b. Phase 2 – Objective Assessment of SLOs
 - c. Phase 3 – Authentic Assessment of SLOs
2. Assessment Learning Community
3. Outcomes-Based Program Review Process
4. Culture of Assessment

Through these initiatives, SJVC has established a sustainable culture of SLO assessment and evidence-based decision-making. Institutional dialogue revolves around the improvement of educational quality through focused analyses of students' achievement of course, program, and institutional learning outcomes as detailed below.

1. SLO Implementation Plan

SJVC launched its SLO Implementation Plan in 2008. The plan consisted of three distinct phases: identification of SLOs, objective assessment of SLOs, and authentic assessment of SLOs.

a. Phase 1 – Identification of SLOs

In Phase I, faculty and other institutional stakeholders focused their efforts on identifying SLOs for all courses, programs, student support services, and the institution. The process, which was initiated in February 2008, consisted of a series of meetings among program stakeholders to review existing course objectives and identify appropriate course learning outcomes (CLOs). This two-year process, which was coordinated by members of the Academic Affairs Team and driven by the faculty, resulted in the creation of appropriate, measurable, and meaningful learning outcomes for every course.

As soon as the identification of CLOs was well underway, the same collaborative process was employed to identify program learning outcomes (PLOs). By summer of 2010, outcomes were in place for all courses and programs.

Input from a student-based focus group was used to create an initial set of Student Services Outcomes in February 2009. Upon further reflection, the scope of these outcomes was broadened to include employees as well as students as the intended recipients. Individual student support service departments and administrative units created their own outcomes (referred to internally as “Department Outcomes” or “DO’s”) in 2011.

The College began working on developing its ILOs in the summer of 2009. Through an institutional survey, college constituencies provided input into the qualities and attributes expected of SJVC graduates. The survey feedback was used to formulate SJVC’s ILOs, which were adopted in spring 2010.

With the identification of learning outcomes in place for all courses, programs, support service departments, administrative units, and the institution, Phase I of the plan was completed.

b. Phase 2 – Objective Assessment of SLOs

Faculty and other stakeholders began preparations in 2009 for building the infrastructure and processes necessary to develop an electronic repository of SLO assessment data through the College’s Learning Management System (LMS). Faculty were asked to contribute to the establishment of an electronic “test bank” by creating objective assessments (e.g., multiple choice, true/false) in the LMS and linking the test questions to the corresponding SLOs. By January 2010, instructors were using the LMS to administer course assessments and collect CLO assessment data.

c. Phase 3 – Authentic Assessment of SLOs

While objective assessment efforts continued, preparations began for the third phase of the SLO Implementation Plan. In 2010, a series of professional development trainings were delivered to the faculty on the use of grading rubrics and other measurement tools to authentically assess student learning. An upgrade in software provided the faculty with the ability to create authentic assessments in the LMS and link the assessments to the corresponding CLOs and PLOs

In fall 2010, the faculty began to create and administer authentic course and program assessments through the LMS in order to collect authentic CLO and PLO assessment data.

2. Assessment Learning Community

The College established a faculty-based Assessment Learning Community (ALC) in fall 2010. The ALC is responsible for cultivating an institutional climate of assessment by advocating for, and providing training to, college faculty on the assessment process.

Members of the ALC (referred to internally as “Assessment Coordinators” or “ACs”) worked with program faculty to create authentic electronic assessments and other measurement tools in order to facilitate the collection of outcome assessment data through the LMS. The ACs and program faculty also created curriculum maps, course and program assessment plans. The assessment plans identify the tools, data collection methods, desired achievement targets, and timeline for assessing multiple types of learning outcomes (e.g. CLOs, PLOs, and ILOs).

In June 2011, the ACs completed reports on their respective program’s progress toward the Proficiency Level on the ACCJC’s rubric for Institutional Effectiveness: SLOs. Their analysis informed program-specific plans to meet the fall 2012 deadline.

Assessment Coordinators continue to work with the faculty to develop electronic authentic assessments linked to CLOs and PLOs, and support the effort to establish a repository of electronic SLO assessment data.

3. Outcomes-Based Program Review Process

SJVC evaluated its instructional program review process in June 2010, as described in the College’s Mid Term Report. **(RR.15)**

Based upon the evaluation results, the College transitioned to an outcomes-based review model in January 2011. As its name suggests, the new model revolves around the analyses of student learning outcome assessment data. The SLO assessment data collected through the LMS is reviewed and analyzed at program review and is used to identify course and program improvements.

The process for evaluating non-instructional support services and administrative departments was formalized in 2011. Fashioned after the outcomes-based model employed by SJVC’s academic programs, the revised non-instructional program review process ensures consistency in the frequency and approach to the evaluation of SJVC’s academic programs and student support and administrative services. All non-instructional departments created an assessment plan and completed a review by the end of December 2012.

4. Culture of Assessment

As a result of the changes to the instructional and non-instructional program review processes, college constituencies are using documented outcome assessment data to identify and plan improvements to academic programs and student and employee support services. Further, additional procedures have been created and implemented to effectively tie the results of program and department evaluations to institutional planning and resource allocation as described in **Standard IB.6**.

The culmination of these activities has contributed to the establishment of an institutional culture of SLO assessment and data-based decision-making. Instructors, program and department stakeholders are actively involved in SLO assessment and are using assessment data to improve educational quality and institutional effectiveness as detailed throughout this report.



a. CLO Assessment

In 2009, the faculty launched the effort to populate the LMS with traditional course assessments and link the test questions to the corresponding CLOs. During that year, the faculty uploaded over 100,000 traditional CLO assessments which resulted in the collection, aggregation, and use of CLO data by approximately thirty-four percent of the College's academic programs. By October 2012, ninety-seven percent of academic programs were using electronic traditional assessments to measure student learning. A longitudinal view of SJVC's considerable progress with the assessment of student learning at the course, program, and institutional levels, and the collection of SLO assessment data via the LMS is provided with this report. **(RR.18)**

With the transition to the third phase of the SLO Implementation Plan in 2010, the faculty created a total of 7,443 authentic electronic CLO assessments. By October 2012, seventy-six percent of academic programs were collecting authentic CLO assessment data through the LMS, which represents the creation of over 276,000 electronic authentic assessments. Progress is further illustrated by the number of individual CLOs authentically assessed. For example, by October 2012, 1,185 individual CLOs were assessed at the authentic level. With an estimated 2,650 CLO's in existence institution-wide, this figure represents forty-five percent of the respective CLOs which have been assessed at the authentic level.

As a result of these efforts, by 2011 approximately ninety-three percent of unique courses taught collected CLO assessment data through the LMS. From 2010 to October 2012, the collection of electronic CLO assessment data increased by ninety-one percent.

b. PLO Assessment

Similarly, the number of electronic PLO assessments and the collection of PLO assessment data have increased significantly in the last two years. In 2010, 473 electronic PLO authentic assessments existed. By October 2012, the number rose to 56,884, representing the collective contributions of fifty-four percent of the programs offered at SJVC. Further, in 2010, a total of three individual PLOs were assessed through electronic authentic assessments. By October 2012, this number rose to 191, which represents approximately fifty-five percent of the PLOs at SJVC.

Progress in this area is further demonstrated by the continual increase in the number of programs that are using electronic PLO assessment data. In 2009, the College's effort to electronically collect and aggregate assessment data was specifically targeted at the course level to allow sufficient time for each academic program to identify and refine its PLOs. However, by October 2012 every program had identified PLOs and fifty-seven percent of programs were electronically collecting and analyzing PLO assessment data.

c. Action Items

Use of electronic SLO assessment data to improve the quality of education is demonstrated in the action items that arise out of program review, as well as in the improvement and purchase proposals submitted by faculty and other program stakeholders. A review of the approved improvement and purchase proposals submitted during 2011 indicates that college constituencies are using SLO assessment data to improve the quality of education. During that year, a total of eight course improvement proposals, nine purchase proposals and 12 textbook proposals were approved. Each proposal provided substantiation of how the proposed change would support and further student learning and achievement based upon SLO assessment data.

d. Systems and Procedures

The College continues to make improvements that foster the institutional climate of assessment and evidence-based decision-making that is prevalent at SJVC. For example, electronic SLO dashboards were created in 2011 which enable the faculty and academic administrators to generate various SLO reports and monitor learning outcomes assessed within a given timeframe. Of the new dashboards created, one is specifically used by faculty to monitor SLO achievement data for current and previous courses taught. Instructors are encouraged to use the SLO assessment data to determine if any adjustments in instructional techniques are required to improve student learning.

Further support for the assessment process and practices is provided through regular Curriculum, Instruction, and Assessment meetings. At these meetings, campus and corporate management, program directors, assessment coordinators, and technology

coaches discuss the use of assessment data to improve the teaching and learning processes.

New activities and initiatives continue to be implemented to support and sustain the assessment process and use of outcome assessment data in decision-making and planning, including:

- The addition of a second cohort of Assessment Coordinators (ACs) into the ALC. With this second cohort, every academic program is now represented in the ALC.
- Establishment of a general education Faculty Learning Community (GEFLC).
- Initiation of a college-wide effort by the ALC to incorporate common mastery assessments into each course, applying faculty-created tools to assess the mastery of learning outcomes of all students taking the same course across instructors and SJVC campuses. The goal is to have common mastery assessments in place for eighty-five percent of SJVC courses taught on more than one campus by January 2013.
- Creation of a data portfolio for every instructional program containing evidence of the program's effectiveness. The portfolios include CLO, PLO, and ILO assessment data, graduation and retention rates, graduate placement and licensure pass rates, and data on course attendance and grades. The data portfolios, which provide a holistic view of student and program performance, are published prior to each program review to inform discussion and analyses on student learning and achievement.

The initiatives and activities described here, and in the excerpted sections from accreditation reports, demonstrate the College's strong commitment to student learning and improving the quality of education through SLO assessment. The College has addressed this recommendation in full.

Exhibits

RR.14	Excerpt from the March 2008 Progress Report (pgs. 19-25)
RR.15	Excerpt from the March 2010 Focused Mid-Term Report (pgs. 17-32)
RR.16	Excerpt from the March 2011 Follow-Up Report (pgs. 6-22)
RR.17	Excerpt from the October 2011 Follow-Up Report (pgs. 8-12)
RR.18	Electronic Collection of Learning Outcome Assessments – Summary

Recommendation #4

College needs to evaluate its decision to eliminate its developmental course program and substitute an advisory-only tutorial program by developing and implementing an assessment of the impact of this change on student performance. [Standard IIA.1.a, IIA.1.b, IIA.2.d, IIB, IIB.1, IIB.3, IIB.3.e, IIB.4.]

Response

The College has addressed this recommendation. Progress was reported to the Commission on three separate occasions in the following SJVC accreditation reports:

- October 2007 Progress Report (**RR.19**)
- March 2008 Progress Report (**RR.20**)
- March 2010 Focused Mid-Term Report (**RR.21**)

All three reports described the College's decision to implement a new and innovative approach to preparing students for college-level math and English courses in lieu of traditional remedial prep courses. In summary, the College began utilizing the Pearson MyLabs software program in the fall of 2006 to assess all incoming students' readiness for these courses. Based upon the "readiness" SLOs identified by college faculty, online math and English assessments were created to measure students' mastery of the essential concepts, knowledge, and skills required for entry into college-level math and English courses.

Based upon each student's individual assessment results, the software program designs a customized study plan which focuses on the areas in which the student requires remediation. Essentially, the tutorial program serves to "bridge the gap," between students' incoming knowledge and skills and those required for successful entry into college-level math and English.

Since the inception of the MyLabs program, SJVC has been engaged in an ongoing assessment of the impact of this change on student performance by monitoring students' completion of their study plans in relation to their math and English course pass rates. The College's ongoing analyses of these data strongly suggest the effectiveness of this method for remediating students for college-level math and English courses. Assessment results are used to continually refine and improve this process.

This report includes a brief overview of the College's progress on this recommendation as detailed in each accreditation report referenced:

1. October 2007 Progress Report

In this report, SJVC gave an overview of the rationale behind its decision to remediate students in math and English through the use of an online study program and the measures taken to fully implement the program at all campus locations. The report also provided preliminary data from SJVC's assessment of the effectiveness of the study plans in preparing students for college-level math and English courses. Specifically, the math and English pass rates before and after implementation of the study plan program were compared on a campus-by-campus basis. The January 2005 – September 2006 pass rates from SJVC's remedial math and English courses were used as the baseline for the assessment.

While the initial post-implementation pass rates at three of the four campuses studied were comparable to the pass rates seen in remedial math and English courses, one campus' (Visalia) pass rates had increased by approximately ten percent. The report detailed the actions taken to investigate the potential reasons for the disparity in pass rates amongst the campuses.

A progress visit was held approximately one month after the College's submission of the report. The November 2007 visiting team confirmed SJVC's substantial progress with Recommendation 4 and gave the following two related recommendations:

1. Assess the difference in subsequent pass rates between those students who complete their study plan before beginning the corresponding course and those students who progress through their study plan concurrently with the corresponding course as is currently the case.
2. Study the pros and cons of making the initial assessments and development of individualized study plans mandatory for all new students.

2. March 2008 Progress Report

In the March 2008 Progress Report, the College provided a second comparison of students' math and English pass rates by campus pre- and post-study plan implementation. Included in the data were the math and English pass rates collected after the first pass rate comparison provided in the October 2007 Progress Report. When compared to the remedial course pass rates, the additional data revealed an increase in math pass rates by five percentage points (seventy-eight to eighty-three percent) and a slight decrease in English pass rates (eighty-two to eighty-one percent).

The report also described the findings of the investigation aimed at identifying the reasons for the disparity in math and English pass rates at the four campuses involved in the initial assessment. Essentially, the investigation findings revealed inconsistencies in the administration of the math and English assessments and in monitoring completion of the study plans. The report described the actions taken in response to these findings, which included additional training on the process of administering the assessments and developing study plans.

The report also addressed the related recommendations received by the November 2007 visiting team. In response to the first recommendation, the College presented the results of its study to evaluate the difference in math and English pass rates of students who enter those courses in their first module while working concurrently on their study plans. As detailed in that report, less than fifteen percent of all SJVC students have math or English in their first module. Based upon this fact, coupled with the math and English pass rates examined, led to the College's preliminary conclusion that students' concurrent work on their study plans while taking math or English does not appear to have a negative impact on pass rates.

In response to the second recommendation of the November 2007 visiting team, the report clarified that, while completion of the plan is not mandatory, the assessment is. The report also described the initiatives planned to increase students' participation in, and completion of, their study plans.

The progress visit, which was held in April 2008, resulted in the team's conclusion that SJVC had fully addressed Recommendation 4 and had made substantial progress in addressing the recommendations of the November 2007 visiting team.

3. March 2010 Focused Mid-Term Report

In its March 2010 Focused Mid-Term Report, SJVC provided additional data collected on math and English pass rates post-study plan implementation which were compared to the previous data sets presented in the October 2007 and March 2008 Progress Reports. With the additional data, SJVC continued to see an increase in math (six percentage points) and English pass rates (seven percentage points).

The report also provided an update on the College's study to determine the impact of concurrent work on the study plan while enrolled in a math or English course. Based on the data examined, SJVC actually saw a higher pass rate when English or math was taken during the first module; concurrent with students work on their study plans. While the College is unable to determine the specific reason for the slightly higher pass rates in the first module, this trend is consistent with first module performance in general.

The report also discussed the College's new focus on the analyses of the level at which students assess on the MyLabs assessments or their level of study plan completion in relation to their math and English course pass rates. As presented in the report, the data examined showed a strong correlation between students who assess at seventy-five to one hundred percent and/or complete seventy-five to one hundred percent of their study plan and their first-time math and English success rates.

The College's current and planned initiatives to achieve one hundred percent study plan completion were also presented.

As evidenced in the accreditation reports, SJVC has taken seriously the call to reevaluate its decision to remediate students in math and English through the use of the MyLabs study plans by studying the impact of the change on students' success. The College continues to collect, monitor, and analyze students' math and English pass rates in relation to their assessment levels and study plan completion. Data analyses have informed decisions to adjust and improve the administration of this process, which has resulted in a significant increase in the number of students completing their study plans as well as improvement in math and English success rates.

For example, during the latter half of 2010, SJVC instituted a number of campaigns and initiatives aimed at achieving its goal of one hundred percent study plan completion. This effort was prompted by the outcomes of the "MyLabs Marathon" campaign initiated at the Hanford Extension in June 2010 which consisted of the following activities:

- Establishment of a campus expectation that all students complete their study plans during their first five weeks of enrollment rather than prior to the start of their math and English courses as was formerly the case
- Development of "shared language" among members of the faculty and campus management to refer to completion of the study plans as an expectation versus a requirement
- Providing students non-instructional release time to work on their study plans and encouraging them to continue their work outside of school hours

- Creation of an “Instructor Report” identifying students who fail to make substantial progress on their study plans in order to provide appropriate interventions including an “escalation process” designed to bring students who were lagging behind up to speed and make the progress necessary to achieve the campus’ expectation of study plan completion within the first five weeks of enrollment
- More frequent communication among the Student Center Coordinator, faculty, and campus management concerning students’ progress with their study plan completion

In late July 2010, the Hanford Extension became the first SJVC location to achieve one hundred percent study plan completion. The campus’ activities to increase study plan completion were rolled out to other campuses on a case-by-case basis which resulted in an initial increase in the campus’ completion rates. In an effort to increase study plan completion college-wide, the Student Center Support Manager (SCSM) position was created in December 2010 which was filled by the Student Center Coordinator of the Hanford Extension.

The SCSM traveled to the campuses and developed policies, processes, and procedures similar to those described above in order to gain efficiencies in monitoring students’ completion of their study plans and to effect a change in the culture from mere compliance to seeing the value of the relationship between study plan completion and student success. Included among these changes was the establishment of an institutional standard requiring students to complete their study plans within their first 15 weeks of enrollment and prior to the start of their math and English courses. As a result of these changes, the majority of SJVC campuses achieved one hundred percent study plan completion by January 2012.

SJVC’s ongoing analyses of study plan completion and math and English course pass rates supports the continued use of this method for preparing students for the rigor of these courses. As seen in the table provided below, by the end of 2011, ninety-five percent of students were completing one hundred percent of their math study plans and ninety-eight percent were completing one hundred percent of their English study plans prior to taking these courses. Although the overall pass rates for the English course have remained fairly stable (low ninety percent pass rate year-over-year), those who complete less than seventy-six percent of their study plan do have a lower success rate in this course (average of eighty-one percent pass rate). The overall math pass rates have improved by nine percentage points (seventy-eight to eighty-seven percent) and demonstrate a closer correlation between one hundred percent study plan completion and success in college-level math.

College English and Math Pass Rate by MyLabs Study Plan Completion Level												
1/1/2009 to 9/4/2012												
STUDY PLAN PROGRESS Prior to College Level Course	English 1						Math 90					
	Total		Pass		Fail		Total		Pass		Fail	
	n	%	n	%	n	%	n	%	n	%	n	%
100% Complete	5199	76%	4799	92%	400	8%	5339	79%	4878	91%	461	9%
76% to 99% Complete	146	2%	128	88%	18	12%	176	3%	157	89%	19	11%
1% to 75% Complete	1245	18%	1001	80%	244	20%	936	14%	720	77%	249	27%
0% Complete	264	4%	223	84%	41	16%	308	5%	214	69%	94	31%
TOTAL WITH GRADE	6854		6151	90%	703	10%	6759		5969	88%	823	12%

STUDY PLAN PROGRESS Prior to College Level Course	English 121						Math 121					
	Total		Pass		Fail		Total		Pass		Fail	
	n	%	n	%	n	%	n	%	n	%	n	%
100% Complete	2877	99%	2686	93%	191	7%	2825	99%	2450	87%	375	13%
76% to 99% Complete	4	0%	2	50%	2	50%	2	0%	2	100%	0	0%
1% to 75% Complete	27	1%	17	63%	10	37%	13	0%	8	62%	5	38%
0% Complete	9	0%	7	78%	2	22%	9	0%	3	33%	6	67%
TOTAL WITH GRADE	2917		2712	93%	205	7%	2849		2463	86%	386	14%

Transition to English 121 and Math 121 began 11/29/2011

Based upon the studies and data analyses conducted, the study plan program has proven to be an effective tool for preparing students for the rigor of college-level math and English courses. SJVC will continue to collect and analyze study plan completion and pass rates to ensure that students are well-prepared for these courses. The College has addressed this recommendation in full.

Exhibits

- RR.19 Excerpt from the October 2007 Progress Report (pages 1 through 7)
- RR.20 Excerpt from the March 2008 Progress Report (pages 6 through 11)
- RR.21 Excerpt from the March 2010 Focused Mid-Term Report (pages 33 through 44)



Recommendation #5

The College needs to finalize planning and budget costs in the Master Plan and consider a process for disseminating information on major goals and budget information down to the campus centers. [Standard IID.2.b]

Response

SJVC addressed this recommendation by expanding its 2007 Master Plan as described in the response to Recommendation #2, and instituting the following processes and practices to better disseminate planning information to the campuses:

- Effective July 2008, the Campus Director, Senior Management, and Executive Council meetings included a discussion of the 2007 Master Plan goals and objectives as a standing agenda item
- A process was created for Master Plan project owners to electronically update project information in a shared database for review by the Executive Council, who, in turn, disseminate the information to their respective staffs
- The expanded 2007 Master Plan was published to the College's portal website

With the implementation of the new institutional plan and planning process, SJVC has made further progress in this area by taking appropriate steps to effectively communicate information on institutional goals and objectives to the college community, including budgetary information in college planning documents, developing and implementing processes for college constituencies' to participate in financial planning as described below:

1. Communication of Goals and Budget
2. Constituency Participation in Financial Planning
 - a. Program Review Process
 - b. Improvement Proposal Process
 - c. Facilities Service Desk System
 - d. Capital Budget Requests

1. Communication of Goals and Budget

In 2011, SJVC created a new Strategic Master Plan through the collaborative effort of the Executive Council and their respective staffs. During this process, members of the Executive Council informed their staff of the new planning methodology, solicited their input, as appropriate, for use in the development of the plan, and kept them apprised of the College's progress toward its goals and objectives.

Under this new planning methodology, the two main planning documents are the "Strategy Map," which provides a visual depiction of the linear objectives required to achieve the College's vision and goals, and the institutional scorecard, which is used to monitor and measure the College's progress toward its strategic objectives and vision. The scorecard provides the measures and achievement targets used to assess the College's progress toward each strategic objective as well as the initiatives designed to further institutional progress toward each objective. Each initiative on the institutional scorecard contains information

related to the budget allotted for each strategic initiative, the start and end dates, the total hours assigned, responsible party, and status. **(RR.11)**

Each campus will develop its own scorecard in 2013, which will be populated with campus-specific initiatives designed to “bridge the gap” between the campus’ current performance and the three institutional goals. As is the case with the institutional scorecard, each strategic initiative will contain information related to the duration of the project, responsible parties, budget allocation, etc. Individual employees will be aligned with the institutional and campus strategy to achieve the College’s vision which will create an even greater awareness and understanding of institutional goals and objectives.

2. Constituency Participation in Financial Planning

As a private, for-profit junior college, SJVC’s revenue is derived through student tuition. As such, the College operates on a rolling budget system. Two-year institutional and annual campus budgets are developed based upon student enrollment projections. The Chief Financial Officer, Controller, and the campus staff utilize these projections to develop annual campus budgets which include all instructional and operational expenses required to support academic programs and student services. The institutional budget is developed by members of the Senior Management and includes input received from the campuses through the annual campus budgeting process.



As campus and institutional budgets are subject to change based upon actual enrollments, the College engages in financial planning on an on-going basis. Financial information is provided to campus directors to facilitate their planning and decision-making; they, in turn, share the information with members of their management team. During the last two years, the College has established an integrated financial planning system which allows constituencies to submit improvement plans and purchase requests year-round.

a. Program Review Process

Program review reports are reviewed by the Senior Management, the College’s primary decision-making body. Specifically, the team reviews the action items and any improvement proposals to determine the effectiveness of the process for

improving student learning and whether the recommended change(s) will further the College's progress toward its goals and objectives.

Action items that directly relate to the Strategic Plan are entered into a database and aligned with the corresponding objectives. Improvement plans that support fulfillment of strategic goals and objectives are approved and classified as strategic initiatives and incorporated into the Strategic Plan.

The CFO, who is a member of the Senior Management, supplies the team with relevant and up-to-date budget information to facilitate the process of prioritizing implementation of approved initiatives.

b. Improvement Proposal Process

With the transition to the outcomes-based program review model, the following processes were established to provide additional mechanisms for constituencies to submit improvement proposals for consideration year-round:

- Course Improvement Proposal
- Program Improvement Proposal
- Purchase Proposal
- Textbook Improvement Proposal

These proposals may be generated as a result of the program review or at any time during the two year review cycle. As these processes are discussed in detail in **Standards IB and IVA**, only the purchase proposal process is discussed herein as it directly relates to resource allocation.

Every academic program has a faculty-approved equipment and supply list which delineates the resources required to meet course and program learning outcomes. **Standard III.B** provides an in-depth description of the processes employed to ensure that the approved equipment are regularly inspected, repaired, or replaced and that supplies are replenished as needed. The purchase proposal process is used to recommend items for purchase that are not part of an approved program equipment list.

c. Facilities Service Desk System

The College utilizes an automated service desk system which allows employees to submit requests, via email, for equipment and supplies, repairs, and maintenance to equipment or facilities, and to report any unsafe conditions. Requests are routed to a centralized database and are assigned a ticket number that is processed and managed by the Facility Manager.

The Facilities Service Desk System provides college employees with a direct avenue for participation in budgeting and financial planning. Facility Managers and Campus Directors have the authority to approve requests for equipment up to \$1,000.

Depending upon the nature and type of request, the Corporate Director of Purchasing and Facilities may become involved in the decision-making process. Requests that exceed this amount are subject to the Capital Budget Request process.

d. Capital Budget Requests

The Capital Budget Request process is used for purchases over \$1,000. This process may be employed at any time by any member of the college community. Requests are reviewed and approved, depending upon the amount of the purchase, by the Corporate Director of Purchasing and Facilities, the Controller, and/or the CFO. Approved requests are prioritized and scheduled for implementation.

The College has addressed this recommendation in full.

Exhibits

RR.11 Institutional Strategy Map

Recommendation #6

The administration and the Board of Governors need to complete its revision of the Handbook and Board Bylaws to incorporate a policy for handling violations of the Board of Governors Code of Ethics and to further clarify the evaluation procedures for the Board of Governors members. [Standard IVB.1.g, IVB.1.h]

Response

SJVC has addressed this recommendation by establishing and implementing policy for handling violations to the Code of Ethics, and creating a process for the Board's ongoing evaluation of the President and Chief Executive Officer, as well as its own performance.

A policy for handling violations to the Board of Governors' Code of Ethics was drafted, reviewed by board members, approved at their meeting on August 1, 2007, and incorporated into the Board Handbook. **(RR.22, page 13)**

The Code of Ethical Conduct was revised in February 2008 to more appropriately focus on behavioral rather than procedural standards. The revised policy was adopted by the board in March 2008. **(RR.22, page 12)**

In February 2008, the College revised the evaluation instruments used by the Board for its self-assessment and the assessment of the President and Chief Executive Officer. The revised evaluation instruments were presented to, and adopted by, the Board in March 2008. The evaluation procedures and instruments were incorporated into the Board Handbook. **(RR.22, pages 15-20)**

The Board utilized the new instruments for the first time in spring 2008. Every year thereafter, the Board has used these tools to evaluate its own performance as well as the performance of the President and CEO. Results are tabulated and presented to the board members for review and discussion at their regularly scheduled meetings. Minutes documenting the Board's review and discussion of the evaluation results are on file with the Director of Institutional Relations and will be made available on request.

Evaluation results are used by the Board to identify areas for improvement.
The College has addressed this recommendation in full.

Exhibits

RR.22 Board of Governors Handbook (March 2010)

Recommendation #7

The owners and the Board of Governors need to revise the Board Policy to include objective, third party persons with some fiscal expertise who are assigned the responsibility for receipt and review of the annual audit to meet compliance with this Governing Board standard. [Eligibility Requirements 3, 4 and Standard IVB.1, IVB.1c, IVB.1.j]

Response

The College has addressed this recommendation by creating and implementing a governing board bylaw which requires the formation of an Audit Review Committee (ARC). The ARC is comprised of two members of the Board of Governors and an independent third-party with financial expertise, and is charged with the responsibility to review SJVC's annual audited financial statements. The bylaw, which was adopted by the Board in March 2008, requires that the ARC provide a financial report at the summer meeting for the previous calendar year, which addresses the institution's financial stability, integrity, and commitment to student learning. **(RR.22, page 7)**

From 2009 to the present, the ARC has convened annually, reviewed the College's audited financial statements, and reported their findings to the full Board. Minutes from the ARC meetings are on file with the CFO and will be made available upon request.

In fall 2012, the governing board expanded the scope of the Audit Review Committee's duties and responsibilities to better meet the accreditation standards related to Board responsibilities for an institution's financial integrity and accountability. The new duties and responsibilities conferred upon the committee necessitated a name change. The committee is now referred to as the "Finance Committee." **(RR.23, page 13)**

The College has addressed this recommendation in full.

Exhibits

RR.23 Board of Governors Handbook (November 2012)

Commission Concern: Eligibility Requirement #11

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, IIA.3, for areas of study for general education.

Response

SJVC meets Eligibility Requirement #11. As stated in its faculty-endorsed philosophy on general education, SJVC believes a well-rounded education is essential to a successful career. As such, a substantial component of general education is incorporated into SJVC's Associate of Science Degree programs, which consists of the following courses:

- Natural Science 1: Introduction to the Natural Sciences, 3.0 units
- Psychology 1: General Psychology, 3.0 units
- Sociology 1: Introduction to Sociology, 3.0 units
- Philosophy 1C: Ethics, 3.0 units
- English 121: Composition and Reading A, 3.0 units
- English 122: Composition and Reading B, 3.0 units
- Mathematics 121: College Algebra A, 3.0 units
- Mathematics 122: College Algebra B, 3.0 units

These courses introduce students to the major areas of knowledge including language and rationality, humanities, natural science, and social science. Students must demonstrate specific competencies and skills, including writing and computational skills, in order to successfully complete these courses.

General education courses are tied to SJVC's ILOs as these courses play a vital role in helping students achieve these outcomes. In addition, the tenets of general education are incorporated into the majority of SJVC's academic programs which share the following PLO, "Upon completion of the program, the student will be able to: Relate and apply concepts of communication, reasoning, critical analysis, ethical behavior and appropriate interaction to situations in his or her career and personal life." Comprehensive learning outcomes are included in the general education course outlines. **(RR.24)**

All courses in the general education component meet the depth, breadth, and rigor expected of college-level courses and are comparable to similar courses offered at other ACCJC accredited institutions.

As detailed below, SJVC has improved its math and English courses. SJVC's progress in this area was reported to the Commission in the following accreditation reports:

- March 2008 Progress Report **(RR.25)**
- March 2010 Focused Mid-Term Report **(RR.26)**
- March 2011 Follow-Up Report **(RR.27)**

As a result of the actions described in these reports, SJVC is confident that it meets ER#11 and Standard IIA.3, as detailed below:

1. Commission Concern
2. March 2008 Progress Report
3. March 2010 Focused Mid-Term Report
4. March 2011 Follow-up Report

1. Commission Concern

The Commission raised this concern following SJVC's comprehensive self-evaluation site visit in March 2007. At that time, the Math 100 course fulfilled the College's math requirements for its Associate of Science degree programs. The Math 100 course provided a general review of basic arithmetic including the fundamental operations of addition, subtraction, multiplication and division of whole numbers, decimals, fractions and percents. Emphasis was placed on signed numbers, ratio and proportion, exponents and radicals, linear algebraic equations and integration of basic geometry concepts. SJVC saw the value of this course in its relevancy to students' future careers through the delivery of content related to the concepts and skills specifically required for individuals employed in the medical, business, and technical career fields.

2. March 2008 Progress Report

SJVC responded to the Commission's Concern in its March 2008 Accreditation Progress Report. In that report, the College described and provided evidence of its ability to meet ER#11. In summary, the College described the ways in which its current math and English courses met the depth, breadth, and rigor appropriate to higher education, in fulfillment of Eligibility Requirement #11. In response, the visiting team of April 2008 concluded that, "[T]he college should analyze its Mathematics 100 course further and ensure that it meets the quality and rigor appropriate to higher education. The college should also continue its work to define, measure, and analyze student learning outcomes in the general education curriculum."

3. March 2010 Focused Mid-Term Report

In its March 2010 Focused Mid-Term Report, the College described its actions to respond to the April 2008 visiting team's conclusion, evaluating its Math 100 course by comparing it to other associate degree math courses offered at various junior and community colleges in California. **(RR.26)**

The results of the evaluation, along with the California Community College's plan to increase degree-level math requirements, led to the decision to create a new, higher-level math course. The Math 90 course was created through the collaborative effort of the faculty and the Curriculum Team.

In an effort to ensure the appropriateness of the new math course for the associate degree math requirement, a second course comparison was conducted which confirmed that the Math 90 course was equivalent to college-level math courses offered at other ACCJC accredited institutions. These findings, along with the more rigorous content of the new course, led the College to believe that it had adequately addressed this concern.

In the June 30, 2010 letter from Dr. Beno, the Commission raised this concern again and expressed its concern with the quality of all general education provided by the College; especially, in regard to the new Math 90 course. The letter directed the College to demonstrate its ability to meet ER#11 in a Follow-Up Report due March 2011.

4. March 2011 Follow-up Report

In response to this letter, SJVC immediately scheduled general education course reviews to evaluate the depth, breadth, and rigor of every course in the general education component, as detailed in its March 2011 Follow-Up Report. The general education course reviews were held in fall 2010 and involved a series of meetings as indicated below:

- Math 90 (August – September 2010)
- English 1 (September - November 2010)
- GE Sciences – (December 2010 – January 2011)

As a result of these reviews, SJVC faculty recommended that new, higher-level math and English courses be developed, and affirmed that the science courses are offered at appropriate levels of depth, breadth, and rigor. As detailed in the March 2011 Follow-Up Report, the faculty developed new math and English courses. Both consist of two parts: Math 121/122, and English 121/122. SJVC faculty have endorsed these courses and are confident that they provide greater depth and breadth of knowledge in math and English, and are offered at levels of rigor appropriate to higher education.

SJVC began implementing these new courses into each program's curriculum in 2011. By December 2012, the new math and English courses were incorporated into each academic program.

At program review, general education faculty continue to review the courses in the general education component to ensure that they meet the depth, breadth, and rigor expected of collegiate level courses. The next general education program review is scheduled for August 2013.

The College has addressed this concern in full.

Exhibits

RR.24	General Education Course Outlines
RR.25	Excerpt from the March 2008 Progress Report (pgs. 12-14)
RR.26	Excerpt from the March 2010 Focused Mid-Term Report (pgs. 52-60)
RR.27	Excerpt from the March 2011 Follow-Up Report (pgs. 23-33)

Commission Concern: Standard IV.A.

The Commission requires that the College demonstrate that it fully meets this Standard by describing and providing evidence of the existence of a collaborative process that provides for meaningful dialogue and clearly defined procedures for substantive participation of faculty, staff, administrators and students in institutional planning and decision-making including revisions to the educational master plan. The College should evaluate the effectiveness of this process and implement improvements as necessary.

Response

SJVC meets Standard IVA. The College values and fosters an environment of participatory governance. College constituencies are encouraged to participate in college decision-making and planning through the mechanisms established for their involvement in college governance. Through the input and recommendations provided by college constituencies, SJVC is able to make well-informed decisions and plans.

In response to the Commission's Concern, SJVC evaluated the effectiveness of its governance process in January 2011. In particular, members of the Senior Management examined the College's written publications describing constituency involvement in the governance process, the institutional planning and decision-making processes, and the extent and level to which constituencies were participating in the process. While the evaluation results clearly indicated that a wide range of college constituencies were participating in institutional planning and decision-making, the College identified the need to better inform constituencies of their roles and responsibilities in the governance process through the creation of institutional policy, and to better communicate that information to the entire college community through an internal marketing campaign.

As detailed in its March 2011 Follow-Up Report, SJVC created and adopted policy which defines the roles and responsibilities of each constituency group in college governance, identifies the mechanisms for each group's participation in the governance process, and identifies the college leaders responsible for carrying forward constituency input to the appropriate decision-making bodies. The policy is available on InfoZone, the College's portal website, and relevant portions are published in the Employee, Faculty, and Student Handbooks. **(RR.28)**

In addition, the Statement of Faculty Responsibilities was expanded in fall 2011 and has served to further clarify the roles and responsibilities of college faculty. The statement is published in the Faculty Handbook and is available on InfoZone, the College intranet. **(RR.29)**

Concurrent with the evaluation of its governance process, the College executed initiatives to improve instructional and non-instructional program review processes, as detailed in the response to Recommendation #3, Standard IIA, and Standard IIB. The changes described in those sections include, among other things, improvements aimed at increasing constituency involvement in decision-making and planning.

The transition to an outcomes-based instructional program review process included the following improvements:

- Publication of a program review handbook containing information on the new process along with all relevant policies and procedures. **(RR.13)**
- Creation of additional opportunities for faculty and other program stakeholders to attend the reviews, including telephone, video, or Go-To-Meeting Software.
- Increased communication between the Curriculum Technicians and program faculty concerning the agenda and resultant action items from program reviews.
- Uploading a program data portfolio to InfoZone three weeks prior to the program review in order for faculty to prepare themselves for the meeting.
- Creation and implementation of procedures which allow faculty the flexibility to generate the following proposals outside of program review: Course Improvement Plan, Program Improvement Plan, Purchase Proposal, and Textbook Change Proposal. **(RR.13, pages 23-41)**
- Creation of an online forum and use to generate discussions about course and program improvement proposals, and changes to textbooks and equipment.
- Creation and use of standardized templates for program review reports which document the outcomes of the evaluation, which are reviewed by the Senior Management.
- Creation of a process to tie program review action items to institutional planning.

Formalization of the non-instructional program review process included the following improvements:

- Adoption of institutional policy informing constituencies of their roles and responsibilities in this process **(RR.30)**
- Establishment of a schedule to ensure the systematic review of every non-instructional department and program every two years **(RR.31)**
- Creation and use of standardized templates for department assessment plans and reports which are reviewed by Senior Management **(RR.32)**
- Creation of a process to tie non-instructional program review action items to institutional planning

In order to fully inform constituencies of their involvement in the governance process, in 2011 the Director of Institutional Relations presented at every SJVC campus on this topic. Her presentation included an overview of SJVC's governance structure and decision-making bodies, the roles and responsibilities of students, faculty, and staff in decision-making and planning, and the mechanisms available for their participation in college governance, including the new program review processes.

After these changes were fully implemented, as part of the 2011 Self Study Survey, feedback was solicited from college constituencies on the effectiveness of SJVC's governance process. Eighty-one percent of faculty and eighty-four percent of staff agreed with the statement that, "SJVC is a place where my voice is heard." Eighty-seven percent of faculty and eighty-seven percent of staff agreed with the statement that, "I am encouraged to submit ideas and recommendations for improvement." **(RR.5: Page 9, question 32; page 10, question 35; page 15, questions 22 and 25)**

The survey results, along with other preliminary data such as attendance rates and numbers of course and program improvement proposals generated, suggests that SJVC employs an effective governance system and planning process.

The College has addressed this concern in full.

Exhibits

RR.28	Policy on Constituency Group Participation in Governance
RR.29	Statement of Faculty Responsibilities
RR.30	Policy on Program Review of Non-Instructional Programs and Services
RR.31	Non-Instructional Program Review Schedule
RR.32	Department Assessment Plan and Report (templates)

Concern: Standards IB.1, IIA.2.e, IIA.2.f, IIB.4, and IIC.2

The Commission expects that institutions meet standards that require the identification and assessment of Student Learning Outcomes, and use assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission therefore requires that the College demonstrate in its next comprehensive evaluation report that the college has met these standards. [Standards IB.1, IIA.2.e, IIA.2.f, IIB.4, and IIC.2]

Response

SJVC meets the accreditation standards that require the identification and assessment of SLOs and the use of assessment data to plan implement improvements to educational quality. As detailed in the response to Recommendation #3 and throughout Standards I and II, the College has achieved the Proficiency level on the ACCJC Rubric for Evaluating Institutional Effectiveness: SLOs.

Learning outcomes have been identified for all courses, programs, support services and administrative departments, and the institution. Assessment of learning outcomes is ongoing as part of each program and department's assessment plan. Assessment results are reviewed and analyzed at program review and are used to develop action items and improvement plans.

The College has addressed this concern in full.



Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I: Institutional Mission and Effectiveness



IA Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

IA.2

The mission statement is approved by the governing board and published.

Descriptive Summary

SJVC's mission statement was approved by its Board of Governors in July 2008. The mission statement was revised and confirmed by the Board of Governors in January 2011. **(IA.1 and .2)**

Following is the College mission statement:

San Joaquin Valley College prepares graduates for professional success in business, medical and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. The College is committed to the success of every student.

The mission statement is displayed in public areas on all campuses and published in print and electronic media as listed below:

- SJVC Community Website Home Page – InfoZone **(IA.3)**
- SJVC Public Website – www.sjvc.edu
- SJVC Catalog **(IA.4, page 5)**
- Program Review Handbook **(IA.5, page 3)**
- Advisory Board Handbook **(IA.6, page 7)**
- Faculty Handbook **(IA.7, page 4)**
- Employee Handbook **(IA.8, page 6)**
- Board of Governors Handbook **(IA.9, page 6)**

The mission statement articulates SJVC's educational purpose to prepare graduates for professional success in the business, medical, and technical career fields. It identifies SJVC's intended student population and expresses its commitment to student learning through the achievement of measurable outcomes.

SJVC's Core Values and Vision Statement further illustrate the College's educational purpose and character:

Core Values Statement

As a premier leader in career-focused education, SJVC values an education and employment environment which promotes:

Success – The College Community is committed to the personal, academic, and professional success of its students, employees, and graduates by providing high-quality education programs, instruction, professional development opportunities, support services, and guidance.

Integrity – The College Community expects personal and professional integrity in the fulfillment of its mission.

Excellence – The College Community sets excellence as a standard in all areas of operation.

Diversity – The College Community celebrates and embraces diversity; emphasizing inclusion and open dialogue.

Community Involvement – The College Community encourages and supports student and employee involvement in their respective communities to mutually enhance civic, personal, and intellectual development.

Lifelong Learning – The College Community fosters an environment where students and employees actively pursue lifelong learning.

Vision Statement

Through commitment to high education standards and in placing the needs of students at the center of all decision-making, SJVC will be a recognized community leader in transforming lives, achieving exceptional graduation and placement rates for a growing and diverse student population.

SJVC's commitment to student learning and success pervades all areas of the College. As articulated in the Vision Statement, SJVC is committed to high education standards and in placing the needs of students at the center of all decision-making. As seen in the 2011-2015 Strategic Plan, two of the foundational institutional planning perspectives are focused on quality education and student success. **(IA.10)**

Self-Evaluation

The College meets the Standard, as illustrated in its self-evaluation in three areas:

1. Instructional Programs
2. Student Demographics
 - a. Quantitative Analysis
 - b. Qualitative Analysis
3. Approval and Publication

Throughout this standard, reference is made to Exhibit **IA.15**, the most recent institutional survey, conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. The survey is disaggregated by student respondents (n=2867), faculty (n=399), and staff (n=364).

1. Instructional Programs

SJVC's mission statement clearly articulates its broad educational purpose of preparing graduates for professional success in the business, medical, and technical career fields through career-focused higher education. To that end, SJVC offers a total of 27 programs: five in the business division, 17 in the medical division, four in the technical division, and one degree completion program.

Each of these programs culminates in either an Associate of Science Degree or a Certificate of Completion. Academic program offerings differ by campus location and, in accordance with the college mission, reflect the educational and employment needs of the communities served by SJVC. **(IA.11)**



2. Student demographics

As expressed in its mission statement, SJVC aims to serve a diverse student population interested in career-focused education. Institutional data indicates that SJVC is serving a diverse student population in terms of ethnicity, socio-economic status, and educational preparation.

a. Quantitative analysis

The key demographic characteristics of SJVC's student population include the following: **(IA.12)**

- Median age is 22 years old;
- Nearly half are from families in which at least one parent is not a high school graduate;
- Nearly two-thirds have no parent with a college degree;
- About fifty percent come to SJVC after an unsuccessful attempt to earn a degree elsewhere;
- Students who are financially independent from their parents (seventy percent of all SJVC students) have a median household income of \$11,050
- Over forty-six percent of students self-identify as Hispanic/Latino; and
- Over sixty-eight percent are female

Most SJVC campuses are located in economically depressed communities and serve students with incomes and educational attainment levels below the state norm. In these communities, the population of adults 25 years of age and older whose highest educational attainment is less than an AS Degree ranges from forty-seven to fifty-nine percent.

b. Qualitative analysis

SJVC also serves a segment of students who do not match the typical demographic profile. SJVC's linear programs, which represent less than sixteen percent of the entire student population, tend to attract applicants with a stronger academic background than the average SJVC student. **(IA.12)**

While the students enrolled in these programs do not match SJVC's average student demographic profile, the College offers these programs based on community need and support. A significant percentage of graduates from these programs accept employment in medically under-served areas, meeting the needs of local communities for individuals trained within these career fields. **(IA.13)**

3. Approval and Publication

SJVC's mission statement has been approved by its governing board. College leadership ensures that the mission is widely published and available to all constituents by displaying it publicly and including it in appropriate publications.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IA.1	Board of Governors Meeting Minutes (7/23/08)
IA.2	Board of Governors Meeting Minutes (7/20/11)
IA.3	Screenshot of InfoZone homepage
IA.4	Excerpt from the 2011 College Catalog
IA.5	Program Review Handbook (April 2012)
IA.6	Advisory Board Handbook (September 2012)
IA.7	Faculty Handbook (2012)
IA.8	Employee Handbook (2012)
IA.9	Board of Governors Handbook (November 2012)
IA.10	2011-2015 Strategic Master Plan
IA.11	Program Chart by Campus
IA.12	Parent and Student Education Level Chart
IA.13	Placed Graduates in Health Professional Shortage Areas and/or Medically Underserved Areas

IA.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

In response to a recommendation received at the College's last reaccreditation site visit in 2007, SJVC adopted and implemented an institutional policy governing the cyclical review of the mission statement. The policy, adopted by the Board of Governors in March 2008, is published in the Board of Governors Handbook:

Confirm on a biannual basis, that Senior Management will initiate a review of the mission statement that will include input from all constituencies to affirm that the college mission is aligned with the values of the college community and vision of college governance.

Since the adoption of this policy, the SJVC Mission Statement has completed two cycles of review. The first cycle of review in spring 2008 resulted in the mission statement being rewritten to better reflect college constituencies' shared understanding of SJVC's purpose. The second occurred in 2010/2011 and resulted in confirmation of the mission statement as written. A third review was initiated in fall 2012.

In the spirit of shared governance, each review has included opportunities for all stakeholders to provide input in the review process. College leadership has identified surveys as the most effective mechanism for eliciting feedback from faculty, students, and staff. College leadership takes appropriate steps to inform the college community of upcoming opportunities for participation. Posters, email, announcements on the InfoZone homepage, and word of mouth are methods used to advertise opportunities to participate in this process.

Survey results are reviewed, discussed, and analyzed at meetings of SJVC’s primary decision-making bodies to determine the appropriateness of the mission statement. Once a decision is made, an overview of the process and its work product are presented to the Board of Governors.

Self-Evaluation

The College meets the standard, as illustrated in its self-evaluation in two areas:

1. Policy and Procedure
2. Constituency Understanding

1. Policy and Procedure

Through the adoption and implementation of the Board policy, SJVC’s mission statement is reviewed on a regular basis. The process provides ample opportunity for college constituents’ involvement in the review of the mission statement. The validity and integrity of the review is assured through an overview of the process and results to the Board of Governors. **(IA.14)**

2. Constituency Understanding

The most recent institutional survey contained several questions related to the mission that provide evidence of constituency alignment with the mission statement.

Ninety-nine percent of faculty and staff and seventy-nine percent of students are familiar with the Mission Statement **(IA.15: Page 1, question 1; page 6, question 1; and page 13, question 1)**

Ninety-seven percent of faculty and ninety-nine percent of staff agree that, “SJVC’s Mission Statement accurately describes the educational purpose of the college.” **(IA.15: page 6, question 2; page 13, question 2)**

While the awareness and agreement measures obtained in the survey are significant and serve as evidence for meeting the Standard, College leadership has identified a need for explicit benchmarks for these and other survey questions related to the mission statement. These benchmarks will serve for longitudinal analysis and inform action plans for improvement.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Create benchmarks for institutional survey questions related to the mission statement	Build Strategic Awareness	March 2014

Exhibits

- IA.14 Board of Governors Meeting Minutes (9/17/12)
- IA.15 Results from the 2011 Institutional Self Study Survey

IA.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The College's programs and services are in every sense directed by its understanding of the institutional mission. Campuses, programs, and student services are all established toward the fulfillment of the mission, consistent with the character of the institution, and in service of its student population.

This descriptive summary addresses four topics:

1. Instructional Programs and Content
 - a. Extern and Clinical Education
 - b. General Education
 - c. Institutional Learning Outcomes
 - d. Community Involvement
2. Program and Campus Development
3. Student Services
 - a. New Student Orientation
 - b. Practical Resources
 - c. Tutoring
 - d. Library and Learning Resource Center
 - e. Career Services
4. Program Review



1. Instructional Programs and Content

In accordance with its mission to prepare graduates for professional success in the health, business, and technical career fields, SJVC offers 27 academic programs that lead to employment in a specific profession within one of these three disciplines. To thoroughly prepare students for their chosen career fields, academic programs are structured to provide an appropriate balance of didactic instruction and hands-on training that simulates real life employment situations.

a. Extern and Clinical Education

Thirteen of the 27 academic programs offered at SJVC include an externship component that provides students with a valuable opportunity to practice their acquired knowledge and skills in the workforce under the supervision of professionals in their field. Two academic programs feature on-site training clinics that allow students to practice their skills on clinic patients under the direct supervision of SJVC faculty.

These hands-on learning opportunities serve as the final training ground for students as they prepare to enter the workforce. They also allow faculty to evaluate student readiness and to provide further coaching and assistance.

b. General Education

Degree-seeking students receive a component of general education (24 units) that provides exposure to the major areas of knowledge. An important aspect of every student's education; regardless of whether they are degree or certificate seeking, is exposure to activities, events, and learning experiences that will contribute to their personal and professional development.

c. Institutional Learning Outcomes

Institutional Learning Outcomes define the core competencies SJVC believes are essential to the academic, professional, and personal success of graduates. SJVC endeavors through its instructional programs and student services to prepare graduates who are: citizens, communicators, skilled, educated, professional, and competent. Curriculum is designed to provide appropriate learning experiences that will instill and develop these competencies.

d. Community Involvement

SJVC recognizes the importance of establishing strong ties with each community served by an SJVC campus and the impact those relationships have on students' success.

Each campus provides opportunities for students to connect with their communities through participation in community service events. These events not only provide students with the opportunity to gain exposure to local employers, they also foster an appreciation for citizenship and build their professionalism. Community service events also provide faculty and staff the opportunity to dialogue with local employers regarding the needs of the community.

Campus relationships with the local community are further strengthened through program Advisory Boards. Per college policy, each program Advisory Board on each campus meets a minimum of once per year. The Advisory Boards provide recommendations to faculty on a variety of topical areas such as new curriculum needs, current industry trends, and future staffing requirements. **(IA.16)**

2. Program and Campus Development

True to its mission, SJVC actively engages in feasibility research to identify additional ways it can respond to educational and employment needs by opening new campuses, offering new programs, and migrating existing programs to existing campus locations.

The first step in developing a new program or campus location is evaluating the proposal's consistency with the institutional mission. This includes an analysis of how the proposal will meet the educational and employment needs of the prospective community and whether it will support achievement of one or more of the College's strategic plan goals. **(IA.17)**

3. Student Services

SJVC offers a wide array of comprehensive support services that are aligned with its purpose, character, and student population:

a. New Student Orientation

All students attend New Student Orientation (NSO) prior to their first class at SJVC. NSO covers a wide range of topics, including study habits, college policies and procedures, an overview of student support services, and introductions to the campus administrators and staff who provide those services. A portion of NSO is devoted to introducing students to their course instructors. Instructors incorporate a career-specific learning activity into their time with students.

SJVC has invested a considerable amount of time educating faculty and other employees who have direct contact with students on Ruby Payne's analytical framework for understanding and working with students from generational poverty. One of the basic concepts proposed in her research is that relationships are the key motivators for learning. The College views NSO as an optimal time to establish strong connection with new students.



b. Practical Resources

The socioeconomic characteristics of SJVC's student population identify a variety of significant challenges for student success. Financial stress, a lack of transportation, and child care issues are common barriers to attending class or completing out-of-class coursework. To help students overcome these challenges and achieve their educational goals, SJVC's Deans of Student Services (DSS) and faculty advise students on ways in which they can address these issues.

Every campus has a food pantry, a list of students who are willing to carpool, and gas vouchers. The Deans also refer students to outside agencies that may be able to assist with any personal or financial issues they face.

During the enrollment process, students who self-disclose any of these issues are assigned a "Transfer of Care" that alerts the campus DSS of the need to closely monitor the student's progress during the first 15 weeks.

c. Tutoring

SJVC offers individual tutoring with course instructors or with a Student Center Coordinator. As many SJVC students are academically under-prepared for the rigor of college-level math and English courses, Student Center Coordinators are readily available to assist with online math and English readiness programs.

As explained in detail in **Standard IIB**, each student is given a math and English assessment (referred to as MyLabs) at the time of enrollment. The assessment results create individual study plans for each student based upon the areas identified as needing remediation. All students are encouraged to complete their study plans, as completion is directly related to future success in math and English. See **Recommendation #4** for more information.

d. Library and Learning Resource Center

Library holdings are available in both print and electronic formats and represent the fields of study offered at SJVC. As information literacy is a component of SJVC's general education curriculum, library staff is available to assist students when they need support to complete course work, projects, and assignments.

The College's print books and journals are supplemented with an extensive collection of electronic resources to which students and faculty have access 24 hours a day. The College has an annual subscription to the Library and Information Resource Network's (LIRN's) core collection that, according to LIRN's website, "contains millions of online articles, television and radio transcripts, photographs, video and audio clips, encyclopedias, books and reference titles."

e. Career Services

In support of its mission to provide career-focused education, SJVC has active Career Services departments on each campus. Career Services Advisors reach out to students 15 weeks prior to externship or graduation. They provide each student with instruction and guidance on a variety of career-related soft skills such as resume development, job search strategies, and personal interview skills.

4. Program Review

The program review process is used to ensure that academic programs and student support services remain in alignment with SJVC’s purposes, student population, and commitment to student learning. Assessment plans used in program review include statements on how the particular program or department is aligned to, and supports fulfillment of, the college mission, ILOs, and Core Values.

Recommendations for improvement that arise out of the program review process must demonstrate alignment with the college mission. Standardized templates have been developed for the four types of improvements that originate from the instructional program review process. Each template requires a description of how the proposed improvement is aligned with the institutional mission.

- Program Improvement Proposal (IA.18)
- Course Improvement Proposal (IA.19)
- Purchase Proposal (IA.20)
- Textbook Improvement Proposal (IA.21)

Self-Evaluation

The College meets the standard, as illustrated in its self-evaluation in two areas:

1. Student and Institutional Success
 - a. Quantitative Analysis
 - b. Qualitative Analysis
2. Productive Execution of Procedures

1. Student and Institutional Success

The evidence examined suggests that SJVC has established academic programs and support services aligned with its institutional purpose, character, and intended student population. Fulfillment of the College mission is perhaps best measured first from the perspective of student success in graduation and job placement, and second by the growth and continued success of the institution.

a. Quantitative analysis

The following table shows institutional graduation and graduate placement rates from 2008 through 2010:

	2008	2009	2010
Graduation rate (start cohort)	58%	61%	60%
Placement rate (grad cohort)	77%	75%	70%

Since 2008, SJVC has established four new campuses, introduced three new academic programs, and migrated seven SJVC programs to existing campus locations. Each of these

initiatives has contributed to the fulfillment of SJVC’s mission to identify and respond to the education and employment needs represented in local communities.

b. Qualitative analysis

In the most recent institutional survey, eighty-seven percent of students agreed with the statement “I believe the college is fulfilling its Mission.” (IA.15: Page 1, question 2)

2. Productive Execution of Procedures

SJVC campuses were effective in pursuing community involvement. The College participated in over 116 community and charitable events in 2011 alone. (IA.22)

The wide array of support services provided to SJVC students are consistent with their needs. Evidence of this connection includes documented support activities in 2011: 17,004 academic advising meetings, 5,000 advising meetings regarding attendance, 16,491 study plan follow-up meetings, and 3,712 tutoring sessions. (IA.23)

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IA.16	Policy on Academic Program Review (Advisory Board)
IA.17	New Sites, Programs, Transfer Programs Flowchart
IA.18	Program Improvement Proposal (template)
IA.19	Course Improvement Proposal (template)
IA.20	Purchase Proposal (template)
IA.21	Textbook Improvement Proposal (template)
IA.22	Campus Community Service Activities 2009-2011
IA.23	List of Student Support and Advising Activities by Campus (2011)

IA.4

The institution’s mission is central to institutional planning and decision making.

Descriptive Summary

SJVC’s mission lies at the heart of planning and decision-making at all levels. Institutional planning is driven by the 2011-2015 Strategic Plan which reflects the goals and objectives SJVC will work toward during this time period. As is explained in detail in **Standard IB**, the mission statement played a central role in the development of the Strategic Plan.

Adopting Kaplan and Norton’s strategy management planning model presented in *The Strategy-Focused Organization*, SJVC’s primary decision-making bodies made the mission statement operational by developing a quantified vision statement with three explicit goals and 14 strategic objectives. As seen SJVC’s Strategy Map, the strategic goals and objectives within the plan that

support the fulfillment of the college mission are mapped to components of the mission statement. **(IA.10)**

To ensure this alignment is maintained, the Senior Management thoroughly review every proposed initiative to assure that it supports achievement of a strategic objective. Initiative proposals are approved or denied on the basis of this review. Approved initiatives are assigned a timeline for completion and budget allocation. Approved initiatives are included in the institutional scorecard, which is used by the Board of Governors and Senior Managers to monitor progress toward strategic goals and objectives. **(IA.24)**

Course, program, and department planning; decision-making; and resource allocation are tied to the college mission. Program and department assessment plans contain statements outlining the program or department purpose and how that purpose aligns with the institutional mission. By virtue of these alignment statements, SJVC's mission is at the core of all department and program improvements.

All purchase and textbook improvement proposals must describe how the proposed change supports the fulfillment of the college mission. The degree to which a proposal aligns with and supports the college mission and strategic goals and objectives plays a major factor in the decision-making process. **(IA.18 through .21)**

Proposals for new programs, campus locations, or program migrations to existing campus locations are first evaluated for "fit" with SJVC's mission. This determination, along with the results of feasibility research and strategic planning concerns, influences the Senior Management's decision to approve and implement growth and development initiatives. **(IA.17)**

Self-Evaluation

The College meets the standard, as illustrated by its self-evaluation in two areas:

1. Strategic Plan
2. Program Planning and Review
 - a. Quantitative Analysis
 - b. Qualitative Analysis

1. Strategic Plan

The College has made a significant investment in producing and implementing a comprehensive institutional strategic plan. This strategic plan is the cornerstone connecting the institutional mission to ongoing operations and strategic initiatives. Evidence of this investment includes related professional certification by Senior Managers, minutes of weekly leadership meetings of the Senior Management team, and collaboration with the Board of Governors on the strategic plan. **(IA.25)**

2. Program Planning and Review

Improvements to the processes and documents in program review and institutional planning demonstrate a clear relationship between the mission and institutional planning.

a. Quantitative analysis

All programs and support services are systematically assessed to confirm their alignment with, and support of, SJVC's mission, Core Values, ILOs, and to determine whether student's needs are being met. In 2011, 12 Program Reviews and 12 Curriculum Conferences were held. The meetings resulted in eight Course Improvement proposals, nine Purchase Proposals, and 12 Textbook Proposals, all of which align with the college mission. **(IA.26)**

b. Qualitative Analysis

In the most recent institutional survey, ninety percent of faculty and ninety-five percent of staff agree that, "SJVC's Mission Statement guides decision-making and improvement efforts at the college." **(IA.15: Page 6, question 3; page 13, question 3)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IA.24	Institutional Scorecard
IA.25	Development and Management of SJVC 2011-2015 Strategic Master Plan
IA.26	Program Review Action Items - Outcome Tracking



IB. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

IB.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

San Joaquin Valley College's (SJVC) mission statement expresses its strong commitment to student learning:

“The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction.”

SJVC fulfills this commitment by engaging in regular evaluation, planning, and improvement of academic programs, student support services, and institutional practices. The College fosters ongoing institutional dialogue focused on student learning and achievement.

During the last three years, SJVC has increased college constituencies' understanding of, and involvement in, the ongoing evaluation and planning of academic programs and student support services. The College has substantially improved the institutional processes and practices designed to produce and support student learning by:

- Identifying student learning outcomes (SLOs) for all courses, programs, student support services, and the institution
- Restructuring its instructional program review process to an outcomes-based model
- Formalizing the process for the review and evaluation of its non-instructional departments and administrative units
- Utilizing a Learning Management System (LMS) with the capability to support administration of electronic SLO assessments and the collection of SLO success data
- Developing a comprehensive repository of institutional data and reports, which are published to the college community for assessment, decision-making, and planning

This descriptive summary addresses three topics:

1. Student Learning Outcomes
 - a. Developing SLOs
 - b. Assessment
2. Institutional Processes
 - a. Instructional Program Review
 - b. Non-instructional Program Review
 - c. Institutional Planning
3. Technical Resources

Throughout this narrative, reference is made to Exhibit **IB.9**, the most recent institutional survey, conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. The survey is disaggregated by student respondents (n=2867), faculty (n=399), and staff (n=364).

1. Student Learning Outcomes

During this accreditation cycle, institutional dialogue has been purposefully structured around the identification, implementation, and assessment of student learning outcomes, and the institutional processes designed to support that effort. Following are several prime examples of how this dialogue has led to significant improvements to student learning and institutional processes.

Prompted by an ACCJC recommendation to, “Move implementation of student learning outcomes to the next level,” SJVC launched its SLO Implementation Project in 2008. Execution of this project has driven dialogue about improvements to the teaching and learning processes through the identification, implementation, and assessment of SLOs. **(IB.1)**

The Academic Affairs Team provided a series of trainings on SLOs and the assessment process during 2008-2010 to engage and prepare faculty and academic administrators for their participation in this project. While these trainings were delivered specifically for the purpose of educating the faculty on SLO related topics, they also served to initiate institutional dialogue concerning the relationship between SLOs, assessment, and the continuous improvement of student learning. **(IB.2)**

Institutional policies and practices were introduced to ensure full implementation of SLOs. For example, in January 2010 the College implemented an “outcomes-based” syllabus to guarantee the delivery of course content directly related to course learning outcomes (CLOs). Further, in 2010 all program learning outcomes (PLO’s) were published for the first time in the college catalog. **(IB.3, pages 51-123)**

a. Developing SLOs

Beginning in spring 2008, SLO Reviews were held for every academic program. Faculty discussed course and program learning outcomes. Existing outcomes were reviewed, evaluated, and, as necessary, rewritten or refined.

Concurrent with the continuous improvement of course and program learning outcomes, the College initiated dialogue to develop its Institutional Learning Outcomes (ILOs). A survey was used to gather input from college constituencies regarding core graduate competencies. The results were reviewed by faculty, staff, and management to identify and develop ILOs.

SLOs were identified and confirmed for every course, program, and the institution by summer 2010.

b. SLO Assessment

In 2009 and 2010, the focus of institutional dialogue shifted from the development of SLOs to effective assessment. Faculty and academic administrators were prepared for the transition to the assessment phase of the SLO Implementation Plan through regular meetings and topical training events. Both human and financial resources were allocated to support the development of the technological infrastructure needed to facilitate collection and systematic analysis of outcome assessment data.

The College formed a faculty-based Assessment Learning Community (ALC), creating positions for Assessment Coordinator (AC) and Technology Coach. In fall 2010, the ACs worked with fellow faculty members to create multi-year course and program assessment plans; identify, create, and implement tools to measure student learning outcomes; and identify key program data for inclusion in program review data portfolios. **(IB.4)**

Technology Coaches supported the work of the ACs by providing additional training and support to the faculty on the creation and use of electronic SLO assessments, grading rubrics, and advocating for the use of technology in the classroom to enhance student learning. These joint efforts increased faculty involvement in the identification and effective assessment of SLOs.

In fall 2011, members of the Academic Affairs Team began meeting with campus management, ACs, and Technology Coaches every ten weeks to discuss the use of assessment data to improve the teaching and learning processes. These meetings provide the opportunity for constituencies to engage in dialogue, and to share experiences and best practices with one another.

These regular meetings further developed stakeholders' knowledge and understanding of the assessment process. For example, attendees voiced concerns about the validity of assessment data collected from some instructors and campuses with different perspectives and philosophies on SLO assessment. As a result, the College started an initiative to develop common assessments for all courses and programs to improve consistency in the quality and validity of SLO data.

2. Institutional Processes

SJVC recognizes the importance of institutional dialogue in fostering a climate of continuous quality improvement. The College has established systematic processes which provide a forum for constituencies to regularly engage in dialogue pertaining to the improvement of student learning. The primary processes used to facilitate ongoing institutional dialogue are:

- Instructional Program Review
- Curriculum Conferences
- Non-Instructional Program Review
- Institutional Planning
- ACCJC Self-Study

In addition to these processes, regular meetings provide opportunities for faculty, administrators, students, and staff to engage in self-reflective dialogue concerning the improvement of academic programs, student support services, and college operations. Meeting minutes document these discussions and any resulting action items. Following is a list of regularly scheduled meetings:

- Board of Governors (no less than twice a year)
- Senior Management (weekly)
- Senior Management with Campus Directors (every five-ten weeks)
- Campus Management (weekly)
- Campus management, faculty, and staff (monthly)
- Program and Department (varies)
- Executive Council (twice a year)
- Program Advisory Boards (annually)
- Campus Operations (every five to ten weeks)
- Curriculum, Instruction, and Assessment (every ten weeks)

Institutional dialogue throughout the SLO Implementation Project has led to a more structured, data-driven evaluation of academic programs and student support services. This continuous improvement is especially evident in development of the processes for instructional program review, non-instructional program review, and institutional planning.

a. Instructional Program Review

In spring 2010, the Director of Curriculum and Assessment initiated research to identify best practices for an outcomes-based program review model. This work was prompted by information received at the ACCJC sponsored “Outcomes-Based Program Review” session offered at the April 2010 ACSCU WASC Academic Resource Conference.

An SJVC program review retreat in June 2010 was held to evaluate the effectiveness of the then current model for improving student learning based on analyses of SLO assessment and student achievement data. The Director of Curriculum and Assessment presented her research findings, which led to a discussion about the need to improve the program review process and incorporate identified best practices.

Following the retreat, the team developed procedures to improve the outcome-based assessment of student learning and evidence based decision-making. The team's recommendations were discussed with the Senior Management and approved for implementation. The Program Review Handbook details the restructured process and procedures. **(IB.5)**

The College developed new channels for constituent participation in program review to increase faculty involvement. An online discussion forum allows program stakeholders to post comments or generate discussion related to the program data portfolio prior to the review meeting. The College has also expanded use of video-conferencing and web-based "Go-to-Meeting" software.

In conjunction with the improved program review process, Curriculum Conferences were instituted to provide an additional forum for constituencies to engage in dialogue about student learning. As program reviews are held every two years, the Curriculum Conference is scheduled in the alternate year of the program review.

Curriculum Conferences are instructor-focused, with special emphasis on the teaching and learning processes. Attendees use this time to share best practices, review and update assessment plans and curriculum maps, create and evaluate common curriculum for program assessment (rubrics, exams, projects), or write their biennial report. **(IB.5, pgs. 18-22)**

b. Non-Instructional Program Review

As detailed in **Standard IIB**, SJVC formalized the procedures for its non-instructional program review process in 2010. This improvement was driven by institutional dialogue concerning the need for consistent assessment and evaluation of student services provided outside of instructional programs. **(IB.6)**

The formalized non-instructional program review process was initiated in January 2011. In preparation for the transition, the academic affairs team delivered training to leaders of the various departments. These leaders established review committees, identified measurable outcomes for their respective departments; developed and implemented Department Assessment Plans to guide the evaluation process.

The dialogue and action items that arise out of the program review processes are focused on the continuous improvement of student learning. SJVC has maintained this focus by requiring every instructional and non-instructional program, as part of its assessment plan, to provide a statement describing how it aligns with the College mission, core values, and ILOs.

c. Institutional Planning

Beginning in 2008, the Senior Management began to explore new institutional planning models to better articulate and manage SJVC's vision for the future. While the Master Planning process was yielding improvements to education quality and institutional effectiveness, it lacked the structure necessary to guide and execute visionary planning.

The team read Drs. Robert S. Kaplan and David P. Norton's *The Strategy Focused Organization*. The premise behind Drs. Kaplan and Norton's theory on strategy management is that the successful execution of strategy comes from having a specific management framework for clarifying the strategy, and linking it to employees, processes, and technology as depicted in the diagram below:



This approach is executed through the development and implementation of a strategy to achieve an organization's vision. As noted in *The Strategy Focused Organization*, the strategy does not stand alone as a management process; rather, it is a step in the continuum of translating the organization's mission into desired outcomes, and ensuring that individuals are aligned with the institutional mission.

Due to the proven effectiveness of this process for a diverse range of companies and entities, including educational institutions, the Senior Management decided to pilot the process at the Bakersfield and Modesto campuses in 2009. Several members of the team attended the Kaplan-Norton Master Class sponsored by the Palladium Group to learn more about their strategy management system. After thoroughly discussing the concept and process for implementing this strategy management system, the decision was made to adopt this model in SJVC's institutional planning process.

Utilizing this planning model, SJVC has developed and implemented a strategy map and institutional balanced scorecard, both of which are being used to guide decision-making, planning, and to assess the College's progress toward achieving its goals and objectives.

3. Technical Resources

The College's technological infrastructure supports both inter- and intra-campus communication and dialogue. It facilitates the collection of institutional data, and enables constituencies to use the data to generate actionable reports.

SJVC's intranet, InfoZone, serves as the main hub of communication and institutional data repository. College constituencies have ready access to information and data for use in evaluation, planning, and decision-making. The homepage features college-wide announcements, news articles, and links to information, documents, and specific departments. Each campus has its own unique site, which features a discussion board and an area to post announcements.

The Report and Dashboard Library (RDL) is also published on InfoZone. It includes an extensive array of quantitative and qualitative data, such as learning outcome success rates, student achievement data (course completion, graduation, and graduate placement data), and survey results. The RDL may be used to generate a variety of reports containing institutional data disaggregated by course, instructor, program, department, or campus. College constituencies utilize the RDL daily to monitor and assess student learning, student achievement, student support services, and related college operations.

Self-Evaluation

The College meets the standard, as demonstrated in its self-evaluation in two areas:

1. Institutional Processes
2. Student Learning Outcomes

1. Institutional Processes

Through systematic processes and recurring meetings, college constituencies are provided multiple opportunities to engage in collegial, self-reflective dialogue about the improvement of student learning and institutional effectiveness. The establishment of new meetings and the continuous improvement of existing processes demonstrate the College's strong commitment to maintaining an ongoing dialogue about the improvement of student learning.

Improvements to the instructional program review process have developed an institutional culture of assessment, evidence-based decision-making, and institutional planning. The restructured program review process is driven by the assessment of student learning, involves the analyses of outcome assessment and student achievement data, and supports the use of data to inform course and program plans for improvement. **(IB.5)**

The formalized non-instructional program review process requires every department to be evaluated every two years. The schedule is monitored by the Senior Managers who oversee the College's student support services departments and administrative units. Further improvements include the use of assessment processes to foster an evidence-based evaluation of student services and department performance as detailed in the Policy on Program Review of Non-Instructional Programs and Services. **(IB.6)**

The self-study and institutional planning processes provide additional opportunities for constituencies to engage in self-reflective dialogue about the improvement of student

learning and institutional processes. Broad-based participation in both processes is demonstrated throughout this report. **Standard IB.3** describes and provides evidence of the wide range of stakeholders involved in the dialogue that led to the development of the College's 2011-2015 Strategic Plan. **(IB.7)**

2. Student Learning Outcomes

Institutional dialogue has led to the identification and implementation of SLOs at the course, program, and institutional level. The College has established a sustainable culture of assessment. Instructors are actively engaged in SLO assessment and are using outcome assessment data to identify improvements to student learning.

Through these efforts, the College now has a sizeable repository of electronic outcome assessment data. For example, of the authentic assessment results recorded in the LMS during 2011, approximately eighty percent of CLO assessment results and sixty-three percent of PLO assessment results were above the College's benchmark of eighty-five percent achievement for each learning outcome. **(IB.8)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IB.1	Excerpt from March 2011 Follow-Up Report
IB.2	Chronology of SLO trainings
IB.3	2012/2013 College Catalog
IB.4	Sample Course and Program Assessment Plans
IB.5	Program Review Handbook (April 2012)
IB.6	Policy on Program Review of Non-Instructional Programs and Services
IB.7	Development and Management of SJVC 2011-2015 Strategic Master Plan
IB.8	Electronic Collection of Learning Outcome Assessments – Summary



IB.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

As an institution that values and embraces continuous quality improvement, SJVC sets goals to improve its effectiveness. This descriptive summary addresses three topics:

1. Vision Statement
2. Strategic Objectives
3. Institutional Scorecard
4. Communication

1. Vision Statement

With the completion of the 2007 Master Plan and the transition to the Kaplan-Norton strategic management system, the College has adopted the following institutional goals which are expressed in its quantified Vision Statement:

Through commitment to high education standards and in placing the needs of students at the center of all decision-making, SJVC will be a recognized community leader in transforming lives, achieving exceptional graduation and placement rates for a growing and diverse student population.

Securing our vision will see SJVC achieving:

- Seventy-five percent graduate placement by 12.2013
- Seventy percent graduation rate by 12.2014
- 7,500 students being served by 12.2015

In accordance with Kaplan-Norton's theory on strategy management, the College's mission and core values played a pivotal role in the development of the quantified vision statement. The Strategy Map demonstrates the clear relationship between the mission and the institutional strategy for achieving the College's vision. **(IB.7, pages 1-2)**

2. Strategic Objectives

Institutional goals and strategic objectives are clearly articulated in college planning documents. The Strategy Map identifies the four perspectives and 14 measurable objectives that build towards the quantified vision statement. The map and the Strategic Objective Statements are available to the entire college community via InfoZone. **(IB.7, pages 1 and 74)**

3. Institutional Scorecard

The Institutional Scorecard identifies the measures and achievement targets established for each strategic objective within the four perspectives, as well as the strategic initiatives that contribute toward the achievement of each objective. The scorecard is regularly updated with data pertaining to the College's progress toward each measure assigned to the strategic objectives. Key stakeholders utilize the scorecard to monitor institutional progress toward its quantified vision, and make any necessary adjustments to the strategy.

4. Communication

In addition to the publication of institutional planning documents, college administrators actively communicate the College's goals and objectives to their respective staffs. Several presentations were given to the Executive Council in 2011 on the new strategic management system. Constituents also participated in institutional planning sessions which led to the development of the quantified vision statement and strategy map. **(IB.7, pages 34-54)**

The institutional strategy and goals are discussed in various program, department, campus, and institutional meetings. This is done to ensure that constituencies are aware of institutional goals, the College's progress towards achieving those goals, and to guide decision-making and planning. For example, the Strategy Map, strategic measures, and initiatives are standing agenda items at the Campus Operations meetings. Corporate administrators update attendees on the implementation of the institutional strategy as it relates to their campus, engage in dialogue about the campus' performance on specific strategic measures and initiatives, and develop plans to increase the campus contribution toward the achievement of institutional goals. **(IB.7, pages 55-60)**



Self-Evaluation

The College meets the standard. SJVC has established institutional goals that are consistent with its mission, will increase student success, and improve institutional effectiveness. College planning documents clearly articulate these goals and the objectives which contribute to their achievement. The Institutional Scorecard provides the measures and achievement targets for each strategic objective which allows key stakeholders to assess the College's progress toward its goals and objectives.

The College regularly communicates its institutional goals and objectives and provides regular updates on progress toward its vision. Results from the most recent institutional survey indicate that college employees are well aware of institutional goals and objectives. In particular, ninety-one percent of faculty and ninety-three percent of staff agreed or strongly agreed that SJVC clearly communicates its goals and objectives for improving its effectiveness. **(IB.9: Page 6, question 4; page 13, question 4)**

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Publish institutional scorecard to the College community	Build Strategic Awareness	April 2013
2.	Conduct internal marketing campaign to develop awareness and understanding of strategic plan, objectives and balanced scorecard	Build Strategic Awareness	June 2013
3.	Implement balanced scorecard for each campus	Develop Strategic Competencies	June 2013

Exhibits

IB.9 Results from the 2011 Institutional Self Study Survey

IB.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

SJVC assesses progress toward achieving its goals, objectives, and initiatives through its ongoing cycle of evaluation and integrated planning. The College has incorporated the results of program reviews into institutional evaluation and planning. The development and maintenance of an extensive data repository ensures that program, department, and institutional evaluation are based on analyses of both quantitative and qualitative data. This descriptive summary addresses four topics:

1. Balanced Scorecard
2. Campus Operations Meetings
3. Program Review
4. Improvement Proposals

1. Balanced Scorecard

With the transition to the Kaplan-Norton balanced scorecard process, the College's progress toward achieving its quantified vision is reviewed and assessed by the Senior Management on a weekly basis. In particular, the group reviews the progress of the strategic measures aligned with one or more of the objectives within the scorecard. They also determine the extent to which the initiatives are contributing to the achievement of each strategic measure. **(IB.7, pages 72-73)**

Results of their review inform adjustments to the strategy for achieving the vision, initiatives which are in progress, or the addition of new initiatives to support achievement of a strategic objective. For example, the team decided in 2012 to remove and replace four strategic objectives to more effectively direct the institution to achieve its vision. Further, the team adjusted the dates for achieving its goals in the areas of graduate placement and the number of students being served to allow sufficient time for implementation of related strategic initiatives.

2. Campus Operations Meetings

Each campus' performance related to the achievement of SJVC's institutional goals, objectives, and operating standards is reviewed and discussed at Campus Operations Meetings. Performance data is collected and monitored through the RDL, and include key metrics with corresponding achievement targets. Changes to procedures or tactics to support achievement of institutional goals are identified and implemented as a result of these meetings. Action items and strategies are reviewed and discussed at subsequent meetings to determine overall improvement. **(IB.10)**

3. Program Review

One of the most significant improvements to the program review process has been the integration of findings into the College's strategic planning and resource allocation. Program review reports are reviewed by the Senior Management to assess the College's progress toward achieving three strategic objectives within the Quality Education Perspective on the Strategy Map: Achieve Student Learning Outcomes, Achieve Effective Program and Department Review, and Build Graduate Readiness.

Program review, instructional and non-instructional, is the primary mechanism for faculty to participate in decision-making and planning. The program review reports, which contain key stakeholder analyses of both quantitative and qualitative program data, are used to identify improvements to curriculum, instruction, assessment, the review process, or to inform adjustments to the strategic plan. Any accompanying improvement proposals are thoroughly reviewed and discussed. Proposals and recommendations for improvement that are clearly aligned to CLOs, PLOs, or ILOs, or that support one of the 14 strategic objectives, are generally approved for implementation. **(IB.11 and .12)**

4. Improvement Proposals

Because formal program review occurs only every other year, new procedures were established in 2011 to provide constituents with a direct and continuous link to planning and resource allocation outside of the review process. These procedures allow stakeholders to submit Course Improvement Proposals, Program Improvement Proposals, Purchase Proposals, and Textbook Improvement Proposals ad hoc. Each proposal requires justification for the proposed change, including an explanation of how the proposal relates to

the College's mission, supports fulfillment of SLOs, or how it will enhance the teaching/learning process. **(IB.13, page 5, pages 25, 28, 31, 37-38)**

Improvement proposals are reviewed by appropriate decision-makers, which, depending upon the nature and type of request submitted, may include the Senior Management, corporate and campus directors, fellow faculty members, or program directors. Approved proposals are scheduled for resource allocation and implementation; and, where applicable, are incorporated into the balanced scorecard as a strategic initiative. Implemented plans for improvement are reviewed and analyzed at subsequent program reviews to determine the impact on student learning or achievement. **(IB.13)**

Self-Evaluation

The College meets the standard. The College's progress toward achieving its institutional goals is regularly assessed on multiple levels by various college constituencies. This ongoing assessment informs decision-making and planning. The establishment and maintenance of SJVC's RDL ensures that college constituencies have access to quantitative and qualitative data for evaluation and planning purposes.

Through its ongoing cycle of evaluation and planning, SJVC is able to identify the most critical strategic initiatives, allocate sufficient resources, assign a timeline for completion, and evaluate the impact of the initiative on educational and institutional effectiveness.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

- | | |
|-------|---|
| IB.10 | Screenshot from Operations Report and Dashboard Library (Rancho Cucamonga Campus) |
| IB.11 | Sample Instructional Program Review Report (Respiratory Therapy Program) |
| IB.12 | Sample Non-Instructional Program Review Report (Library and Learning Resource Center) |
| IB.13 | Sample Purchase Proposal (Respiratory Therapy program) |

IB.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The College is committed to the principle of shared governance. It has developed policy and procedures to ensure all constituent groups have a voice in decision-making and institutional planning. This descriptive summary addresses four topics:

1. College Policy
2. Participation in Strategic Planning
3. Improving Institutional Effectiveness
4. Resource Allocation

1. College Policy

SJVC has implemented institutional policy which defines the roles and responsibilities of students, faculty, administrators, and staff in institutional planning. The policy also identifies the mechanisms available for their participation in decision-making and planning. While program review is the primary mechanism for input, constituents have a variety of opportunities to participate in governance. **(IB.14)**

2. Participation in Strategic Planning

Senior Management works closely with the Executive Council to ensure widespread involvement and participation in the planning process. This inclusive leadership culture is evident in the development of the 2011-2015 Strategic Plan. From April 2011 through January 2012, the Chief Operations Officer and Chief Financial Officer held a total of 16 meetings to solicit input from college constituencies in the creation of the institutional vision and strategy, as detailed below:

April 2011

A draft Vision Statement and the concept of a balanced scorecard were introduced to campus and corporate directors. The directors were asked to inform their respective staffs of the institutional vision, new model for planning, and to engage them in a strategic analysis aimed at identifying ways to close the gap between the institution's current state and its quantified vision. The strategic analyses consisted of two assignments:

- Participants conducted internal and external environmental scans to identify the mechanisms currently in place that support achievement of the vision as well as the obstacles that needed to be addressed
- Participants provided four ideas for each of the three institutional goals to support attainment of the institutional vision

May 2011

At the regularly scheduled Executive Council meeting, attendees reviewed and approved the Vision Statement. The Chief Operations Officer presented the results of the strategic analyses. These results, and related dialogue with the Executive Council, formed the basis for the development of the Strategy Map, and the identification of a total of 16 strategic objectives to support achievement of the vision.

June 2011

The next phase in the development of the balanced scorecard was introduced during campus and corporate director meetings with the COO and CFO. Participants were asked to meet with their staffs and:

- Identify key customers
- Describe the value propositions to best meet the needs of the customer
- Draft a customer perspective document

July 2011

Follow-up meetings with the COO and CFO resulted in refinement of the key customers, value propositions, and customer perspectives initially identified by the campus and corporate directors and their staff.

August 2011

Through a brainstorming exercise in which participants identified their “ideal” campus or department, campus and corporate directors, with substantial input from their staff, populated a Job Function Matrix in order to stimulate ideas amongst the departments and identify potential department improvements. Campus Directors were asked to begin working with their staff to create their own balanced scorecard by:

- Identifying cascaded strategic objectives from the institutional strategy map
- Predicting alignment achieved through the cascaded objectives
- Designing contributory strategic objectives to complete the campus strategy maps

October 2011

The Vision Statement, Strategy Map, and balanced scorecard planning process was reviewed and adopted by the Board of Governors.

December 2011

The COO presented the Strategy Map to the Academic Affairs Team and gave a conceptual overview of the balanced scorecard planning model. Feedback from the team influenced subsequent iterations of the Strategy Map.

February 2012

The Board of Governors reviewed and approved the revised Strategy Map.

As evidenced by this chronology and the corresponding meeting minutes, the quantified vision statement and strategy map represent the collective contributions of faculty, staff, and administrators. **(IB.7)**

3. Improving Institutional Effectiveness

During this accreditation cycle, significant improvements to educational and institutional effectiveness have occurred as a result of effective institutional planning. As previously discussed, the SLO Implementation Project, the establishment of Assessment Learning Communities, the transition to an outcomes-based program review process, and the

development of the Report and Dashboard Library have all resulted in a sustainable culture of assessment, evidence-based decision-making, and planning for improvements to student learning.

Additional projects and strategic initiatives that have improved the College's effectiveness include:

a. Establishment of New SJVC Campuses

Four new campuses were established in response to identified educational and employment needs represented in the communities served by these sites (Hesperia, Temecula, Lancaster, and San Diego). In alignment with the College's mission, these campuses are supplying well-trained graduates in the health, business, and technical career fields.



b. Migration of Academic Programs

The following academic programs were migrated to existing SJVC campuses to better meet student and employer needs:

- Criminal Justice: Corrections
 - Hesperia Campus
 - Hanford Extension
- Industrial Technology
 - Bakersfield Campus
 - Rancho Cucamonga Campus
 - Hesperia Campus
- Clinical and Administrative Medical Assisting
 - Online Division
 - Modesto Campus
 - Hesperia Campus

- Pharmacy Technology
 - Hesperia Campus
 - Temecula Campus
- Heating, Ventilation, Air Conditioning, and Refrigeration
 - Hesperia Campus
 - Modesto Campus
 - Rancho Cucamonga Campus
 - Visalia Campus
- Dental Assisting
 - Temecula Campus

c. New Academic Program Offerings

The following academic programs were offered to meet the demand of local employers and interest of potential students:

- Diagnostic Medical Sonography
 - Bakersfield Campus
- Therapeutic Massage
 - Bakersfield Campus
 - Modesto Campus

d. Implementation of Halogen eAppraisal

Implementation of this software resulted in a more efficient and streamlined method for conducting employee performance evaluation. The software links individual employees to the College’s strategic objectives and goals, better aligning human resources with institutional goals and objectives.

4. Resource Allocation

Necessary resources are allocated to support the fulfillment of strategic initiatives and plans for improvement through the College’s ongoing system of evaluation and integrated planning. Strategic initiatives provide information on the assigned project manager, the nature of the initiative, the start and anticipated completion dates, and the assigned budget. Approved plans for improvement that do not rise to the level of a strategic initiative are also assigned a budget and scheduled for implementation in an approved Purchase Proposal.

(IB.13)

Self-Evaluation

The College meets the Standard. SJVC employs a broad-based planning process, as is evident in its development of the Vision Statement and Strategy Map, and offers opportunities for appropriate constituencies to provide input into the development of the institutional plan. College policy defines the roles and responsibilities of constituencies in the governance process, and identifies the mechanisms for their participation in decision-making and planning.

Feedback from the college community suggests that constituencies feel empowered to participate in college planning and improvement efforts. Results from the most recent institutional survey indicate that eighty-seven percent of faculty and staff agreed that they are

encouraged to submit their ideas and recommendations for improvement. (IB.9: Page 10, question 35; page 15, question 25)

SJVC’s planning process is effective and leads to educational and institutional improvements. The College’s continuing commitment to achieve its goals and objectives is demonstrated by the initiatives, both completed and in progress, on the institutional scorecard.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Build campus-level initiatives to achieve quantified vision goals	Develop Strategic Competencies	Dec 2013

Exhibits

IB.14 Policy on Constituency Group Participation in Governance

IB.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

As a data-driven institution, SJVC collects, monitors, and uses assessment results and other institutional data to communicate matters of quality assurance to appropriate constituencies. This descriptive summary addresses six topics:

1. Report & Dashboard Library
2. Program Review Reports
3. Institutional Surveys
4. Leadership Meetings
5. Advisory Boards and Accreditors
6. Consumer Disclosures

1. Report and Dashboard Library

The RDL is maintained by members of the college community to ensure that constituencies have access to an extensive array of statistical information required for informed decision-making and planning. The RDL allows users to gather and evaluate data stored in a variety of technical platforms. It also features the ability to retrieve longitudinal data and aggregate or disaggregate it across campuses or programs. College constituencies utilize the dashboard

to generate reports on SLO assessment results, student achievement, and other statistical data for quality assurance. **(IB.15)**

Program data portfolios are published on the RDL for review by appropriate constituencies, primarily in preparation for program review. Contents include CLO and PLO assessment data, placement and retention rates, attendance, grades, course completion, and licensure pass rates. **(IB.16)**

2. Program Review Reports

Program review reports, both instructional and non-instructional, communicate matters of quality assurance to the college community. Completed reports are uploaded to InfoZone. Faculty and personnel from non-instructional departments often present assessment and evaluation results at Senior Management, Campus Director and Senior Management, Executive Council, and Board of Governors meetings. **(IB.11 and .12)**

Biennial reports for instructional programs also convey matters of quality assurance to the college community. These reports document the status of action items for course and program improvements as outlined in program review reports, student learning assessment data collection, and other pertinent information. **(IB.17)**

3. Institutional Surveys

Survey results are also used to communicate matters of quality assurance to the college community. SJVC surveys students and employees regularly on a variety of topics. Results are used by appropriate constituencies to assess institutional quality and effectiveness. Survey results are distributed via email to members of the Executive Council, who, in turn, share the results with constituencies under their supervision. The RDL serves as a repository for survey data. **(IB.18)**

4. Leadership Meetings

Faculty, administrators, and staff regularly present assessment results, and other data pertaining to educational quality, to the College's primary decision-making and planning bodies, including the Board of Governors, the Senior Management, and the Executive Council. These bodies ensure that information is disseminated to their respective staffs. For example, during spring and summer 2012, the Vice President of Enrollment Services presented the results of a study on selectivity in admissions to campus and corporate directors, the Senior Management, and the Board of Governors. **(IB.19)**

5. Advisory Boards and Accreditors

The College provides relevant assessment results and related program data to its Advisory Boards in order to stimulate productive dialogue leading to recommendations for improving educational quality. As outlined in the Advisory Board Handbook, discussion items may include the review of program review and biennial reports, student achievement data (retention, graduation, and placement rates), and SLO success rates (course, program, and institutional). **(IB.20, page 5)**

SJVC also provides assessment results to its institutional and programmatic accreditors on a regular basis. These data, presented in annual or special reports as requested, are used to demonstrate educational quality and institutional effectiveness.

6. Consumer Disclosures

Key program data, such as placement and on-time completion rates, are provided on SJVC's public website (www.sjvc.edu) and in program brochures available at the campuses. The Student Consumer Guide, which is available on InfoZone and the College's public website, also contains student outcome information such as placement, retention, and graduation rates, as well as information on diversity and Pell grant recipients.



Self-Evaluation

The College meets the Standard. SJVC regularly uses assessment results to communicate with appropriate constituencies on matters of educational quality. Dissemination of assessment results takes place through numerous communication methods, including, but not limited to planning documents, the College's public website and its intranet, standardized reports, data portfolios, and campus, department and institutional meetings and presentations.

Feedback solicited from individuals who attended a program review in 2012 indicates a high level of satisfaction, ninety-five percent, with the information provided in advance of the scheduled review. **(IB.21, page 4)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

- IB.15 List of Report and Dashboard Library Reports and Usage Information
- IB.16 Sample Program Review Data Portfolio (Respiratory Therapy program)
- IB.17 Sample Biennial Report (Respiratory Therapy program)
- IB.18 Screenshot of Report and Dashboard Library Survey Site
- IB.19 Board of Governors Meeting Minutes (2/9/2012)
- IB.20 Advisory Board Handbook (September 2012)
- IB.21 Non-Instructional Program Review Report (Evaluation of Program Review process)

IB.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

SJVC is committed to employing an effective system of evaluation and planning that leads to educational and institutional improvements. Historically, the College has coordinated evaluation of institutional planning efforts with its reaccreditation activities. It considers both the institutional plan as well as the planning process itself, including its component parts. This descriptive summary addresses three topics:

1. Transition from Master Plan to Balanced Scorecard
2. Integrating Program Review
3. Ongoing Evaluation

1. Transition from Master Plan to Balanced Scorecard

In conjunction with its last reaccreditation cycle, SJVC created and adopted the Master Plan and planning process in 2007. In response to ACCJC recommendations, the College made several changes to its Master Plan and the planning process. In essence, the recommendations were to expand the Master Planning process to tie the college mission to institutional planning, decision-making, and resource allocation, and to develop a process for disseminating information on the budget and major goals to the campuses.

Despite the improvements to the Master Plan, college leadership was dissatisfied with the process in general and began to explore other planning models, specifically the Kaplan-Norton balanced scorecard process. SJVC adopted the balanced scorecard methodology to replace its Master Planning process.

The process of adopting and implementing the balanced scorecard planning process was organic and evolved over time as described in **Standard IB.1**. In contrast to the Master Planning process, the balanced scorecard planning methodology provides a systematic, ongoing, and sustainable framework for managing SJVC's strategy for attaining its vision and goals. The process provides greater opportunities for college constituencies to be involved in the planning process.

Although the process and strategy are fairly new, SJVC has already seen a significant increase in constituency awareness and understanding of college goals and objectives. This is attributed to the significant involvement of the campuses in developing the Institutional Strategy Map. With the pending introduction of campus scorecards, local stakeholders will be actively involved in identifying and recommending strategic initiatives that will “close the gap” between the College’s current state and its quantified vision.

2. Integrating Program Review

Institutional dialogue in implementation of the balanced scorecard process has resulted in institutional improvement. For example, college leadership identified the need to better connect program review results to institutional planning and resource allocation. The Senior Management, along with the COO, Associate Vice President, and the Director of Curriculum, Director of Assessment, and Director of Instruction engaged in an ongoing dialogue about modifications to both processes to improve alignment. The planning process was refined in two ways:

- Program review reports are reviewed by the entire Senior Management Team at their regularly scheduled weekly meetings to:
 - review and approve requests for program resources
 - ensure that approved requests are directed through the appropriate channels
 - identify proposals or improvement plans that rise to the level of a strategic initiative
 - ensure that strategic initiatives are included on the institutional scorecard
 - evaluate the effectiveness of the process for improving student learning and achievement. **(IB.7, pages 72-73)**
- Action items that arise out of program review process are:
 - linked to a strategic objective
 - entered into Microsoft Office Meeting Workspace as a task. **(IB.22)**

3. Ongoing Evaluation

SJVC will continue to review and refine the balanced scorecard planning process. A formal evaluation of the effectiveness of this process, including all parts of the cycle (e.g. resource allocation, implementation, assessment of the impact of the change), is planned for December 2013. The evaluation will be based upon the analyses of quantitative and qualitative data. The College also regularly evaluates the effectiveness of its integrated planning processes, including instructional and non-instructional program review.

Self-Evaluation

The College meets the Standard. SJVC reviews the effectiveness of its evaluation and planning process, and uses the results to identify any necessary improvements. Results of the most recent review of the institutional planning process resulted in the creation and adoption of the Strategy Map and balanced scorecard process. Although the balanced scorecard process is fairly new to SJVC, the College has already seen improvements in how the institutional plan is executed and in the level of constituency awareness and understanding of college goals, objectives, and their involvement in the planning process.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Evaluate the effectiveness of the institutional planning process	Develop Strategic Competencies	Dec 2013

Exhibits

IB.22 Screenshot of Microsoft Workspace Tracking of Program Review Action Items

IB.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The instructional and non-instructional program review processes are the primary mechanisms used to evaluate the effectiveness of SJVC's academic programs and student support and learning services. As detailed in **Standard IB.1**, the College recently transitioned to an outcomes-based instructional program review process which involves the analyses of SLO assessment data to drive program evaluation and planning. This transition was driven by the College's ongoing assessment of its evaluation mechanisms.

An evaluation of the effectiveness of the new instructional program review process took place in October 2012. The program review report records the committee's analyses and proposed action items. The review committee found that the restructured process includes a more efficient method for incorporating program review results into institutional planning; however, additional time is required to thoroughly evaluate the effectiveness of implemented plans for improvement. **(IB.21)**

The committee suggested several ways in which to improve the process, which include:

1. Lengthening the program review cycle from two to three years to allow sufficient time between reviews to collect data for collaborative analyses;
2. Extending the program review meeting to one full day vs. half a day;
3. Expanding the diversity of program review attendees by incorporating student representation by including end-of-course survey results and examples of student work-product in the data portfolio;
4. Reviewing key program data on a quarterly basis and reporting on data analyses at Curriculum, Assessment, and Instruction meetings;
5. Developing a more efficient method to track the effectiveness of program review action items; and
6. Providing training to faculty and campus management on data analyses

The impact of these action items on the effectiveness of the program review process will be analyzed at the next evaluation of this process, which will be held in 2015.

A formal evaluation of the non-instructional program review process is scheduled to take place by December 2013. The College will use the evaluation results to continue to adjust and refine how it is administered and identify continuous improvements.



Self-Evaluation

The College meets the Standard. SJVC regularly reviews and evaluates the effectiveness of its program review processes. As detailed above, results of individual program reviews are reviewed by the Senior Management and are used for institutional planning purposes and to ensure the effectiveness of these processes. Formal and systematic evaluations of review processes are held every two years to determine the degree to which these processes facilitate improvement to student learning programs and services. Results are used to continuously improve and refine these processes.

Aggregate results of program reviews in 2011 and 2012 suggest that these processes, and their component parts, are effective mechanisms for improving academic programs and student support and learning services. For example, of the 16 instructional program reviews that were held in 2011, program stakeholders generated a total of 37 distinct actions items. In that same year, a total of eight Course Improvement proposals, nine Purchase Proposals and 12 Textbook Proposals were submitted and approved. **(IB.23)**

While these processes are clearly yielding actionable results, it is important to note that SJVC is in its benchmark year for collecting sufficient and appropriate assessment data against which to measure its future performance. During the second cycle of the restructured program review process (2013-2014), stakeholders will collect data pertaining to program improvements in order to facilitate a thorough assessment of the impact of plans for improvement on student learning and achievement through a comparison of pre and post-improvement data.

Feedback from instructional program review attendees provides further evidence of the effectiveness of this process. Data gleaned from the 2012 program review evaluations, which are completed by all attendees at the end of the review meetings, indicate a high level of satisfaction, eighty-nine percent, with the process.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Achieve "Developed" level of effectiveness in the non-instructional program review process	Achieve Effective Program & Department Review	Dec 2014

Exhibits

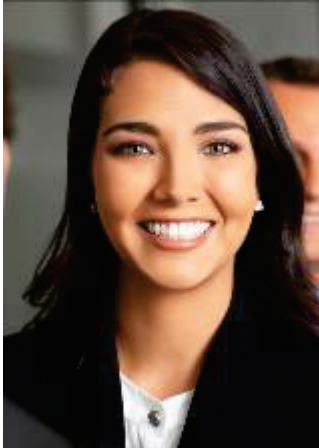
IB.23 Program Review Action Items - Outcome Tracking





Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.



IIA. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

IIA.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

IIA.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

IIA.2.e

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

IIA.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

IIA.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

SJVC's commitment to the achievement of student learning is reflected in the mission statement, as detailed in **Standard IA**, which states in part, "The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction." The Mission Statement is supported with a Statement of Core Values which states, in part, "The College Community expects personal and professional integrity in the fulfillment of its mission."

The academic programs offered by SJVC are in recognized and emerging fields of study and are consistent with the College's mission statement. (Note that the College does not offer developmental or pre-collegiate programs and courses, continuing and community education, study abroad, short-term training programs and courses, programs for international students, or by contract.)

Each academic program is aligned with the college Mission Statement, which is used as the pivotal guide throughout the life of each program: inception, development, delivery, continual self-assessment and improvement, and, if needed, termination.

In addition, each program is linked to the college Core Values, and the college Institutional Learning Outcomes, as detailed in a Program Assessment Plan. The alignment evidence illustrates how the program learning outcomes for each program map to the ILOs and ensure each program supports the college's mission statement and upholds its integrity. **(IIA.1)**

The College sustains systematic assessment of each course, certificate, and degree program (including general and vocational education) to assure achievement of the stated student learning outcomes, currency, relevance, appropriateness, future needs, and plans. As part of this process, faculty initiate integrated planning and generate initiatives to improve program performance and teaching and learning strategies.

This descriptive summary addresses six topics:

1. Instructional Programs Offered
2. Systematic Assessment
 - a. Course Learning Outcomes
 - b. Program Learning Outcomes
 - c. Curriculum
 - d. Institutional Learning Outcomes
 - e. Non-Instructional Program Review
3. Assessment Methods
 - a. Objective Assessment
 - b. Authentic Assessment
 - c. Common Mastery Assessment
 - d. Assessment of Online Students
4. Assessment Learning Community
5. Integrated Planning

6. Publication of Results
 - a. InfoZone
 - b. Document Repository
 - c. Collaboration
 - d. Report and Dashboard Library

Use of assessment data for continuous improvement is detailed in **Standard II.A.1.c: Student Achievement and Use of Assessment Results.**

Throughout this standard, reference is made to exhibits **IIA.25** and **IIA.34**:

II.A.25 is the most recent institutional survey, conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. The survey is disaggregated by student respondents (n=2867), faculty (n=399), and staff (n=364).

II.A.34 is the sum of all student course surveys completed in 2011 (n=50,341).



1. Instructional Programs Offered

To fulfill its mission, SJVC offers programs of study in recognized health, technical, and business fields. The College currently offers 17 health programs, four technical programs, and five business programs, each of which reflects the College mission of “career-focused higher education.” Graduates of these programs are awarded associate degrees with focused study in one area of inquiry, certificates of completion, or both. **(IIA.2)**

2. Systematic Assessment

To assure the quality of instructional programs and the integrity of the degrees and certificates it awards, SJVC has established a process of sustainable continuous quality improvement through the systematic assessment of student learning outcomes at the course, program, and institution levels.

a. Course Learning Outcomes

In a process formalized in 2008, individual faculty assess student learning outcomes for each course taught, review assessment results, and implemented course-level improvements to their teaching and learning practices. For example, data in a ten-page reflective analysis drove the following discussion:

“Although SLO #5 assessed at eighty-seven percent overall, based on individual student performance, SLO #5 returned the lowest student mastery with four of nine students assessing at seventy-seven percent and below. Ms. Sohal is aware of this data and will introduce instructional strategies to improve student mastery.” **(IIA.3)**

Program Directors and Division Managers use a rubric to evaluate course syllabi, assuring they are outcome-based, aligned with the course outline, and that the course calendar indicates whether SLOs are assessed at mastery, developing, or re-evaluation levels. **(IIA.4)**

At campus faculty and department meetings, campus-level course assessment data is reviewed and improvements to the teaching and learning process are implemented. The Director of Assessment, in conjunction with the Director of Instruction, supports and guides each campus management staff through the assessment process with regularly scheduled Assessment and Instruction meetings. The meetings are designed to guide dialogue, assist with data research and analysis, support instructional methods, and troubleshoot obstacles related to the teaching and learning process through interpretation of the data collected through the Learning Management System. **(IIA.5 through .7)**

b. Program Learning Outcomes

In January 2011, the College revised its long-standing program review process by prioritizing outcome-based review with emphasis on the analysis of data. To ensure the success of the new program review process, the Curriculum Department developed a Program Review Handbook: the definition, purpose, and process of program review, including process of participation; policy and procedures defining faculty roles and responsibilities to ensure the quality of educational programs, including budget development; the required reporting forms; and the biennial cycle of review for every program. **(IIA.8)**

Program review is a faculty-driven inquiry process that provides a structure for continuous quality improvement of each academic program. The biennial process, with flexibility to schedule additional reviews as needed, brings together program constituents to evaluate and analyze a wide range of data about the program, engage in meaningful dialogue, and drive evidence-based decisions for future needs and plans. Each program review is assigned a number for purchasing, budget, documentation, actions reviews, or tasks.

The program review process consists of four phases:

- (1) Three weeks prior to the program review, Curriculum Department staff collects and prepares program evidence in a data portfolio available for public viewing on InfoZone (the College intranet). The portfolio includes two years of data on student learning outcome achievement at the course, program, and institution levels; grades, attendance, retention and placement rates; biennial report and previous program review report; and is supplemented with advisory board minutes, the results of state and national board certification and licensure, and student surveys. **(IIA.9)**

Attendees are expected to review the portfolio prior to the scheduled program review and may comment on the data through electronic discussion forums. This feature is especially useful for constituents who are unable to attend the meeting and assures broad-based participation in the process. The dialogue and comments provided online are offered into record for consideration at the program review setting.

- (2) At the review, attendees analyze the level of student achievement of course and program learning outcomes; evaluate the program and its courses for relevance, quality, rigor, appropriateness, and currency; identify improvements to teaching and learning strategies; and identify resources to improve student learning and achievement. The evaluation and analysis of evidence elicits meaningful dialogue among key program constituents and drives evidence-based decisions for future needs and plans. **(IIA.10)**

As a result of data analysis and dialogue, attendees develop appropriate plans for continuous course and program improvement including revision of outcomes, assessments, development of new teaching and learning strategies, criteria, rubrics, curriculum, textbooks, and resources. Criteria for the awarding of course credit and the awarding of degrees and certificates may also be evaluated based on the evidence of student attainment of SLOs. **(IIA. 11 and .12)**

- (3) Faculty then assists with the preparation of a report to memorialize the status of approved course and program improvements; the impact of improvements originated from previous assessment processes; action items for course and program improvement; involvement of stakeholders and their relationship to the program; actions that “closed the loop” and their impact on student achievement. **(IIA.13)**
- (4) Program review participants evaluate the process using a rubric that assigns a value: 0: Initial, 1: Emerging, 2: Developed, or 3: Highly Developed, to each of seven criteria. The target for each review is a score of 16. **(IIA.14)**

c. Curriculum

Each academic program undergoes a curricular review, the Curriculum Conference, alternating with the program review year. This conference is faculty-focused and serves as a forum for comprehensive curriculum review, review of teaching and assessment tools, and discussion of the learning process. Faculty members and program leaders review the program for curriculum alignment with current industry needs, assess whether there are adequate resources; they collaborate on teaching and learning strategies and best practices, and participate in professional development activities. **(IIA.15)**

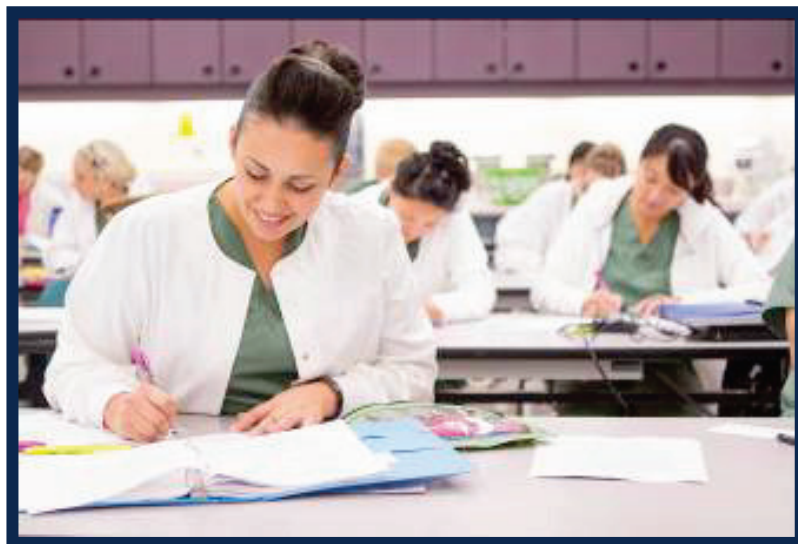
Following the curriculum conference, faculty complete a report indicating the status of approved course and program improvements; the impact of improvements in student achievement of course and program outcomes; the actions that “closed the loop” and their impact on student learning and achievement. **(IIA.16 and .17)**

d. Institutional Learning Outcomes

Institutional Learning Outcomes are assessed by the College as part of the instructional and non-instruction program review processes. ILO assessment in academic program review uses assessment data from student capstone experiences: projects, clinical and extern experiences; student surveys; course completion rates; graduation and placement rates. **(IIA.18, pages 17-18)**

e. Non-Instructional Program Review

To expand Institutional Learning Outcomes assessment beyond academic programs, and assess how well the entire college community contributes to the development and achievement of these outcomes, Student Service departments and, to some extent, administrative departments, assess ILOs through their Non-Instructional Program Review Process.



3. Assessment Methods

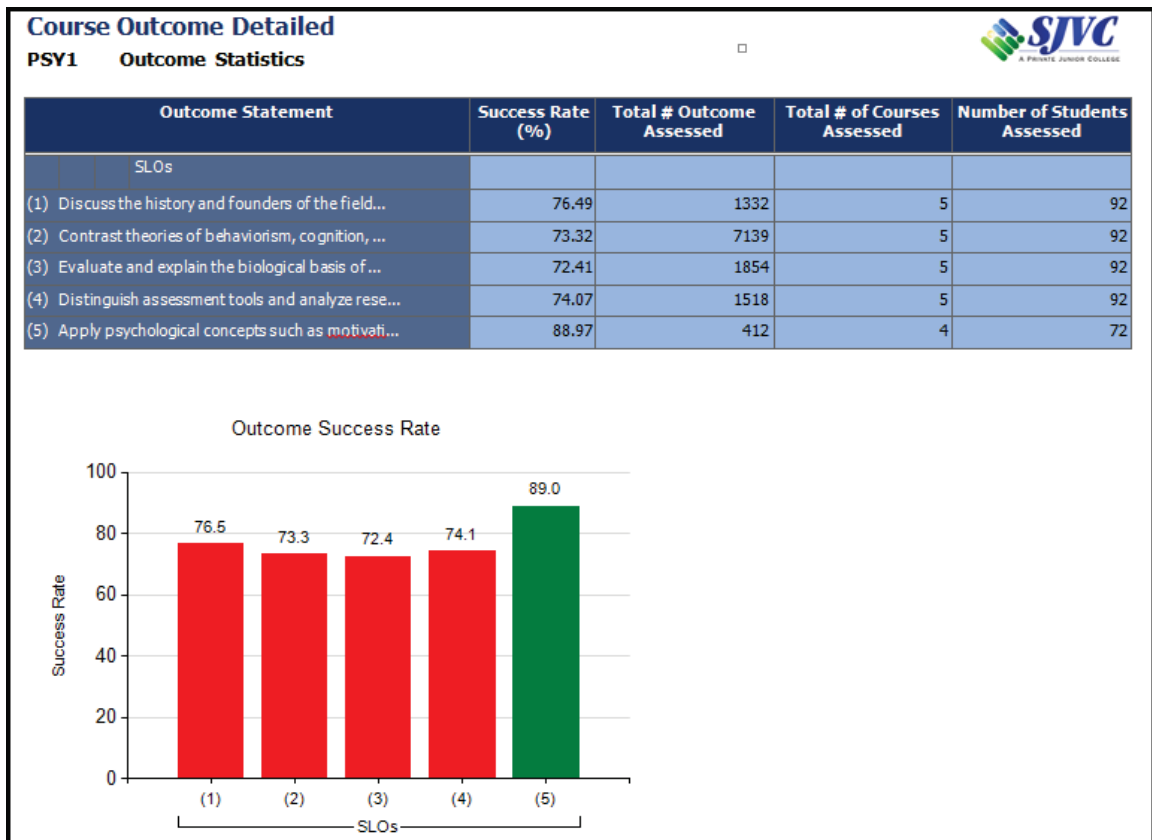
The primary tool used by all faculty members to collect and assess learning achievement data in a consistent and sustainable manner is the College’s Learning Management System (LMS), which allows for electronically mapping assessments to SLOs and reporting outcomes. With the use of the LMS, outcomes are assessed as embedded components of curriculum and data is regularly collected, reviewed, and analyzed to identify possible improvements to the course and the teaching and learning processes.

a. Objective Assessment

The LMS was first used to create banks from which faculty can select test questions. The test questions (true/false, multiple choice, and fill-in the blank) are linked to the corresponding course SLOs being assessed. The resulting data reports provide evidence of a direct correlation between student learning and the measured SLOs and facilitate a more focused and objective assessment of student learning.

The creation of question banks in the LMS focuses primarily on objective assessment (a requirement of some programmatic accrediting bodies) and is useful in assessing student learning on the lower levels of Bloom’s Taxonomy.

An example of course-level, longitudinal over five sections, achievement data collected from the LMS is shown below:



b. Authentic Assessment

In order to support higher level assessment, the College upgraded its LMS software in December 2009. This version allowed users to create electronic rubrics for grading essays, capstone projects, skill demonstrations, oral presentations, portfolios or scrapbooks, and map these rubrics to outcomes. College faculty continue to take the lead in identifying, creating, and developing appropriate authentic assessments and the corresponding scoring rubrics and have established the criteria for achievement of SLOs which must be assessed at the higher levels of Bloom's Taxonomy: analysis, synthesis, and evaluation.

c. Common Mastery Assessment

Currently, SLO assessment focuses on implementation of common mastery assessment to assure consistency of outcome assessment at all levels across the institution: course, program, and institutional.

The impetus for common mastery assessment came from two sources. First, constituents at program review and curriculum conferences voiced concern over the lack of consistent assessment of data collected from a variety of instructor and campus perspectives. Constituents pointed to the variety of philosophies and understandings about the assessment process as a whole and the technical details of using the LMS as a tool. **(IIA.19)**

Second, insight was gleaned from ACCJC site visitors in March 2011 who inspired the implementation of more consistent assessment tools and methods to ensure the quality of data captured and analyzed for educational improvement. Curriculum Department staff engaged with Assessment Coordinators with the goal to implement common mastery assessments across the institution. The first common mastery assessment tools for course SLO assessment were implemented in April 2012.

The use of common mastery assessments enables program staff to assess student mastery of learning outcomes at the course, program, and institutional levels throughout a college community covering a growing geographic area. Faculty created these common assessments to collect a snapshot of student learning for review and analysis at program reviews and evaluate the success of student learning in each course and program.

d. Assessment of Online Students

The identity of students enrolled in an online program is verified during the enrollment process when the student submits photo identification. Prior to completing coursework, students login to the LMS using a unique username and password combination.

4. Assessment Learning Community

In order to use the identified outcomes as the basis for cultivating an institution-wide climate of assessment, Senior Management approved a proposal (including budget allocation) to establish the Assessment Learning Community (ALC) in August 2010.

Assessment Coordinators (ACs) are responsible for advocating assessment practices and processes that inform decision-making and planning; providing training on assessment process and practices; working with their respective program faculty to identify outcomes; create multi-year course and program assessment plans and curriculum maps; identify and implement appropriate and authentic assessments and evaluation tools to measure student attainment of course, program, and institutional outcomes; train faculty on basic assessment practices and data collection tools; and provide leadership and guidance in making data-driven decisions at program reviews and curriculum conferences.

Between October 2010 and June 2011, ACs were given twenty-five to seventy-five percent release time based on the size and scope of their program. Through February 2012, three additional tiers of Assessment Coordinators were added to the ALC, filling vacancies and reflecting College growth. These AC's were given fifty to seventy-five percent release times. **(IIA.20)**



All ACs attended a retreat-style training designed to equip them with the requisite knowledge and skills to guide their programs through the assessment process. Topics covered at the retreat included assessment theory, process, and practices. ACs were provided with laptops to optimize their communication with other members of the ALC, manage program curriculum and outcomes in the LMS.

Accomplishments to date include: assessment plans created for the program and courses, program curriculum maps updated, common mastery assessment tools implemented through a collaborative process with program colleagues, and input and guidance given for major program improvement projects.

The General Education Assessment Learning Community is detailed in **Standard IIA.3: Faculty Expertise.**

5. Integrated Planning

SJVC is committed to integrated planning through collaboration with the entire college community, as detailed in **Standard IB**. Proposals arise from program reviews, curriculum conferences, individual program constituents, and faculty members.

From the collaborative dialogue and analysis in program review, initiatives for course and program improvement are developed. The impact that initiatives have on the academic program and student learning is evaluated at the next program meeting, curriculum conference, or program review.

6. Publication of Results

SJVC makes available results of learning outcomes to appropriate College constituents through a variety of reporting methods, all of which are accessed through InfoZone, the College portal.

a. InfoZone

InfoZone was launched in July, 2008 as the primary entry point to all of SJVC's online resources and serves as a primary means of communicating to the college community. Announcements, news stories, information articles, and surveys are posted on the InfoZone home page ensuring wide exposure to SJVC's employees and students.

b. Document Repository

InfoZone serves as a document repository ensuring employees have access to SJVC documents online 24 hours a day. Program constituents are notified of publication of the final program review report and its posting on InfoZone.

c. Collaboration

InfoZone was designed to help facilitate inter-department collaboration. Each campus and department has a unique site within InfoZone containing a discussion board, document library, and announcements board.

d. Report and Dashboard Library

Following the successful launch of InfoZone, in September 2008 the College built a Report and Dashboard Library. InfoZone's underlying platform, in combination with MS SQL Server 2005, allows for the creation of web-based custom reports that capture and report on information from any of SJVC's databases. This functionality allows SJVC data specialists to develop reports for end users tailored to their specific needs for at-a-glance information. The utility of this platform is further enhanced by the ability to tie together disparate systems into a single cohesive dataset and report.

Over the next four years, use of the Report and Dashboard Library has grown dramatically. This website houses a collection of over 180 reports that are utilized at least one time per day.

The College Academic Affairs department partners closely with the Information Services department to develop and maintain effective reporting systems that enable constituents access to valid and relevant information, as illustrated in the screen shot on the following page:

SLO Assessment Summary

Page 1 of 2

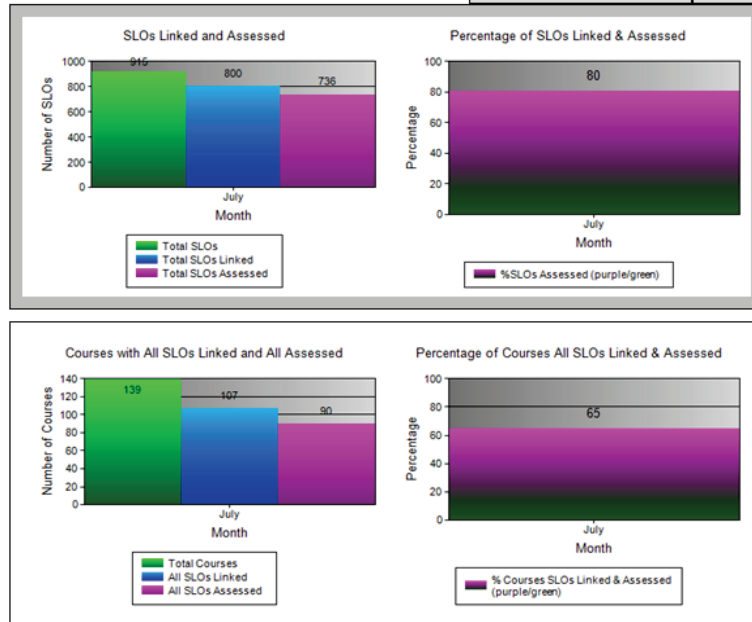
Campus: Hesperia

Program: AHCM, AMT, BA, CJ, CM, CSA, DA, DH, DMCT, DMS, ESSM, HCA, HCIS, HRA, HVACR, INTEC, MA, MOA, PA, PT, RN, RT, ST, TM, VN, VT

Note: Report only includes courses that have ended

SLOs Assessed within date range

80%



The College Academic Affairs department collaborates with campus management, faculty and staff to construct reporting and survey methods that best serve the needs of the College community. Academic Affairs also works with constituents to promote optimum understanding and usage of new upgraded reporting features and has published a guide to direct use of data in decision-making and planning. (IIA.21)

Self-Evaluation

The College meets these standards, as evidenced by the self-evaluation conducted in four areas:

1. Instructional Programs
2. Systematic Assessment
 - a. Quantitative Analysis
 - b. Qualitative Analysis
 - c. Instructional Services
 - d. Common Mastery Assessment
 - e. Online Students

3. Integrated Planning
4. Publication of Results

1. Instructional Programs Offered

The College meets the standard by offering quality instructional programs in recognized and emerging fields of study. Quality and effectiveness are ensured by the establishment of a culture of continuous quality improvement through identification and assessment of student learning outcomes at all levels, aligned with standards for student achievement. Application of the systematic assessment process assures every SJVC instructional program is of quality regardless of type of credit awarded, location, or means of delivery and that each meets the mission of the institution and upholds its integrity. **(IIA.22)**

Program assessment plans and curriculum maps are clear evidence of the alignment between academic programs and the College mission, while common course outlines, grade components, mastery assessments, and syllabus templates assure consistency.

All degree programs are focused on study in one area of inquiry. The difference between the total units required for a degree and the general education units clearly indicates the majority of study is focused on one area of inquiry in technology, business, or medical studies.

2. Systematic Assessment

SJVC meets the standard and has established a systematic and sustainable process of collecting data on student learning and using this data for continuous quality improvement.

a. Quantitative Analysis

Longitudinal data from 2009 – 2012, disaggregated by course, program, and institutional learning outcomes is evidence that the college has successfully increased collection of outcome assessment data to a level supporting meaningful analysis of student learning. This broad collection of electronically-captured data is integrated in the program review process where SLOs below the eighty-five percent benchmark are quickly identified, prompting meaningful dialogue and research. **(IIA.23)**

In 2011 the College conducted 12 program reviews and 12 curriculum conferences, which produced eight course improvement proposals, 12 textbook change proposals, and nine purchase requests. Since then, all purchase and textbook proposals have been approved and implemented. In total, there were 37 action items, 29 of which are complete, seven are continuing, and one is no longer applicable. **(IIA.24)**

In 2011, ninety-seven percent of programs and ninety-three percent of courses captured electronic CLO assessment data through objective and authentic methods. Rates of student learning were at or above benchmark in eighty-one percent of objective assessments and seventy-nine percent of authentic assessments.

In addition, fifty-seven percent of programs collected electronic program outcome assessment data. Eighty-two percent of objective assessments and sixty-three percent of authentic assessments were at or above benchmark.

ILO data was collected electronically for the first time in 2011, exclusively through authentic methods in capstone experiences. Twenty-nine percent of programs collected data, with fifty-three percent at or above benchmark.

b. Qualitative Analysis

Results from the most recent institutional survey found that of those faculty who had participated in program review, eighty-seven percent found the process effective in evaluating the quality of academic programs and services. When asked about the effectiveness of the curriculum conferences, of those who had participated, ninety-one percent found the process effective in evaluating the quality of academic programs and services. **(IIA.25: Page 10, questions 36 and 38)**

c. Instructional Services

The Instructional Services Non-Instructional Program Review included longitudinal, objective, and authentic evidence of achievement levels for each employee service outcome. **(IIA.26)**

d. Common Mastery Assessment

Common mastery assessments provide a common context for collecting and reporting data on student learning while still allowing for individual instructional methodologies and academic freedom. As of October 2012, over fifty percent of courses have identified common mastery assessments. Data is disaggregated by program, award type, year, learning outcome type, and assessment methods. **(IIA.23)**

e. Online Students

For students enrolled in courses delivered online, the College does not have technology in place to effectively proctor exams or provide real-time identity verification. The Online Dean has participated in technology conference calls with members of other institutions and the consensus is that identify verification is a concern for digital communities but that the technology has not been refined to provide full-proof verification.

3. Integrated Planning

SJVC meets the standard through a planning and budgeting system that is fully integrated with the program review process and learning outcomes at all levels. The primary goal of this integrated planning and budgeting system is the achievement of student learning. Planning and budgeting decisions are made with the interest of optimum student learning at the forefront.

Several resources are in place to support integrated planning. The College's program review rubric includes criterion for planning and budgeting and is used to evaluate the effectiveness of each program review, and as evidence in the formal Non-Instructional Program Review (NIPR) process. The extensive report and dashboard library provides a variety of methods for college constituents to view learning outcome data and allows faculty and campus management to monitor and make immediate campus level improvements to increase student learning.

4. Publication of Results

In February 2013 SJVC will launch the next version of InfoZone, built on Microsoft SharePoint 2010. The Report and Dashboard Library will see significant improvement in ease of navigation, relevance of data, and new reporting technologies.

Reports will be separated into two primary categories: dashboards will be separated from data reports to create a clear delineation between daily, at-a-glance metric reports and those required for deep data analysis. A new Operations Dashboard will be created as the primary reporting point of entry for Campus Directors. Should further analysis be required, each metric will hyperlink to an underlying details report providing the supporting information.

The Report and Dashboard Library will also make use of the new Performance Point Services available in SharePoint 2012. This application facet allows the end user to drill through vertically and horizontally from within a report, choosing in real time the dimensions by which a report should be displayed. Simple navigation controls allow the user to change the analysis dimension.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Implement common mastery assessments in 100% of courses	Achieve Student Learning Outcomes	June 2013
2.	Achieve \geq 16 points on 80% of program review rubric with no 'emerging' ratings	Achieve Effective Program and Department Review	June 2014

Exhibits

IIA.1	Program Assessment Plan (Clinical and Administrative Medical Assisting)
IIA.2	Program Chart by Campus
IIA.3	Course Reflective Analysis (sample)
IIA.4	Syllabus Rubric
IIA.5	Assessment and Instruction Meeting Schedule (2012)
IIA.6	Assessment and Instruction Agenda (April-May 2012)
IIA.7	Sample Assessment and Instruction Meeting Minutes – Rancho Cucamonga Campus (7/5/12)
IIA.8	Program Review Handbook (April 2012)
IIA.9	Sample Program Review Data Portfolio (Respiratory Therapy program)
IIA.10	Program Review Agenda (template)
IIA.11	Sample Course Improvement Plan (Economics 1)
IIA.12	Sample Program Improvement Plan (Respiratory Therapy program)
IIA.13	Sample Program Review Report (Respiratory Therapy program)
IIA.14	Program Review Rubric
IIA.15	Sample Curriculum Conference Minutes - Respiratory Therapy program (10/21/11)

IIA.16	Sample Biennial Report (Respiratory Therapy program)
IIA.17	2011/2012 Program Review and Curriculum Conference Schedule
IIA.18	Sample Capstone Project Syllabus (BUS400)
IIA.19	Common Assessment FAQ
IIA.20	List of Assessment Coordinators by Program and Campus
IIA.21	Assessment Report Guide
IIA.22	2011 Enrollment by Campus and Award Type
IIA.23	Electronic Collection of Learning Outcome Assessments – Summary
IIA.24	Program Review Action Items - Outcome Tracking
IIA.25	Results from the 2011 Institutional Self Study Survey
IIA.26	Non-Instructional Program Review Report (Instructional Services)

IIA.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

SJVC offers the opportunity for educational and professional success to a population of students with diverse backgrounds and a wide range of educational experience. The College identifies and meets the resulting varied needs of its students at the individual student level. The College engages in on-going analysis to assess the effectiveness of these programs and student achievement of learning outcomes.

This descriptive summary addresses three topics:

1. Demographics
 - a. Economic
 - b. Educational Preparation
2. Student Learning Needs
3. Assess Progress
 - a. Math and English
 - b. Economic
 - c. Diversity

1. Demographics

The college serves the diverse population of California, and through its online modality serves students from across the nation. College staff continually collects and monitors student demographic information including gender, age, ethnicity, prior college experience, and family education levels. This longitudinal data is reviewed in aggregate and disaggregated by SJVC campus site. (IIA.27)

SJVC relies on research and analysis to identify student learning needs and provide individual self-paced instruction to prepare students for college-level coursework and the achievement of student learning outcomes.

a. Economic

A longitudinal comparison of Free Application for Federal Student Aid (FAFSA) applications indicates that the average income level for the seventy percent of SJVC's student population identifying as economically independent decreased from \$20,259 in 2008 to \$17,477 in 2011. The median income level in 2011 is just above the national poverty line of \$10,890 for one-person households as indicated in the Federal Register, Volume 76, #13.

Median household income of the thirty percent who identify as dependent declined from \$33,076 in 2008 to \$27,064 in 2011. In both statistics it is evident that the SJVC student population is low-income and has been affected by the economic downturn seen throughout California and the United States. **(IIA.28)**

b. Educational Preparation

The College serves a student population with close to half from families in which neither parent is a high school graduate and nearly two-thirds have no parent with a college degree. About fifty percent of students have failed in their attempt to earn a degree elsewhere. **(IIA.29)**

SJVC is like most two-year degree-granting institutions, where in the California Community College System, 2010-2011, seventy-seven percent of students who enrolled in English writing and ninety percent who enrolled in math were in courses below transfer level.

http://datamart.cccco.edu/outcomes/BasicSkills_Cohort_Tracker.aspx



At SJVC, individual needs are identified upon enrollment when students are given a readiness assessment through Pearson Education's MyFoundationsLab software. The separate math and English assessments were developed specifically for SJVC by Pearson with input from SJVC faculty and administration. Based on results of the assessment, students are provided with individualized, self-paced learning paths

called Readiness Study Plans to complete through MyFoundationsLab software. These plans are designed to provide learning opportunities for the individual student to close gaps in math and English skills and prepare them for college level coursework. **(IIA.30)**

2. Student Learning Needs

The learning needs of students to be successful in math courses were identified through research and analysis by math instructors. When SJVC transitioned to MTH121 and MTH122 the College upgraded its math readiness product from MyMathLab to MyFoundationLab. As part of this transition, in 2011 a focus group of math instructors analyzed math grade data in combination with math classroom experiences to determine gaps in math concepts provided in the MyMathLab and MyFoundationsLab.

3. Assess Progress

The assessment of progress toward achievement of learning outcomes is detailed in **Standard IIA: Systematic Assessment.**

Specifically, student progress in achieving math and English outcomes is illustrated in the process which began in 2010 when the College reviewed data and enhanced the depth, breadth, and rigor of its math and English courses. Introductory Algebra (MTH90) was replaced with College Algebra Part A (MTH121) and College Algebra Part B (MTH122). English courses were also enhanced with respect to depth, breadth and rigor. SJVC replaced ENG1 with ENG121 and ENG122.

Self-Evaluation

The College meets the standard. SJVC is successful in identifying the educational needs of its diverse student population. SJVC has embraced a sustainable process to research, analyze, and discuss student learning achievement on the course, program, campus, and institutional levels. With ongoing analysis and discussion occurring on several levels, adverse results can be quickly identified and addressed to prevent widespread student learning deficiencies.

The College conducted self-evaluation in three areas:

1. Math and English
 - a. Quantitative Analysis
 - b. Qualitative Analysis
2. Economic
 - a. Student Support Services
 - b. Framework for Understanding Poverty
3. Diversity

1. Math and English

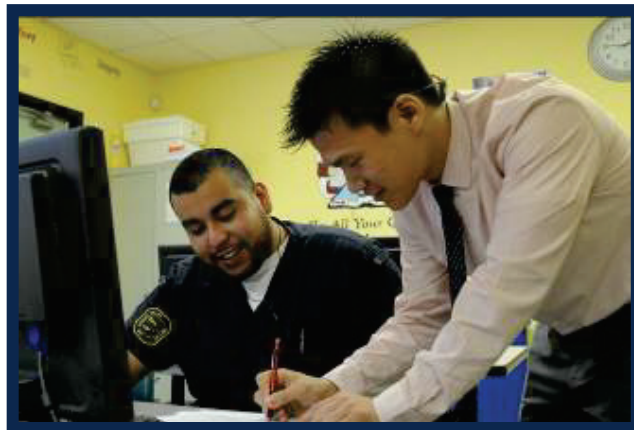
For incoming students the College has a consistent process to assess, and provide opportunities for, academic readiness in math and English through completion of individual study plans.

a. Quantitative Analysis

Completion of the study plan supports closing the gap in math and English readiness and sets the tone for academic success. Quantitative evidence shows that passing math and English courses is improved with one-hundred percent completion of the Readiness Study Plan, demonstrating its value as a tool to identify and meet the educational needs of students. **(IIA.31)**

Pass rates in ENG1 and ENG121 remained steady for students who completed the English Readiness Study Plan, demonstrating the sustainable value of the study plan as a tool to identify and meet the educational needs of students and support their progress to achieving course learning outcomes.

However, with the increase in rigor, pass rates for students completing one hundred percent of the Readiness Study Plan decreased from ninety-two percent in MTH90 to eighty-seven percent in MTH121. This decrease in student success led to the addition and realignment of content in the math Readiness Study Plan, the results of which will be analyzed at the 2013 Student Center Non-Instructional Program Review.



b. Qualitative Analysis

Qualitative evidence is found in the most recent institutional survey where seventy-eight percent of students surveyed agreed that MyLabs helped them prepare for college English courses, and seventy-nine percent responded the same for preparation of their math courses. **(IIA.25: Page 3, questions 26 and 27)**

The same survey identified that, of the faculty with knowledge of the English prep course, seventy-five percent agreed that MyLabs prepared students for college English courses; of those with knowledge of the math prep course, seventy-five percent responded the same. **(IIA.25: Page 7, questions 14 and 15)**

2. Economic

a. Student Support Services

SJVC's student support services as described in **Standard IIB1: Student Advising - Personal** assist students in locating low-cost childcare, transportation, and housing; assistance with food; and referral to crisis intervention agencies. The number of students who self-disclosed a concern in these areas at the time of enrollment, and received advising, increased sixty-eight percent from 2009 to 2011, while student enrollments decreased by two percent in the same period. **(IIA.32)**

b. Framework for Understanding Poverty

In April 2009, an SJVC Campus Director, earned his trainer certification in "A Framework for Understanding Poverty," under the auspices of Dr. Ruby Payne. He then presented a series of workshops college-wide 2009 – 2012 based on the understanding that while most teachers today come from middle-class backgrounds, the overwhelming majority of SJVC students are living in poverty; and in an educational setting, economic class differences create conflict and challenges for both teachers and students alike.

Dr. Payne's research indicates that the reality of living in poverty brings out a survival mentality and turns attention away from opportunities taken for granted by people in middle and upper class. Workshop participants gained knowledge and skills in the following:

- Impact of economic differences on communication, interactions, and expectations
- Symptoms of generational poverty and how they differ from situational poverty
- Poverty-related behaviors and mindsets that affect learning
- Identification of the resources and strengths of any student
- Tips, tools, and intervention strategies proven to increase effectiveness
- Hidden rules or social cues that differ greatly between the classes

(IIA.33)

3. Diversity

Each new faculty member attends an intensive orientation, during which the Vice President of Enrollment and Graduate Services presents SJVC student demographic information in a topic titled "SJVC Students: Who are they, where do they come from, what do they want?" The Vice President facilitates a dialogue comparing participant impressions of SJVC population with actual demographic data. New faculty are provided with a deeper understanding of the socioeconomic condition of SJVC students, with particular emphasis on the challenges presented to academic success and the underlying drivers of student behavior. Objective demographic data is supplemented with a psychographic summary for the same purpose.

Qualitative evidence is found in the 2011 aggregated student course surveys where eighty-six percent of respondents indicated that their instructor *always* "respects differences in students' learning styles and personal backgrounds" with another eight percent citing *often*. **(IIA.34)**

In the most recent institutional survey, ninety-five percent of faculty respondents, ninety-one percent of student respondents, and ninety-seven percent of staff respondents agreed that

“SJVC is a caring community that respects the culture of all students, faculty, and staff.”
(IIA.25: Page 1, question 6; page 8, question 24; page 14, question 9)

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

Exhibits

IIA.27	Student Demographic Data (2008-2011)
IIA.28	Student Income Level Chart (2008-2011)
IIA.29	Parent and Student Education Level Chart (2008-2011)
IIA.30	English and Math Readiness Assessment Scores (2011)
IIA.31	Documentation of Math Readiness Curriculum Revisions
IIA.32	Transfer of Care Admissions Referrals (2009-2011)
IIA.33	Documentation of presentations on “A Framework for Understanding Poverty”
IIA.34	Results of Student Course Surveys (2011)

IIA.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

IIA.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

SJVC delivers instruction utilizing a variety of current, research-based teaching and learning methods and modes. SJVC is a vocationally focused institution; the College gears its courses in the practical and hands-on direction, balancing the core material with an appropriate complement of General Education content for its degree offerings. Students experience authentic, hands-on interaction with the content from the beginning of their program through the end.

In conjunction with the institutional emphasis of hands-on learning, individual faculty members are ultimately responsible for the choice of delivery systems and teaching and learning methods appropriate for daily content delivery. The course outline of record provides instructors with a structure for each course including course description, unit value, student learning outcomes and the unit objectives that lead to those outcomes. Faculty-created Course Assessment Plans further define the course by providing suggested pedagogy and the required common assessments used to measure student learning outcome achievement at the course level. Both of these documents provide instructors, especially those new to the course, substantial scaffolding in which to shape a course consistent with

their personal teaching style, the course objectives, and the learning needs of their students.
(IIA.35 and .36)

This descriptive summary addresses three topics:

1. Delivery Systems and Modalities
 - a. Traditional
 - b. Online
 - c. Technology
 - d. Learning Management System
 - e. Extern and Clinical
2. Curriculum Repository
3. Meeting Student Needs
 - a. Faculty Hiring
 - b. Faculty Training
 - c. Classroom Observation
 - d. Evaluation
 - e. Professional Development
 - f. Student Input

1. Delivery Systems and Modalities

a. Traditional

The College provides dynamic didactic instruction by qualified, experienced, and well-trained instructors in classroom and lab settings. Whether a student is a visual or auditory learner, or whether they are more kinesthetic in their focus, each college program provides a balance in instructional and learning opportunities to help ensure that each student obtains, retains, and applies concepts learned.

b. Online

SJVC has an online division which delivers instruction exclusively online for five certificate and degree programs to students throughout the United States and overseas.

Courses taught exclusively through an online modality mirror the courses taught through the more traditional mode. While keeping the structure of SJVC courses consistent, the courses taught through the online mode use creative pedagogy and learning opportunities to provide students with as an authentic and engaging learning experience as experienced by traditional SJVC students.

c. Technology

The College supports the incorporation of technology in the classroom to enhance teaching and learning and to strengthen the skills of the twenty-first century student. A majority of programs use simulation and examination preparation software from publishers and other educational vendors to support the curriculum. Several campuses have access to interactive white boards (Smart Board, TeamBoard, ActivInspire) and wireless hand-held devices (Mobi, mini-keyboard, iClickers). These are used by faculty to enhance the delivery, teaching, and assessment methodologies in their classrooms.

d. Learning Management System

With the implementation of the Learning Management System (LMS) in all traditional, face-to-face courses in 2007, opportunities to deliver content to students was expanded to include more electronic teaching and learning tools. With the use of the LMS, instructors are able to extend learning beyond the time and space of the traditional classroom. Learning activities such as discussion forums, polls, surveys, wikis, blogs, video and image sharing, and file sharing allow instruction to be delivered with an assortment of tools to increase student engagement and achievement of objectives, as well meet the variety of student learning needs.

In 2012 the College transitioned its Learning Management System from the ANGEL Learning product to Desire to Learn. With the upgrade, face-to-face and online instructors have an array of teaching and learning tools at their fingertips to meet the variety of learning needs of students.

e. Extern and Clinical Experience

SJVC has formed partnerships with clinical sites where students complete the requirements of a for-credit, required course. Skills and knowledge gained through classroom activities are applied in real-world environments. The numerous programs SJVC has that include these experiences as a capstone demonstrates the College's commitment to offering students a very real, hands-on learning modality.

2. Curriculum Repository

Regardless of the mode of delivery of a course, all SJVC instructors have access to the same curriculum repository that supports the course. The repository houses the course outline of record, required common assessments, syllabus template, syllabi examples, questions banks, standardized grade book settings, and ancillary content shared by faculty. With access to the curriculum repository, all faculty has access to the identical library of tools and are able to easily retrieve and share content and collaborate on curriculum discussions and decisions. Pictured on the following page is screen shot of a representative curriculum repository.



3. Meeting Student Needs

The College assures that needs of students are met in a variety of ways, including faculty hiring, training, classroom observation, evaluation, professional development, and student input, and as detailed in **Standard IIB: Student Support Services**.

a. Faculty Hiring

Guided by a detailed faculty qualifications listing maintained and monitored by both the Academic Affairs and Human Resources Departments, campus and program leadership provide a thorough vetting of applications, interviewing, and screening of qualified candidates. Instructors are selected based on their academic credentials and vocational expertise. **(IIA.37)**

b. Faculty Training

All new instructors, including those teaching exclusively through the online modality, attend a two-day New Faculty Orientation where they are exposed to the teaching and learning techniques that best meet student needs. Faculty and Employee Handbooks are provided and ensure that all new faculty members are apprised of college policy

and expectations and guide instructors in the expected and appropriate delivery of instruction. **(IIA.38 and .39)**

c. Classroom Observation

Faculty supervisors perform classroom observations on a regular basis using an evaluation form based on Robert Marzano's educational research. During classroom observations observers look for use and effectiveness of acquired teaching and learning strategies and instruction focused toward student mastery of stated student learning outcomes. **(IIA.40)**

d. Evaluation

Supervisors evaluate faculty members on their teaching performance annually. The evaluation process includes the opportunity for faculty to conduct a deep reflection of the effectiveness of courses taught in the previous year. A key component of the evaluation process is the extent and effectiveness of instructional strategies used by the instructor. **(IIA.41)**

e. Professional Development

Professional development opportunities are regularly conducted at the campus and institutional level. These opportunities provide faculty with occasions to experience and acquire current teaching and learning strategies that lead to meeting the current and future needs of students.

The Director of Instruction has been instrumental in providing professional development opportunities on the institutional level for faculty and managers on research-based strategies which include Checking for Understanding, Brain-Based Learning, Student Engagement, Effective Supervision, and Intense Math Instruction. **(IIA.42)**

f. Student Input

The College has a history of surveying students upon course completion. The pencil and paper system was replaced in 2003 with Scantron, and in 2006 to the electronic system in place today. Students provide critical input into the use and effectiveness of instructional methods and an assessment of how well their needs are met. A college survey committee worked for over a year analyzing and revising this survey. The committee updated survey questions to include more questions on student engagement and instructional strategies used by the instructor. The final survey was administered to all students enrolled in courses starting on or after October 8, 2012. **(IIA.43)**

Self-Evaluation

The College meets the standard based on conducted qualitative self-evaluation in two areas:

1. Delivery Systems and Modes of Instruction
2. Faculty Performance

1. Delivery Systems and Modes of Instruction

The College utilized delivery systems and modes of instruction compatible with the objectives of the curriculum that reflect the diverse needs and learning styles of its students, and are appropriate to the current and future needs of its students.

Qualitative evidence is found in the 2011 aggregated student course surveys where seventy-five percent of respondents indicated the instructor *always* uses a variety of meaningful individual and group projects and fifteen percent of respondents indicated *often*. **(IIA.34)**

In the most recent institutional survey, ninety-two percent of student respondents indicated they agree that “my classes have a good balance of hands-on training and classroom academics.”

The same survey addressed the use of technology in the classroom: seventy percent of faculty respondents agreed that “I utilize a variety of technology tools”; seventy-two percent of faculty and seventy-nine percent of students agreed that “technology tools are effective in engaging student interest in the subject matter.” Eighty-one percent of student respondents agreed that “I like to learn with a variety of technical tools.” **(IIA.25: Page 2, questions 12, 13, and 14; page 7, questions 8 and 9)**

2. Faculty Performance

SJVC sustains effective and consistent instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students through select standardized curriculum tools, systematic program and curriculum review processes (as described in **Standard IIA**); and regular faculty evaluation processes, innovative professional development offerings, and up-to-date student evaluations of faculty.

In the most recent institutional survey, eighty-four percent of faculty agreed that “SJVC provides me with professional development opportunities to improve my teaching and stay current in my area of expertise.” In addition, seventy-two percent agreed that “the annual performance evaluation is a fair assessment of my work performance.” **(IIA.25: Page 7, question 11 and page 8, question 22)**

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

Exhibits

IIA.35	Sample Course Outline (BUS400)
IIA.36	Sample Course Outline (MAP105)
IIA.37	Faculty Qualifications
IIA.38	Faculty Handbook (2012)
IIA.39	New Faculty Orientation Handbook (December 2012)
IIA.40	Classroom Observation Form
IIA.41	Faculty Appraisal Form
IIA.42	Faculty Professional Development Calendar
IIA.43	Student Course Survey Instrument



IIA.1.c

The institution identifies students learning outcomes for courses programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

IIA.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

IIA.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

IIA.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

IIA.2.i

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

SJVC has established collaborative, faculty-driven procedures that support courses and programs from initial design to evaluation and improvement. The College has built an institutional culture of outcome-based collaboration focused on the establishment and sustainment of quality programs and courses. SJVC values the involvement of faculty as content experts and relies upon them to steer the development and improvement of instructional content based on their expertise and industry trends.

SJVC relies on faculty expertise and assistance from Advisory Boards in identifying competency levels, known at the College as “mastery levels,” and measureable student learning outcomes for courses, programs, certificates, and degrees.

SJVC has identified learning outcomes for its courses, programs, certificates, and degrees. Learning outcomes are the heart of the learning experience for students and are part of the college culture for instructors and administrators. As part of this culture, learning outcomes serve several purposes: guide instruction, define assessment, justify resources allocation, and ensure programmatic compliance. Throughout the college, learning outcomes are at the forefront of academic dialogue. **(IIA.44)**

In curriculum maps, learning outcomes are mapped to demonstrate the relationships between: courses and the program learning outcomes they support; course-level student learning outcomes to program learning outcomes; and program learning outcomes to institutional learning outcomes. These maps demonstrate the value and purpose served in providing competencies needed for the integrity of a certificate or degree awarded through the college.

This descriptive summary addresses five topics:

1. Identification of Student Learning Outcomes
 - a. Course Outcomes
 - b. Program Outcomes
 - c. Institutional Outcomes
 - d. The Role of Advisory Boards
2. Approving, Administering, and Delivering Outcomes
3. Student Achievement and Use of Assessment Results
4. Evaluation and Improvement of Outcomes
 - a. Course Improvement
 - b. Program Improvement
5. Awarding Credit
 - a. Course Credit
 - b. Program Credit

1. Identification of Student Learning Outcomes

Identifying and designing outcomes are integrated into a single process that involves collaboration among the curriculum department, faculty, division managers, and program directors.

a. Course Outcomes

In February 2008 the curriculum department staff collaborated with faculty, division managers, and program directors, all of whom were charged with the responsibility to create appropriate and measurable SLOs for their respective courses. Faculty focused on affirming or revising existing course learning outcomes and, where needed, creating course and program learning outcomes. Curriculum department staff then worked with additional faculty and key campus staff to refine and deepen these SLOs through comprehensive reviews and online discussion forums. **(IIA.45)**

Once program constituents were satisfied with the refined course SLOs, the Curriculum Specialist documented them in the course outline of record, the Learning Management System, and the syllabus templates. By the end of March 2010, the College had identified and developed SLOs for every course and program offered at SJVC.

At this time, each SJVC course has at least two student learning outcomes with most courses identifying between four and six SLOs. All SJVC programs have identified, on average, between four to eight program learning outcomes.

b. Program Outcomes

The SLO meetings also serve as brainstorming sessions for the identification of outcomes at the program level. Finalized program learning outcomes are documented in the Learning Management System, the catalog, and on the program's curriculum map. The program's curriculum map, developed through the collaboration process described above, demonstrates the connection of each course within the program to the corresponding program SLO at the various levels of learning, i.e., introduction, development, and mastery. **(IIA.46)**

Once SLOs were identified for programs and courses, faculty aligned them to assessment tools. Grades on assessments, course grades, and course completion are used as evidence of SLO achievement.

c. Institutional Outcomes

The Institutional Learning Outcomes were created through a collaborative process involving all constituency groups. In fall 2009, the College launched an institutional survey designed to elicit input on the ideal qualities and characteristics that students should be able to demonstrate upon graduation. The survey results were reviewed and compiled into various themes from which the Institutional Learning Outcomes were developed. The ILOs were finalized in spring 2010, approved by Senior Management and Executive Council, and published in the July 2010 College Catalog:

Upon completion of any and all programs at San Joaquin Valley College, a student will be professional confident, skilled, educated, communicators, and citizens.

The final version of the Institutional SLOs is published to the entire college community. A graphic has been developed which ties the ILOs to the mission and core values statements. **(IIA.47)**

d. Role of Advisory Boards

The overarching goal of Advisory Boards is to assist SJVC in continuing to provide relevant and quality programs that meet the needs of community employers. Their input provides the connection among community, employers, and the College as written in the College Mission Statement that SJVC "identifies and responds to the education and employment needs of the communities it serves." In addition, board members provide essential input in identifying and assuring the fit and alignment of student learning outcomes, new curriculum needs, current industry trends, future staffing requirements, and other vital information.

Advisory Board meetings convene a minimum of once yearly and are attended by community representatives, employers, and prospective employers for the respective program; campus and program leadership; faculty, students, and program graduates. These meetings are a venue to discuss trends in the vocational field as well as ideas on how to improve program quality and effectiveness. **(IIA.48-.50)**

2. Approving, Administering, and Delivering Outcomes

Once the faculty, drawing from their expertise, has designed outcomes for programs or courses, they forward the plan to the Academic Affairs department for approval. During the approval process, department staff considers the language of outcomes to ensure they are written in measurable, achievable terms. Also considered is the amount of content to be delivered and the resources needed to support its delivery.

Once approved, the curriculum department staff finalizes course outlines, syllabi templates, and corresponding course content and requires all faculty to use these to ensure student awareness of course SLOs and guarantee the delivery of content directly related to course outcomes. **(IIA.51)**

Program Directors and Division Managers regularly review and evaluate course syllabi to assure faculty is using an outcome-based syllabus based on the course outline. A syllabus rubric is used to assist with the evaluation process. **(IIA.4)**

3. Student Achievement and Use of Assessment Results

As detailed in **Standard IIA: Systematic Assessment**, the College collects qualitative and quantitative data on an on-going basis in order to facilitate the review and evaluation of course, program, and institutional effectiveness and to identify strengths and deficiencies in courses, programs, and the institution as a whole. Data arising from the assessment of student learning through assessment tools linked and delivered through the College's LMS are displayed in a variety of dashboard reports developed by the College's Information Services department. Reports displaying results of student learning achievement are regularly reviewed by appropriate constituencies to assess student learning and identify any necessary course, program, or teaching and learning process improvements.

4. Evaluation and Improvement of Outcomes

The program review and curriculum conferences described in **Standard IIA: Systematic Assessment** are opportunities for Course and Program Improvement Proposals (CIP and PIP) and the textbook change proposal process. Because faculty may submit these proposals at any time outside the program review process, procedural guidelines and examples of CIP and PIP are outlined in the Program Review Handbook and available to all SJVC constituents through InfoZone, the College intranet. **(IIA.8)**



A proposal for course (CIP) or program improvement (PIP) requires extensive data support and analysis from faculty with assistance from the Curriculum Department. Although the Curriculum Department, through the vetting process, reviews each proposal for adequate data indicating a need for improvements and assists with the collection and analysis of data, the spirit of the proposal comes directly from program constituents, especially faculty.

a. Course Improvement

Course improvement proposals are driven by changes to common assessment tools, changes to SLO's, changes to course descriptions or unit objectives, and grade component changes.

Approval of the proposal, depending on its nature, is by majority vote of faculty or directly by the Curriculum Technician. The Curriculum Technician is then responsible for implementing the change and communicating the effective date to all constituents.

b. Program Improvement

Program improvement proposals are driven by accreditation; changes in program name or matrix; the combination, deletion, or addition of courses; changes in course names, clock or unit value, program outcomes, or performance standards. **(IIA.12)**

The approval process begins with formal review by the Director of Assessment. If approval is also required from a program accrediting body, the proposal is reviewed by the Director of Curriculum and Program Planning. Finally, the proposal is submitted to Senior Management for review and approval.

5. Awarding Credit

a. Course Credit

SJVC awards units of credit based on the traditional Carnegie Unit consistent with institutional policies that reflect generally accepted norms in higher education. The College's grading system is also consistent with norms recognized in higher education. The College Catalog explains that grades represent the evaluation of a student's achievement of course requirements, objectives, and learning outcomes and that achievement is converted to a letter grade based on the standard four-point grading scale.

The official outline for each course includes criterion for awarding credit based on content, student learning outcomes, and objectives. Faculty is expected to communicate these criterion, evaluation methods, and grading standards to students through their course syllabus. Faculty develops instructional methodologies, learning opportunities and assessment tools based on criterion for course credit, which includes student learning outcomes.

b. Program Credit

The College awards degrees and certificates based on student achievement of a program's stated learning outcomes. All program learning outcomes are published in the College Catalog and on the College portal, InfoZone. Each academic program's curriculum map demonstrates in which course the program learning outcomes are introduced, developed, and mastered. Additional curriculum maps display how course-level student learning outcomes support program learning outcomes and how

program learning outcomes support the institutional learning outcomes. Review of these curriculum maps provides a clear picture of the learning progression for a student to earn a certificate or degree.

Many SJVC programs include an externship or clinical experience where students demonstrate, and are evaluated on, the learning outcomes they have mastered through their course of study. Successful completion of an externship or clinical experience is based on mastery of stated program outcomes and is the basis for awarding students degrees and certificates.

The College has implemented common mastery assessments and capstone projects which are designed to provide consistent methods of assessing program learning outcomes across campuses and over time for programs without externship or clinical experiences.

Self-Evaluation

The College meets this standard by identifying student learning outcomes at the course, program, certificate and degree levels; relies on the expertise of faculty and advisory boards; awards credit based on achievement of learning outcomes; and awards degrees and certificates based on student achievement of a program's stated learning outcomes.

The College conducted self-evaluation in four areas:

1. Identification of Student Learning Outcomes
2. Student Achievement and Use of Results
3. Evaluation and Improvement of Outcomes
4. Awards Based on Outcomes

1. Identification of Student Learning Outcomes

The College relies on the expertise of its faculty, with input from Advisory Boards, in identifying competencies and outcomes for courses, programs, certificates, and degrees. The College leverages faculty expertise through program review, curriculum conferences, and the Assessment Learning Community as detailed in **Standard II.A: Systematic Assessment**. Participation of Advisory Boards is demonstrated by the consistent schedule of Advisory Board meetings held on all SJVC campuses.

2. Student Achievement and Use of Assessment Results

As detailed in **Standard II.A: Systematic Assessment**, participants in program review rely on attendance, retention, course completion rates, licensure pass rates, and placement data to drive decision-making and contribute to cycle of continuous improvement.

3. Evaluation and Improvement of Outcomes

SJVC makes a regular practice of reviewing, analyzing, and discussing outcome achievement using a multi-tiered approach. With this approach, data is reviewed narrowly then progressively more aggregately as part of the program review cycle and used to make appropriate decisions and recommendations.

As an example, faculty from the Respiratory Therapy (RT) program submitted a proposal to add courses, change the matrix of courses, and improve SLOs for the RT courses. Several pieces of data were used to make the decision to implement improvements and what those details would be. **(IIA.12)**

The most recent institutional survey showed faculty agreement that “SJVC supports and encourages faculty effort in making instructional improvements” (ninety-two percent), “SJVC is a place where my voice is heard” (eighty-one percent), and “I am encouraged to submit ideas and recommendations for improvement” (eighty-eight percent). **(IIA.25: Page 6, question 7; page 9, question 32; and page 10, question 35)**

4. Awards Based on Outcomes

SJVC meets this standard by following established policies for awarding credit based on student achievement of the course’s stated learning outcomes consistent with institutional policies that reflect generally accepted norms in higher education. Course outlines, the College Catalog, and articulation agreements with colleges and universities provide evidence that the College’s practice of awarding credits is consistent with institutional policies that reflect generally accepted norms in higher education.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Implement ILO assessment in all academic programs and non-instructional departments	Achieve Student Learning Outcomes	June 2014

Exhibits

IIA.44	Process Guide for Assessment of Student Learning
IIA.45	SLO Tool Kit (August 2011)
IIA.46	Curriculum Map (Dental Hygiene program)
IIA.47	Screenshot of Institutional Learning Outcomes Graphic
IIA.48	Advisory Board Handbook (9/2012)
IIA.49	Sample Advisory Board Minutes – Surgical Technology program (1/13/11)
IIA.50	Advisory Board Meeting Schedule
IIA.51	Syllabus Template

IIA.2.c

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Quality of instruction is detailed in **Standard IIA.2.d: Meeting Student Needs (Faculty Hiring and Training, Classroom Observation, Evaluation, Professional Development, and Student Input)**.

This descriptive summary addresses five topics:

1. Accreditation
2. Breadth, Depth, Rigor
3. Sequence of Courses
4. Time to Completion
5. Synthesis

1. Accreditation

The College offers many programs which are approved by national programmatic accrediting bodies or state certifying and approval bodies. These bodies often dictate the structure of programs and course offerings, thus ensuring appropriate breadth, depth, rigor, sequencing, and time to completion. Student achievement data and pass rates on state and national certification and licensure exams lend further credence to the program's effectiveness. **(IIA.52)**

2. Breadth, Depth, Rigor

Breadth, depth, and rigor are ensured through biennial curriculum conferences enhanced by a structured and systematic process of assessing student learning outcomes on the institutional, program, and course levels.

3. Sequence of Courses

Sequence of courses and time to completion are built into a matrix of courses designed for each program and campus at which the program is offered. Program constituents, including faculty, participate in the development and evaluative processes of program review and curriculum conferences, producing a matrix of the sequence of courses, course pairings, and timeline. The matrix provides students and campus staff the clear pathways that lead to a student earning a certificate or degree. **(IIA.53)**

4. Time to Completion

Each new student receives a detailed course schedule which includes the anticipated graduation date. Barring any change to program curriculum, the need of a student to repeat a course due to failure or leave of absence, all of the courses required for graduation are delivered as scheduled. SJVC students benefit from the security provided by this determined schedule. **(IIA.54)**

The college has strict attendance and grading policies as well as Satisfactory Academic Progress (SAP) requirements set for students which help ensure that each student moves appropriately, successfully, and in a timely manner through their program.

5. Synthesis

Students typically are enrolled in two courses simultaneously; often one of these courses is a general education course. General education courses apply cross-curricular teaching methodologies that support synthesis with the program's core content. In addition, program and institutional learning outcomes set a foundation for the synthesis of course work with the broader goals of the program and institution. Outcomes and activities within the courses and program synthesize with, and assist student achievement of, the institutional learning outcomes.

Self-Evaluation

SJVC meets this standard by ensuring that quality instruction; appropriate breadth, depth, rigor; sequencing, time to completion, and synthesis of learning characterize all programs it offers. Self-evaluation of quality instruction was detailed in **Standard IIA.d: Meeting Student Needs**.

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

Exhibits

IIA.52	Licensure Pass Rates (2006-2012)
IIA.53	Sample Program Schedule
IIA.54	Graduation Statistics (2008-2011)

II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

II.A.3.a

General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

SJVC is committed to offering quality general education curriculum based on a carefully considered philosophy, and relies on the expertise of faculty to determine appropriateness of each course for inclusion in the curriculum. The general education curriculum has comprehensive learning outcomes and supports students becoming productive individuals and lifelong learners.

This descriptive summary addresses three topics:

1. Philosophy
2. Faculty expertise
3. General Education Assessment Learning Community

1. Philosophy

General education is based on a carefully considered philosophy that is clearly stated in the College catalog:

Upon completion of all programs at SJVC, the graduate 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.

This philosophy is aligned with the mission statement and is supported by the Institutional Learning Outcomes. The general education courses provide content designed to produce graduates who are well-rounded individuals, productive citizens, and life-long learners. Since general education courses do not form their own focused area of study, but serve to complete degree requirements, these courses do not have their own program learning outcomes. However, every degree program at SJVC has a GE-related program learning

outcome that stresses the importance to the student of General Education courses and the importance of earning a degree from the college.

2. Faculty Expertise

The College relies on the expertise of its faculty, who determine the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

As detailed in the March 2011 Accreditation Follow-up Report, the college created new math and English courses to contain comparable depth, breadth, and rigor consistent with collegiate-level course offerings at like two-year and community colleges. The GE faculty reviewed existing and potential content, and focus groups were created to develop new course-level student learning outcomes that were consistent with collegiate math and English courses. Faculty also created syllabi templates, syllabi samples, and common mastery assessments for each course based on these outcomes.

GE faculty is regularly involved in the assessment of data collected and analyzed at program reviews to ensure the appropriateness of GE course content and that the stated learning outcomes for the course remain appropriate. Through regular review using data, faculty experience and expertise, along with comparisons to other accredited institutions as a framework; SJVC ensures its General Education courses meet an appropriate level of rigor for college courses.

3. General Education Assessment Learning Community

An extension of the Assessment Learning Community detailed in **Standard IIA: Assessment Learning Community** was formed to address the unique aspects of General Education. The general education Assessment Coordinator applied for and was accepted into the WASC Assessment Leadership Academy for the 2011-2012 cohort. During this intensive, ten month program, the AC received instruction and training on a wide range of assessment-related topics such as working with faculty to develop practical assessment skills; guiding assessment committees; and advising institutional leadership on planning, budgeting, accreditation, and organizational change.

For her final academy project, the instructor created the General Education Faculty Learning Community (GE-FLC). The GE-FLC was designed to mirror the existing ALC with a focus on the specific needs of General Education, including a faculty-based process of training and collaboration that fosters the development of a cross-curricular instruction process and creation of sustainable, authentic assessment. **(IIA.55)**

The GE-FLC began with a training retreat in November 2011 with 14 faculty members representing math, science, and humanities from eight SJVC sites. The faculty was trained on areas including higher education assessment, consisting of definitions and examples of the main types of assessment; the use of assessment in general education; the development and use of rubrics as an assessment tool; and how to develop authentic and sustainable assessments. The GE-FLC members were also trained on additional content areas during the four work sessions held from December, 2011 through March, 2012. The areas of trainings included student engagement techniques, metacognition and how brain-based learning can be improved for students, and critical thinking curriculum development.

Members were tasked with creating at least one training on assessment to be conducted for all general education faculty on their home campus. These trainings were opportunities for the AC to present important concepts, processes, and curriculum materials to other GE faculty. Members were also tasked with creating authentic assessments for their discipline area, including rubrics and assignment examples to share at the four subsequent work sessions. All GE courses have common mastery assessments in place and all GE course assessment plans are in place.

Self-Evaluation

The college meets the standard by aligning GE courses with skills needed to be a productive individual and life-long learner: oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

SJVC's degree GE requirements, their philosophy, breadth, depth, rigor, and outcomes (including PLOs and ILOs) are included in the college catalog. New GE courses are developed with the input and direction of faculty. The GE courses are carefully evaluated on an on-going and systematic basis to ensure that the depth, breadth, and rigor of each course, based on its student learning outcomes, are at the collegiate level and appropriate for program students.

The College conducted self-evaluation in four areas:

1. Philosophy
2. Faculty Expertise
3. Major Areas of Knowledge
4. Productive Individuals/Lifelong Learners

1. Philosophy

The college meets this standard by requiring of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog and by relying on the expertise of its faculty to determine the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

2. Faculty Expertise

The College supports the GE faculty in imparting skills for life-long learning through the coursework in all GE courses. The GE-FLC members have strengthened their own skills in student engagement techniques, metacognition and how brain-based learning can be improved for students, and critical thinking curriculum development. With these acquired skills, GE-FLC members can pass along knowledge and ideas to their GE colleagues who can inspire and guide their students to be productive individuals and life-long learners.

3. Major Areas of Knowledge

The GE courses offered by the college cover the following major areas of knowledge: language and rationality, humanities (such as the arts, literature, and philosophy), natural science, and social science. GE courses are built upon student learning outcomes that comprehensively include all major areas of knowledge and focus on introducing students to

these areas in order to further their knowledge, skills, and attitudes for self-development and employability. Students develop written and oral communication skills, as well as quantitative reasoning through research projects, critical thinking applications, presentations, and discussions. The table below outlines how each of SJVC’s general education courses aligns with the major areas of knowledge.

	PHIL1c (3 units) Ethics	ENG121/122 (6 units) Reading/Composition	MTH121/122 (6 units) College Algebra
Language and Rationality		✓	✓
Humanities: arts, literature, philosophy	✓	✓	

	NSC1 (3 units) Intro to Natural Science	PSY1 (3 units) General Psychology	SOC1 (3 units) Intro to Sociology
Natural Science	✓		
Social Science		✓	✓

Note: In some medical programs (RT, VN, VT), students take various medical science courses instead of NSC1 and in AMT, students earn over 3 units of Physics education within AERO 31.

4. Productive Individuals/Lifelong Learners

While General Education is not a program in and of itself at SJVC, but an integral part of each degree program offered, the tenets of general education are represented in the program learning outcomes (PLOs) of all programs offered at the college and every program includes the following GE related program learning outcome: “Upon completion of all programs at SJVC, the graduate 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.” Each program, through its program assessment plan and curriculum maps, identifies courses and SLOs within the program that lead students to the achievement of this outcome, whether the course is vocational in nature or one of the general education courses.

General Education courses tie directly, and are mapped, to the institutional learning outcomes (ILOs) of SJVC. The college ILOs state that all graduates shall be professional, confident, skilled, educated citizens and communicators. General Education courses play a vital role in helping SJVC students accomplish these outcomes. The Student Learning Outcomes (SLOs) for each General Education course connect directly with, and provide assessment of, these ILOs.

SJVC’s general education courses are designed to develop the skills needed for a student to be a productive individual and life-long learner. The table on the following page outlines how each SJVC GE course directly aligns with key skills: oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking.

	NSC1	PSY1	SOC1	PHIL1C	ENG121/122	MTH121/122
Written communication		✓	✓	✓	✓	
Oral communication		✓	✓	✓	✓	
Computer literacy	✓	✓	✓	✓	✓	✓
Information competency	✓	✓	✓	✓	✓	✓
Scientific/quantitative reasoning	✓	✓	✓			✓
Critical analysis/logical thinking	✓	✓	✓	✓	✓	✓

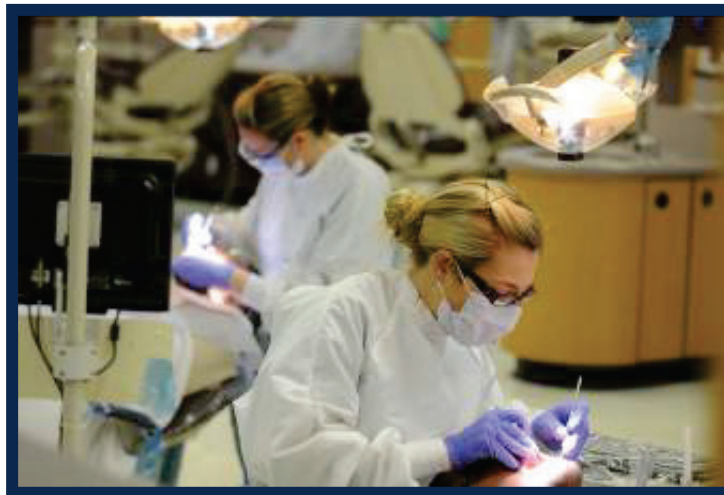
In the most recent institutional survey, ninety-seven percent of student respondents agreed that “my instructor encourages me to grow professionally and personally,” ninety-three percent agreed that “my instructor continues to teach me how to become a better communicator,” and ninety-two percent agreed that “my instructors have sparked my curiosity for learning beyond the classroom.” (IIA.25: Page 1, questions 3, 4, and 5)

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

Exhibits

IIA.55 Overview General Education Faculty Learning Community Project



IIA.3.c

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

SJVC is actively involved in the development of ethical students who become effective citizens, and creates an environment that models those values. The expectation for ethics, civility, diversity, and citizenship are illustrated in the college's mission statement, core values, and institutional learning outcomes. The expectations of integrity and ethical conduct are found throughout the student, employee, and faculty handbooks.

The table below outlines the alignment between SJVC general education courses and the competencies included in the standard:

	NSC1	PSY1	SOC1	PHIL1C	ENG121/122	MTH121/122
Ethical and effective citizen	✓	✓	✓	✓		
Interpersonal skills		✓	✓	✓	✓	
Respect for diversity	✓	✓	✓	✓	✓	✓

Self-Evaluation

The College meets the standard. The heart of the SJVC mission statement is the commitment to train ethical and professional citizens. In an effort to benefit the communities the College serves, students are trained to be aware of, and sensitive to, the differences of others, to be respectful of those differences, to give back to the community, and to be engaged in the service of others through curricular and extra-curricular methods.

In addition, student recognition of what it means to be an ethical human being and effective citizen is developed through GE courses which include all the major areas of knowledge, alignment with institutional learning outcomes, and GE skills and competencies which support core vocational tenants.

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

IIA.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

SJVC has in place student learning outcomes at the course and program levels which align with the technical and professional competencies needed for students to successfully meet standards of external licensure, certification, and employment. These outcomes were developed and are continually revised based on input from faculty, accrediting bodies, advisory boards, and employers. To ensure students are progressing successfully through their program, faculty continually measure student achievement and student learning using a variety of tools as detailed in **Standard IIA: Systematic Assessment**. Professional competencies are identified and met in two general categories: programs with and without accrediting bodies.

1. Programs with Accrediting Bodies

Those programs which have programmatic, state, or national accrediting bodies are bound to strict and standardized curriculum requirements which help ensure that students completing certificates and degrees demonstrate technical and professional competencies. **(IIIA.56)**

Students are evaluated on competencies throughout their tenure in the program through a variety of methods including clinical evaluations, extern evaluations, capstone projects, computer simulations, examination preparation results, and objective tests, and must meet these competencies in order to graduate.

2. Programs without Accrediting Bodies

For those programs without a programmatic, state, or national accrediting body, SJVC has student learning outcomes at the course and program levels which align with the technical and professional competencies needed for these students to successfully sit for various certifications and earn employment. These student learning outcomes were developed, and are continually revised, based on input from faculty, advisory boards, and employers.

Students achieve these outcomes through skills labs, extern evaluations, capstone projects, computer simulations, examination preparation results, objective testing, and authentic assessment.

Self-Evaluation

SJVC meets the standard by ensuring students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. The College conducted self-evaluation in two areas:

1. Students Demonstrate Competency
2. Preparation for Licensure/Certification
 - a. Quantitative Analysis
 - b. Qualitative Analysis

1. Students Demonstrate Competency

Each program has course- and program-level student learning outcomes which are developed based on input from faculty, professional accrediting bodies, advisory boards, and employers; aligned with technical and professional competencies; regularly reviewed and revised; and systematically assessed through a variety of measures.

2. Preparation for Licensure/Certification

a. Quantitative Analysis

The most recent data, longitudinal and disaggregated, is evidence that the majority of licensure and certification pass rates are in the eighty to ninety-three percent range. Where there are lower pass rates, the College has plans to improve. **(IIA.52)**

b. Qualitative Analysis

In the most recent institutional survey, eighty-six percent of faculty responded they agree that “instructors are providing the appropriate preparation to help students pass licensure/certification exams.” In the same survey, ninety-four percent of students responded they agree that “most of my instructors care about preparing me for my career.” **(IIA.25: Page 2, question 11; page 6, question 6)**

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Increase RN board pass rate from 60.8% to 75%	Build graduate readiness	June 2013
2.	Retain unhindered programmatic accreditation status for PA program	Secure and Maintain Accreditation	May 2014

Exhibits

IIA.56 List of Programmatic Approvals and Course Certifications

IIA.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

IIA.6.a

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

IIA.6.c

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The College assures that prospective and current students, the public, and its staff and faculty receive clear and accurate information about educational courses and programs and transfer policies through its catalogs, statements, and publications, including those presented in electronic format.

The College provides students with a course syllabus, and facilitates transfer of credit and articulation through a variety of methods.

SJVC makes clear its transfer-of-credit policy in the college catalog, the portal, and in dialogue with campus registrars. The policy states, “SJVC may accept prior credit earned for coursework completed at other regionally accredited institutions to be applied towards an Associate Degree program.” There are multiple subsections of the catalog that further detail unique transfer-of-credit scenarios, such as credits earned at regionally accredited institutions, military schools, in foreign institutions, and credits earned by examinations and advanced placement courses.

Policies, procedures, and publications are regularly reviewed by various departments and stakeholders to assure integrity in all representations about college programs, its mission, and its services. Reviews are conducted in non-instructional and academic program reviews; curriculum reviews; staff, faculty and student surveys, and department meetings at campus and corporate levels. Senior Management, the Executive Council, and Board of Governors review policies, the mission, programs and services.

This descriptive summary addresses five topics:

1. Programs
2. Course Syllabus
3. Transfer of Credit
4. Accepting Credit
5. Articulation Agreements

1. Programs

One method SJVC uses to describe degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes is through the College website. The website provides students and the public access to information about its courses and programs through links to the college catalog and program brochures. The catalog contains the most current information on institutional- and program-level student learning outcomes, courses needed to fulfill program and degree requirements, course descriptions, credit and grading requirements, a statement of general education philosophy, depth, breadth, and rigor.

A brochure is published for each program, describing the expected outcomes, course listing, admission requirements, consumer information, career information, and professional certifications where appropriate. Program brochures, in addition to being available online, are available on each campus in hard copy. **(IIA.57)**

2. Course Syllabus

In every course students receive a syllabus which specifies course-level student learning outcomes consistent with those on the institution's officially approved course outline. In fall 2010 the curriculum department initiated the outcome-based syllabus, created templates for all syllabi, and solicited exemplar syllabus examples from faculty. Course outlines, syllabus templates, and syllabus examples are housed together in the online curriculum repository for all faculty to access and download. Faculty add time-sensitive and personal information to the syllabus and upload it to the college's learning management system (LMS) prior to the start of the course. With the syllabus on the LMS, students have access to it 24/7 throughout the length of the course. Program Directors and Division Managers ensure course syllabi are uploaded in a timely manner and they regularly review and evaluate course syllabi, using the corresponding rubric, to assure that faculty are using a syllabus based on the course outline and that the syllabus includes course level student learning outcomes.

3. Transfer of Credit

SJVC students who are about to graduate and are considering transferring credits to another institution to further their education can also find appropriate guidance in the College catalog under the section, *Credit Earned at SJVC and Transfers to Other Institutions*. The institution also makes available through the College portal, InfoZone, the *Articulation and Transfer FACTS and FAQs 2012* document which explains in much greater detail the articulation and transfer process, including a detailed listing of all institutions with which SJVC currently maintains articulation agreements. These resources are available to students any time through the College portal, InfoZone.

4. Accepting Credit

Registrars are trained in evaluating student transcripts and work collaboratively with students, the College's academic applications administrator, admissions staff, and faculty content experts to ensure that the expected learning outcomes for transferred courses are comparable to the learning outcomes of SJVC's courses. For further clarification, registrars may seek input from their counterparts at the other institution, whenever necessary. Registrars use evaluation forms to document the evaluation process. Notes about the evaluation and its outcome are documented in the student file in the college database system. College catalogs, course descriptions, transcripts, and course SLOs are referenced for the evaluation process.



5. Articulation Agreements

San Joaquin Valley College is a member of the Northern California Intersegmental Articulation Council (NCIAC). Only regionally-accredited colleges and universities are allowed to join the Council, and according to its bylaws:

“The purpose of the Council shall be to meet, discuss, and resolve transfer, articulation, and curricular issues, and to facilitate the students between and among the segments of postsecondary education in California.”

<http://CIAC.csusb.edu/nciacBylaws.html>

SJVC is a part of Region 5 of the NCIAC, which consists of 19 other colleges and universities. As of October 2012, SJVC is current on the CSU General Education – Breadth Agreement. This agreement allows SJVC students and graduates the ability to transfer GE courses to baccalaureate degree-granting institutions in the CSU system.

Information on the College's transfer policies are also found in the College Catalog and on the college website in “Articulation FAQs.” **(IIA.58)**

Self-Evaluation

The College meets the standard. The Marketing, Admissions, and Public Relations Department is the department most associated with College's print and electronic dissemination of information. This department, in conjunction with the College as a whole, regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services. Through its many publications, either in print or electronic, or through other communication means such as advertising and marketing, the College works to ensure consistency and to represent itself both clearly and accurately.

The College conducted self-evaluation in four areas:

1. Degrees and Certificates
2. Course Syllabus
3. Accepting Transfer Credit
4. Articulation Agreements

1. Degrees and Certificates

The College meets this standard by assuring that constituents receive clear and accurate information about educational courses, programs, and transfer policies. The College describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes through the college catalog and program brochures available in print and on the College website.

In the most recent institutional survey, eighty-eight percent of students agreed that "SJVC's catalog accurately reflects the College's programs, services, and policies." (IIA.25: Page 2, question 16)

2. Course Syllabus

In every class section, students receive a course syllabus that specifies learning outcomes consistent with those in the institution's official course outline.

In the summary of 2011 student course surveys, ninety-eight percent of students stated that they had received a course syllabus, and seventy-eight percent stated that the instructor *always* "follows the daily plan as described in the syllabus" while an additional sixteen percent stated it is *often* followed. (IIA.34)

3. Accepting Transfer Credit

In order to facilitate the mobility of students without penalty, the College has clearly stated transfer-of-credit policies. In accepting transfer credits to fulfill degree requirements, SJVC certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. SJVC has a clear transfer-of-credit policy for prospective students, and staff is trained in evaluating transcripts to ensure outcomes for transferred courses are comparable.

4. Articulation Agreements

Where patterns of student enrollment between institutions are identified, SJVC has developed articulation agreements as appropriate to its mission. The California State University General Education – Breadth Certification List for SJVC was last approved by the Chancellor’s office in May 2011. That listing includes seventeen courses certified as eligible for transfer to one of the CSU campuses. **(IIA.59)**

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

Exhibits

- | | |
|--------|--|
| IIA.57 | Sample Program Brochure – Visalia Campus (Medical Assisting) |
| IIA.58 | Articulation FAQ’s |
| IIA.59 | CSU General Education – Breadth Certification List |

IIA.6.b

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

Descriptive Summary

Because the College has entered into a contractual relationship with the students, a program is not eliminated until all students have finished the program. The college ceases advertising and admitting new students into the program, but will continue to teach currently enrolled students until they have completed all courses required for graduation.

SJVC makes appropriate arrangements to safeguard that enrolled students complete their education in a timely manner with a minimum of disruption. In most cases, courses are delivered as originally scheduled. If not, the campus registrar, with oversight by the academic affairs department, identifies impacted students and reviews the schedule of pending courses on an individual basis. Campus and corporate staff partner to modify student schedules by substituting new course offerings for courses still needed based on equivalent learning outcomes and unit values. Partnering staff members consider a variety of options to accommodate students including independent study, online courses, and attending other campus locations. Once a plan has been arranged to accommodate all student needs, students are counseled by designated campus staff and provided an addendum that clearly outlines the modifications to their original course of study. **(IIA.60)**

Self-Evaluation

The college meets this standard by upholding its contractual relationship with students and does not eliminate programs until all enrolled students have completed. The College has solid policies and procedures to make appropriate arrangements when program requirements are significantly changed to safeguard that enrolled students may complete their education in a timely manner with a minimum of disruption.

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

Exhibits

IIA.60 Sample Course Equivalency Chart (Medical Assisting and Clinical & Administrative Medical Assisting programs)

IIA.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

IIA.7.a

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

IIA.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

IIA.7.c

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

Descriptive Summary

Board-adopted policies which make clear the College's commitment to free pursuit and dissemination of knowledge are made public. The process of governing-board approval is detailed in **Standard IVB**.

This descriptive summary addresses four topics:

1. Academic Freedom and Responsibility
2. Student Academic Honesty
3. Pursuit and Dissemination of Knowledge
4. Public Notice



1. Academic Freedom and Responsibility

The College makes clear that academic freedom is the right of faculty and students to express their ideas verbally or in writing, free from political, religious, or institutional restrictions, even if these ideas are unpopular. In recognition of this right, SJVC strives to foster and maintain a climate of academic freedom as set forth in the College Catalog:

Instructors and students have the right to express their ideas in the classroom, verbally and in writing, within the boundaries of good taste and socially established standards. SJVC will promptly conduct an investigation upon learning of an instructor or student who has allegedly expressed his/her personal opinions without the balance of introducing other sources of instructional integrity or critical thinking practices.

SJVC extends the definition of academic freedom to include the methods used by instructors to facilitate learning of the approved course curriculum. Instructional methods used to present the course SLOs (student learning outcomes) and deliver the learning materials may vary by individual instructor to include a wide range of choices.

The College is dedicated to the maintenance of academic freedom in the classroom and in co-curricular activities. While freedom of expression is encouraged, forms of protest that disrupt the normal activities of the College and interfere with the rights of other students will not be tolerated. In addition, the College will promptly conduct an investigation upon learning of an instructor who has allegedly expressed his/her personal opinions without the balance of introducing other sources of instructional integrity or critical thinking practices.

The College Faculty Handbook includes a section on free speech where it encourages open and dynamic discussion to maintain an atmosphere where an exchange of ideas can thrive. The College requires faculty to present data and information to students in a fair and objective manner, therefore allowing students to develop their own conclusions based on critical analysis.

Campus and program leadership monitor a faculty member's ability to distinguish between personal conviction and professionally accepted views and whether they present data and information fairly and objectively. These methods include classroom observations, student course and faculty surveys, performance reviews, and faculty's participation during faculty and department meetings.

2. Student Academic Honesty

SJVC has established and published clear expectations concerning student academic honesty and the consequences for dishonesty.

The expectation of academic honesty is reinforced and evaluated through continuous dialogue, training, surveys, evaluations, and classroom observations.

With the increased use of the Internet as a research and learning tool, the College subscribes to the web-based originality service, Turn It In, as a tool for students to identify and correct inappropriate citations and for faculty to identify plagiarism. Policies and procedures on how to effectively use the Turn It In product are outlined in the Faculty and Student Handbooks.

SJVC does not tolerate dishonest academic behavior. Students who violate these policies are subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College.

3. Pursuit and Dissemination of Knowledge

Faculty has the right to freely pursue, facilitate, and disseminate knowledge that leads students to achievement of the established student learning outcomes.

SJVC does not seek to instill specific beliefs or worldviews; however the College does require conformity to specific codes of conduct of staff, faculty, administrators, and students. The College gives clear notice of such policies in handbooks provided and reviewed at time of enrollment and employee hire. The most recent edition of these documents is posted on the college portal.

4. Public Notice

A message from the SJVC Board of Directors in the Student Handbook emphasizes, among other things, policies and expectations. Here the Statement of Student Rights, the Student Code of Conduct, and the college policy on Academic Honesty are each detailed. The Student Complaints and Grievances policy is laid out clearly so that students will be well-informed of their rights pertaining to complaints, grievances, and appeals.

Self-Evaluation

The College meets these standards. It uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and institutional beliefs. The college is committed to the free pursuit and dissemination of knowledge.

As qualitative evidence, results of the most recent institutional survey indicate eighty-two percent of students agreed with the statement, “The culture of the College inspires me to become a more ethical person.” (IIA.25: Page 2, question 8)

Competent and professional faculty members distinguish between personal and professionally accepted views in their discipline. They are expected, and are evaluated on their ability, to present data and information fairly and objectively.

The College gives clear prior notice of required conformity to specific codes of conduct of staff, faculty, administrators, and students in statements within the college catalog and the employee and student handbooks given at time of hire or enrollment. Any changes to the current codes of conduct for employees or students are clearly communicated to all current employees or students prior to the effectiveness date of changes.

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

IIA.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

IIA.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Not applicable



IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of these services.

IIB.1

The institution assures the quality of the student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

IIB.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

IIB.3.a

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

IIB.4

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

Descriptive Summary

SJVC relies on research to identify and provide comprehensive support services to meet the unique needs of its diverse student population. Support services are accessible and available to every SJVC student, in both on-ground and on-line modalities. **(IIB.1)**

While SJVC has always engaged in ongoing evaluation of student support services leading to continuous quality improvement, in 2010/2011 SJVC created and implemented formal policy and procedures governing the evaluation of its non-instructional departments that provide student support service. The policy requires each non-instructional department to conduct a program review at least once every two years and sets forth specific parameters to guide the process. **(IIB.2 and .3)**

From recruitment through the academic pathway, there are methods to identify and meet student needs, assess and improve the services offered.

This descriptive summary addresses ten topics:

1. Admissions
 - a. Transfer of Care
 - b. Educational Preparation
2. Consistency with Mission
3. Student Advising
 - a. Personal
 - b. Tutoring
 - c. Online
4. Disability Services
5. Financial Aid
6. Career Services
7. Learning and Library Resource Center
 - a. LLRC
 - b. LIRN
8. Information Technology
9. Systematic Assessment
 - a. Non-Instructional Program Review
 - b. Data Collection
 - c. Program Outcomes
10. Equitable Access
 - a. On Campus
 - b. Online Information
 - (1) Public Website
 - (2) InfoZone
 - c. Interactive Services

Throughout this standard, reference is made to exhibits **IIB.8 and .9:**

IIB.8 is a report of the services provided to students in 2011, disaggregated by campus and activity type, to an unduplicated student headcount of 11,068

IIB.9 is the most recent institutional survey, conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. The survey is disaggregated by student respondents (n=2867), faculty (n=399), and staff (n=341).

1. Admissions

Students' learning support needs are initially identified during the admissions process. During the applicant interview with an Admissions Advisor, students complete a questionnaire focusing on occupational and educational history, commitment, planning, and investment in education.

a. Transfer of Care

If it is determined that a student is in need of support in childcare, employment, family support, housing, transportation, or tutoring, a Transfer of Care (TOC) is

initialized and the student is referred to the Dean of Student Services, who monitors progress to ensure the student has access to resources and the support needed to complete educational goals.

b. Educational Preparation

As detailed in **Standard IIA.1.b: Educational Preparation**, the majority of SJVC's student population is under-prepared for the rigor of college-level math and English courses. In order to identify incoming students' level of preparedness and corresponding learning support needs, all applicants complete the MyLabs math and English assessments immediately following the admissions interview. This process is detailed in **Standard IIB.3.e: Wonderlic SLE**.

The areas in which remediation is required are identified and an individual study plan is designed to meet each students' unique learning support needs.

2. Consistency with Mission

The culture of SJVC is expressed in the mission statement, "The College is committed to the success of every student." SJVC's admissions process is focused upon identifying applicants who will benefit from its academic programs and student support services. The process is initiated with an in-person interview with an admissions advisor to determine if the applicant is a good match for SJVC's academic programs and likely to succeed.

SJVC admits only those applicants with a high school diploma or its equivalent. Assessment of the applicant's cognitive abilities is done through administration of the Wonderlic Scholastic Level Exam (SLE).

Each program has a minimum cut score required for entry into the program. If the applicant meets the threshold scoring requirements, admission to SJVC is approved, a contract is signed, and SJVC agrees to deliver all of the courses required to complete the program in a designated period of time.

The admissions process for SJVC's programs offered in the online modality is the same as the process for on-ground students, with two exceptions: the interviews are conducted telephonically and applicants do not take the Wonderlic entrance exam.

3. Student Advising

The advising function primarily consists of interventions with at-risk students and providing those students with referrals to appropriate academic and personal resource services to support the achievement of their educational goals.

a. Personal

When students' unmet basic needs impact learning, SJVC refers students to both on- and off-campus resources. The College:

- maintains a food pantry and a supply of grocery gift cards;
- makes referral to outside agencies for assistance with payment of rent, utilities, and child care;
- maintains a list of students willing to carpool, a supply of gas vouchers, and bus vouchers; and

- makes referral to crisis intervention agencies which support students with private issues, such as personal or family counseling, drug or domestic abuse, and rape counseling. **(IIB.4)**

b. Tutoring

SJVC offers a variety of free tutoring services to students including one-on-one work with an instructor or Student Center Coordinator, the development of personal training plans based on assessment examinations, and assistance in the development of study habits and techniques.

4. Disability Services

In accordance with the ADA, SJVC will reasonably accommodate students with a recognized disability so that they have the same level of access to support services as all other SJVC students.

The Student Disability Accommodation Policy posted on InfoZone sets forth SJVC’s guidelines concerning disabled students and accommodation policies and procedures. The handbook gives examples of some of the types of accommodations that may be given to disabled students to assure equitable access to academic programs, services, and activities. The Office of the Dean of Student Services makes available information on the existence and location of services, activities, and facilities that are accessible to, and usable by, persons with disabilities.

5. Financial Aid Services

Financial aid staff is available to assist students with the process of applying for federal and state loans and grants, scholarships, and institutional loan alternatives. Students can request information about their financial aid and student accounts from the Financial Aid Office or they may access the information online, assuring equitable access.

6. Career Services

The Career Services Department assists students in job search, resume writing, and interview preparations. CS staff interacts with students during the last 15 weeks of their program through the delivery of an online course, Career Services Seminar 100. As part of the course, students complete assignments which are intended to develop their “soft skills,” meet with CS staff, and attend classroom and campus employment-related presentations. **(IIB.5)**

7. Library and Learning Support Services

a. Library and Learning Resource Center

Every campus features a Library and Learning Resource Center (LLRC) and dedicated coordinator who provides students with access to educational materials and services that support the SJVC curriculum, aid in independent study, enrich their college experience, and support lifelong learning. Students access reference materials, an extensive book and periodical collection, videos, computers with internet access and word processing capabilities, copy machines, and additional in-class learning resources that support the completion of program requirements.

b. Library and Information Resources Network

Supplementing the campus libraries is the Library and Information Resources Network (LIRN), an online database to which SJVC subscribes. LIRN provides access to over 80 million journal articles, books, encyclopedias, newspapers, magazines, and audio video clips.



8. Information Technology Services

Technology support services are provided by the SJVC Help Desk Administrators who provide live, real time assistance to students, staff, and faculty five days a week during normal business hours, and weekends as needed.

Students in need of technology assistance place a request through the ticketing system, phone, or email. All requests are tracked and a survey is generated to gather information on the experience. The volume of requests drives the decision-making process for staffing and hours of operation.

The SJVC Help Desk employs an internet-based remote support application that allows staff to connect to the end user's computer over the internet. The end user need only have a connection to the internet and navigate to SJVC's remote support web page.

9. Systematic Assessment

a. Non-Instructional Program Review (NIPR)

In January 2011 the College revised its long-standing program review process by prioritizing outcome-based review with emphasis on analysis of data. The non-instructional review process evaluates achievement of stated student services outcomes.

Every student service department participated in the NIPR process in 2011/2012, identified appropriate tools and strategies with which to assess achievement of their outcomes, and memorialized the outcomes of the evaluation process to demonstrate that SJVC's student services support learning and contribute to the achievement of the mission. **(IIB.6)**

b. Data Collection

SJVC collects, monitors, and analyzes a wide variety of data to ensure that support services are meeting students' needs. SJVC's report and dashboard library contains data on attendance and grades; SLO success rates; study plan completion; retention, graduation, and placement rates.

These data are collected and reviewed regularly at specific junctures in the educational process by faculty, academic administrators, support service providers, and other college personnel to pinpoint student learning needs and provide appropriate services and programs.

c. Program Outcomes

Licensure, graduation, and placement rates are reviewed on a regular basis to identify any unmet student learning needs. These data are part of the portfolio used in program review, a process detailed in **Standard IIA: Student Learning Programs and Services**, at which time attendees analyze the data to determine whether any changes or improvements to courses, programs, or services are warranted. Outside of program review, the data are reviewed regularly by program directors, faculty, and academic administrators responsible for assuring the quality and effectiveness of programs and services.

10. Equitable Access

a. On Campus

Student services department staff are available during normal business hours and when classes are in session.

b. Online Information

(1) Public Website

SJVC's public website allows prospective and current students to access information such as tuition, financial aid program availability, career information, admissions requirements, scheduling and start dates, answers to enrollment FAQ's, and links to external websites which provide information about federal financial aid and other potential funding sources, and the net price calculator. (www.sjvc.edu)

(2) InfoZone

InfoZone, using Microsoft SharePoint software, is the web portal that houses SJVC's password-protected intranet. Because students, faculty, and administrators are required to enter InfoZone's home page to access the College's electronic resources, this page, which receives 12,000 visits per day on average, is used to disseminate college-wide and campus-specific announcements on a timely basis.

InfoZone is available 24 hours a day, from any computer with internet access, and through this portal students have access to:

• **General Information**

Students may obtain their course schedules, account statements, and financial aid information. Students may access their financial aid disbursement records and make online payments using the AcademicInfo portal.

- **eCourses**

Students can use eCourses to check their assignment, exam, and course grades and see how well they have mastered the SLOs in their courses. eCourses, therefore, provides students with up-to-date feedback on the areas in which they need to concentrate in order to enhance their academic performance.

- **LIRN**

Supplementing the campus libraries is the Library and Information Resources Network (LIRN), an online database to which SJVC subscribes.

c. Interactive Services (Online Students)

(1) Admissions

The Online Admissions Center (OAC) facilitates the entire admissions process for individuals enrolling in a program delivered in the online modality.

(www.sjvc.edu/oac)

(2) Financial Aid

Applicants for, students enrolled in, a distance education program can contact the online admissions center (OAC) by phone or email to speak with financial aid staff who is available Monday through Thursday 8:00 a.m. to 6:00 p.m. and Friday 8:00 a.m. to 2:00 p.m. PST.

The OAC is accessible 24-hours a day from any computer with internet access. It provides information and the necessary forms to apply for financial aid, and information on status of the financial aid application, completion of loan requirements, and the submission of other documents required in the enrollment process.

(3) Student Services

Students have access to the Student Services Community Group Page which contains links to Frequently Asked Questions, low income resources, contact information for key staff who provide advising services, and navigational tutorials for the Student Services Department.

Due to the complexities of learning in a web-based environment, SJVC created the Student Advisor position to serve as a consistent point of contact for online students throughout their entire educational experience. Advisors' primary responsibility is to direct students to the resources and materials that support and enhance their education experience while serving as a liaison for student services within the online division. Student advising services are available online Monday through Friday from 7:00 a.m. to 5:00 p.m. PST.

(4) Tutoring

Students may request tutoring via phone or email. To ensure that online students have the same access to their course instructors as the on-ground students, SJVC supplies cell phones to full-time faculty. Instructors are required to respond to students' email, texts, or instant messages within a 24-hour period Monday through Thursday and within 48 hours Friday through Sunday. Further, each student is assigned to an advisor who monitors

completion of their math and English study plans and provides any necessary tutorial assistance.

Tutoring is delivered through Bomgar, allowing tutors to write directly on the computer screen and enhance communication with the student.

Self-Evaluation

The College meets this standard by identifying student needs, developing and delivering support services to meet those needs, regardless of location or means of delivery, assesses the outcomes, and plans for continuous improvement.

The College conducted self-evaluation in eleven areas:

1. Admissions
2. Consistency with Mission
3. Educational Preparation
4. Student Advising
5. Tutoring
6. Financial Aid
7. Career Services
8. Library and Learning Resource Center
9. Information Technology
10. Non-Instructional Program Review
11. Data Collection

1. Admissions

a. Services

SJVC admissions staff delivers three services that contribute to student learning and fulfillment of the college mission. First and foremost, admissions staff is responsible for providing clear and accurate information to applicants to use in their educational decision-making.

The second service provided by admissions staff occurs when they identify and refer applicants, through the Transfer of Care (TOC) process, to the Dean of Student Services, for self-disclosed academic and personal support services.

The third admissions support service is their assurance that all new students attend orientation before their first set of courses. The focus of orientation is to introduce students to the variety of support services, introduce campus administration and staff, emphasize the importance of higher education, student responsibilities, campus policies and procedures, study skills, time management and goal setting, and adapting to college life.

It is expected that ninety percent of students will successfully complete their first five weeks of coursework, and admissions staff maintain contact with newly enrolled students to provide guidance and support during this critical transition period.

b. Quantitative Analysis

In the fall of 2011, an independent agency conducted an audit of advisor compliance with six criterion related to pending Department of Education regulations. This audit was repeated in spring 2012, at which time admissions advisors had completed in-house training. These audits provide evidence that 17 admissions advisors at ten campuses demonstrated increased accuracy of information presented. For example, on a four-point scale, financial aid went from 3.3 in 2011 to 3.6 in 2012, program tuition and fees from 2.8 to 3.9, and transfer of credit from 2.4 to 3.1. **(IIB.7)**
In 2011 College staff completed 4,177 activities regarding student orientation, 3,087 transfer of care, and 6,595 MyLabs assessments. **(IIB.8)**

c. Qualitative Analysis

Students are regularly polled to gauge their satisfaction with support services provided by the College's admissions staff. Results from the most recent institutional survey indicate that eighty-nine percent of student respondents agreed that they received accurate information from their Admissions Advisor about what they would need to do to succeed as a student.

One of the shared outcomes for new student orientation is students know to whom they should go with specific issues; and results from the same survey indicate that approximately seventy-eight percent of respondents agreed that they know whom to contact with an idea or concern about college policy. **(IIB.9: Page 2, question 15; page 4, question 41)**

2. Consistency with Mission

Longitudinal data, disaggregated by award and modality, is evidence that the College has met the standard that ninety percent of students will successfully complete the first five weeks of instruction, increasing from eighty-seven percent in 2007 to ninety percent in 2012. **(IIB.10)**

In 2011 admissions advisors had 16,221 retention contacts with students. **(IIB.8)**

3. Educational Preparation

a. Services

MyLabs is a software program offered by Pearson which is used to assess student readiness for college-level math and English. From the time of the program's implementation in August 2006, SJVC has monitored students' completion of their study plans and their math and English pass rates as a way of assessing MyLabs support of student learning.

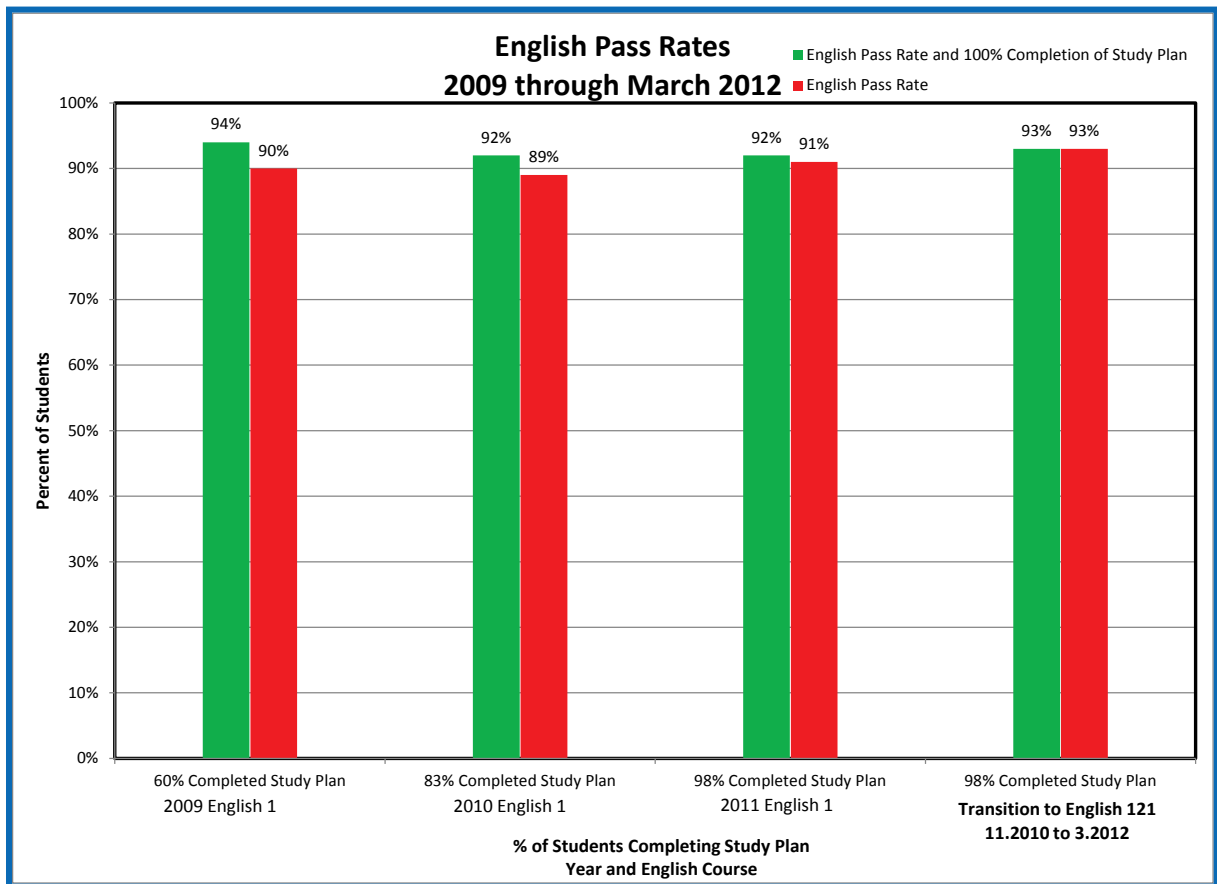
b. Quantitative Analysis

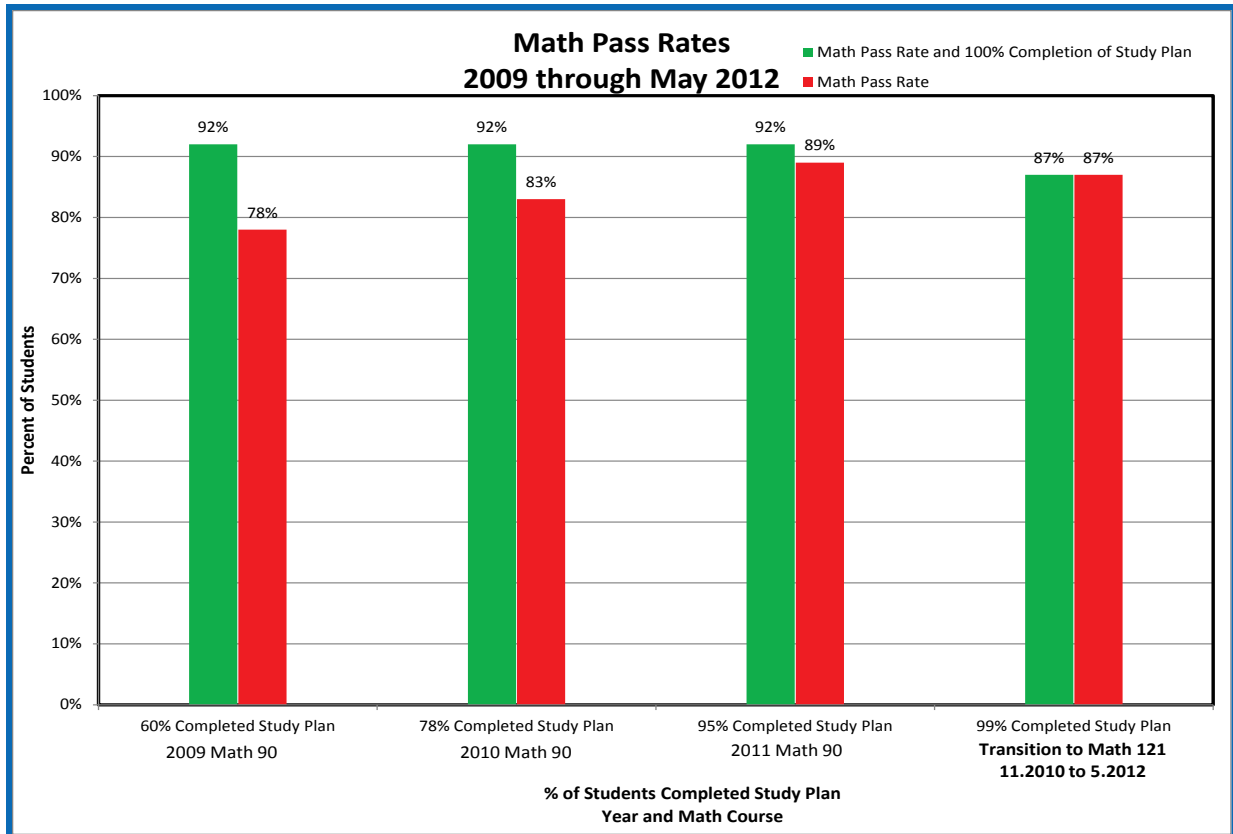
A positive correlation between students' completion level of their study plans and their math and English pass rates is evident. During the period October 2006 to February 2010, MyLabs data revealed a steady increase in math (seventy-eight to eighty-four percent) and English (eighty-two to eighty-nine percent) pass rates corresponding to the student's level of study plan completion. **(IIB.11)**

Acting upon this information, an institutional initiative to increase study plan completion on all campuses was launched in June 2010 with the goal of achieving one hundred percent of students completing one hundred percent of their study plan college-wide. The history of assessment through MyLabs and confirmation of a

viable preparatory learning mode for college math and English is detailed in **Recommendation 4.**

By the end of 2011, ninety-five percent of students completed one hundred percent of their math study plans and ninety-eight percent of students completed one hundred percent of their English study plans prior to taking their college level course. Although overall English pass rates remained stable in the low ninety percent year over year, those who completed less than seventy-six percent of their study plan had a lower success rate in college English (eighty-one percent). Overall, math pass rates have improved by nine percentage points (seventy-eight to eighty-seven percent) and show a closer correlation between one hundred percent completion of study plans and college math success rate. **(IIB.11)**





College English and Math Pass Rate by MyLabs Study Plan Completion Level 1/1/2009 to 9/4/2012

STUDY PLAN PROGRESS Prior to College Level Course	English 1						Math 90					
	Total		Pass		Fail		Total		Pass		Fail	
	n	%	n	%	n	%	n	%	n	%	n	%
100% Complete	5199	76%	4799	92%	400	8%	5339	79%	4878	91%	461	9%
76% to 99% Complete	146	2%	128	88%	18	12%	176	3%	157	89%	19	11%
1% to 75% Complete	1245	18%	1001	80%	244	20%	936	14%	720	77%	249	27%
0% Complete	264	4%	223	84%	41	16%	308	5%	214	69%	94	31%
TOTAL WITH GRADE	6854		6151	90%	703	10%	6759		5969	88%	823	12%

STUDY PLAN PROGRESS Prior to College Level Course	English 121						Math 121					
	Total		Pass		Fail		Total		Pass		Fail	
	n	%	n	%	n	%	n	%	n	%	n	%
100% Complete	2877	99%	2686	93%	191	7%	2825	99%	2450	87%	375	13%
76% to 99% Complete	4	0%	2	50%	2	50%	2	0%	2	100%	0	0%
1% to 75% Complete	27	1%	17	63%	10	37%	13	0%	8	62%	5	38%
0% Complete	9	0%	7	78%	2	22%	9	0%	3	33%	6	67%
TOTAL WITH GRADE	2917		2712	93%	205	7%	2849		2463	86%	386	14%

Transition to English 121 and Math 121 began 11/29/2011

The transition to Math 121/Math 122 and English 121/English 122 began in November 2010 and warranted careful review of the relationship among MyLabs assessments, study plan content, and student success. MyWritingLab and English 121 pass rates remained stable in the low ninety percent. (IIB.12, pages 15-27)

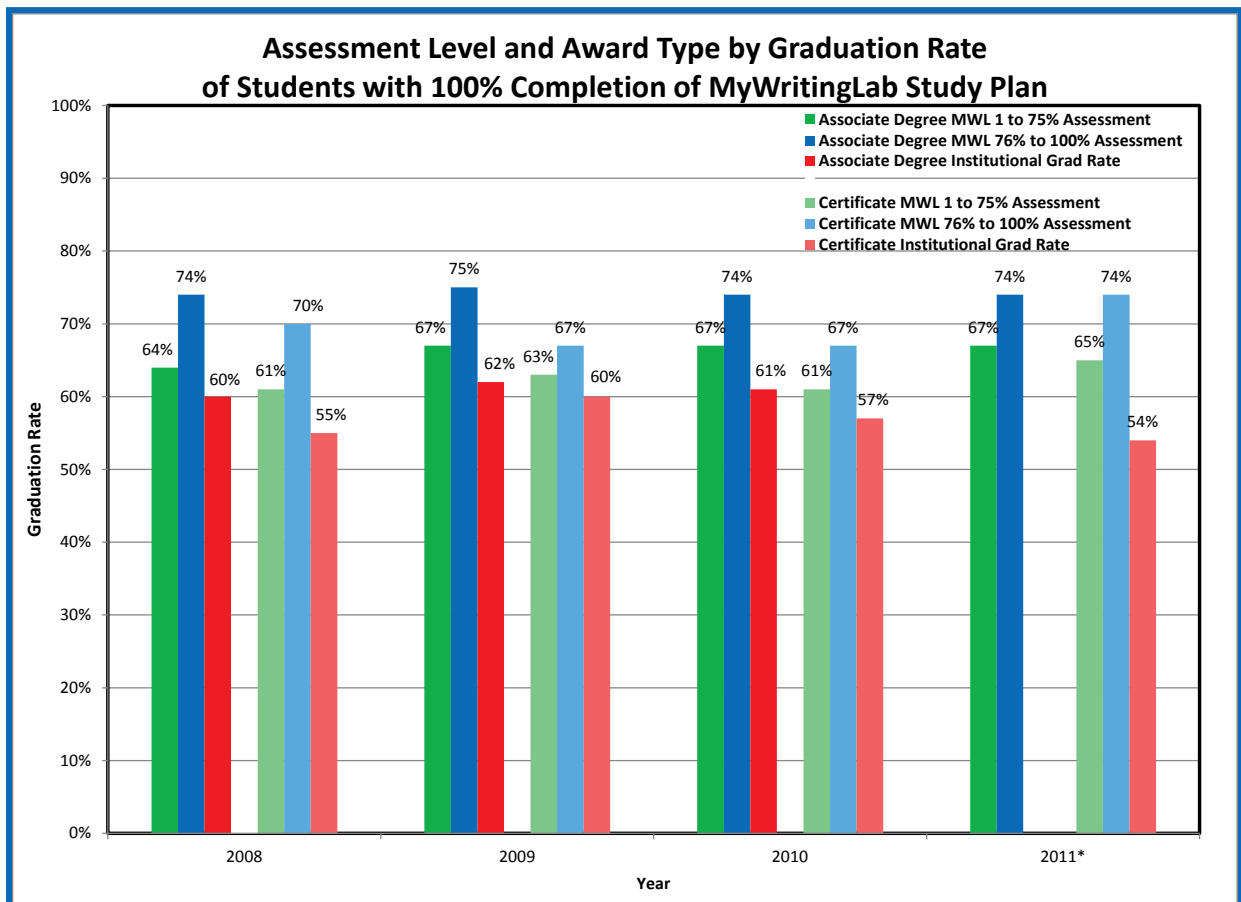
Faculty determined a need to better align requisite knowledge and MyMathLab assessment and study plan content to the more rigorous Math 121, as pass rates had

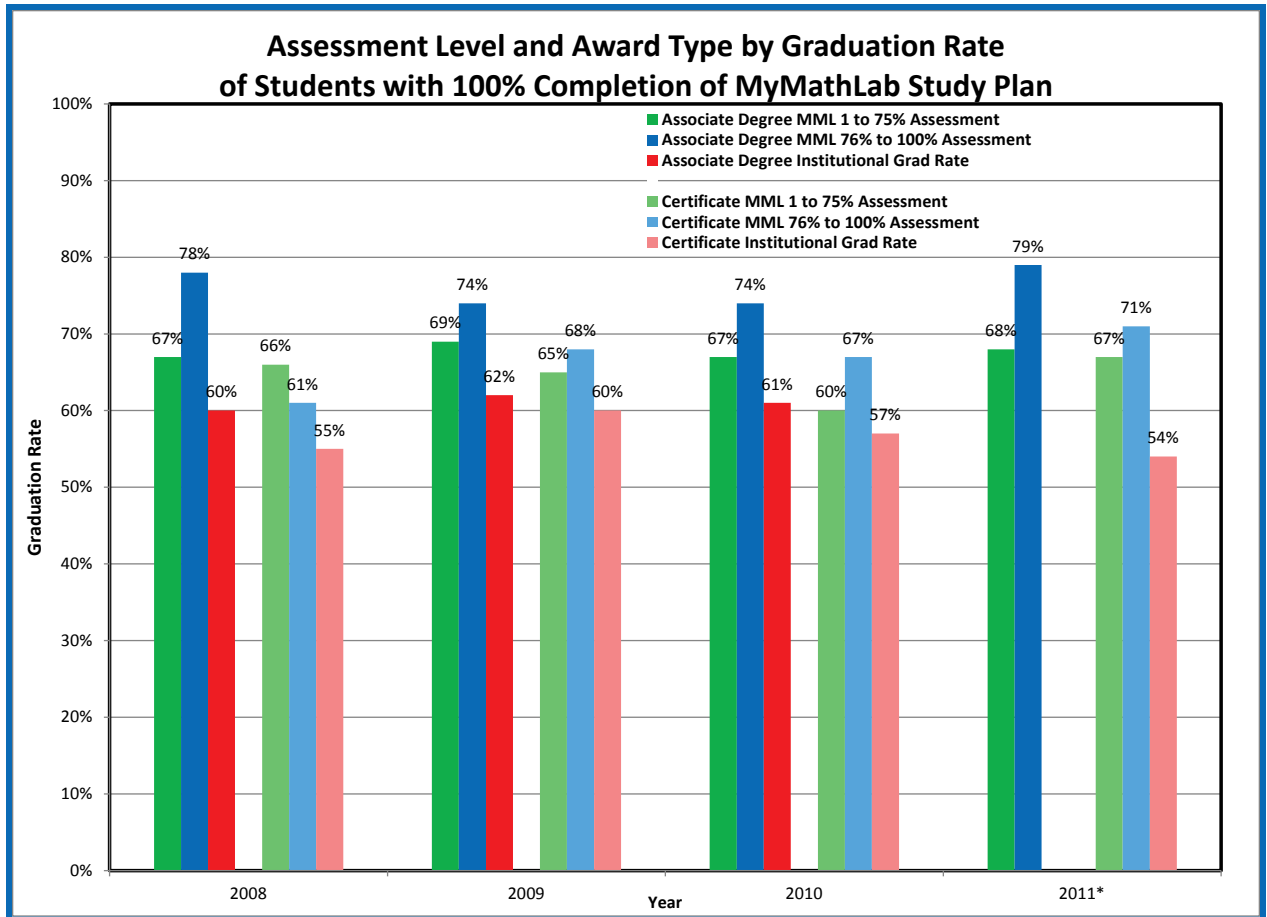
declined to as low as seventy percent at on-ground campuses and fifty-four percent in the online modality. (IIB.12, pages 6 and 7, 14 and 15)

Further longitudinal data, disaggregated by course, supports the assertion that completion of the study plan contributes to retention, regardless of assessment level or award type. Those students who assessed less than seventy-six percent in MyWritingLab but completed one hundred percent of their study plan graduated at a higher rate than the general population year over year, sixty-four to sixty-seven percent for Associate Degree seeking students and sixty-one to sixty-five percent for certificate seeking students when compared to the general population, sixty to sixty-two percent and fifty-four to sixty percent respectively.

Similarly, those students who assessed less than seventy-six percent in MyMathLab but completed one hundred percent of their study plan graduated at a higher rate than the general population year over year, sixty-seven to sixty-nine percent for Associate Degree seeking students and sixty-six to sixty-five percent for certificate seeking students.

In all cases the highest rate of graduation is related to those students who assessed seventy-six percent or greater and completed one hundred percent of their study plan. (IIB.13)





Data, disaggregated by campus and 2011 activity, shows institutionally there were 23,901 MyLabs advising activities. **(IIB.8)**

c. Qualitative Analysis

In the most recent institutional survey, seventy-eight percent of student respondents agreed with the statement that, “MyLabs study plans have helped to prepare me for my college English courses,” and seventy-nine percent agreed that, “MyLabs study plans have helped to prepare me for my college math courses.” **(IIB.9: Page 3, questions 26 and 27)**

4. Student Advising

a. Services

The advising function primarily consists of interventions with academically at-risk students and providing those students with referrals to appropriate academic and personal resource services to support the achievement of their educational goals.

b. Quantitative Analysis

Data disaggregated by campus and activity shows institutionally there were 17,373 occurrences of student advising for non-academic issues in 2011. **(IIB.8)**

c. Qualitative Analysis

While the College is confident that students have equitable access to support services, analysis of the results from the most recent institutional survey suggests that a considerable number of students (thirty-two to forty-seven percent) are not aware of certain academic and personal resource support services available to them.

Academic and Personal Advising All Campuses		Not Aware		Aware but have not used		Have used and it helped me		Have used but it did not help me		Mean*
IIB Student Question:		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Q18	Student advising for academic issues	455	18%	1476	58%	542	21%	59	2%	2.08
Q19	Student advising for personal issues	590	23%	1463	58%	417	17%	53	2%	1.97
Q20	Tutoring	143	6%	1675	66%	662	26%	46	2%	2.24
Q21	Transportation (car pooling, bus passes, etc.)	474	19%	1732	69%	271	11%	41	2%	1.95
Q22	Gas Vouchers	985	39%	1318	52%	198	8%	26	1%	1.71
Q23	Food Pantry	809	32%	1556	62%	146	6%	18	1%	1.75
Q24	Childcare	1189	47%	1247	49%	76	3%	18	1%	1.57

Results of the most recent institutional survey indicate that, of the students who are aware of and have used advising for academic issues, ninety percent agreed that the advising services helped them. Likewise, eighty-nine percent of respondents who were aware of and had used advising for personal issues agreed that the advising services helped them. **(IIB.9: Page 5, questions 18 and 19)**

5. Tutoring

a. Services

Academic support services include one-on-one tutoring with an instructor or Student Center Coordinator.

b. Quantitative Analysis

Data, disaggregated by campus and 2011 activity, showed institutionally 15,013 tutoring events completed by College staff. **(IIB.8)**

c. Qualitative Analysis

Results from the most recent institutional survey provide qualitative evidence that suggests tutoring meets students’ needs. Ninety-two percent of respondents agreed with the statement that, “My instructors are regularly available to mentor and tutor my classmates and me” and ninety-one percent agreed with the statement that, “The Student Center provides a variety of services and resources to improve my educational and personal success.” **(IIB.9: Page 2, question 10; page 3, question 25)**

6. Financial Aid Services

a. Services

SJVC has established a process to ensure applicants receive clear and accurate information regarding their financial aid eligibility during the enrollment process. Students meet with a Financial Aid Officer a minimum of three times prior to enrollment to ensure that students are aware of the importance of their decisions as well as any future financial obligation they may have to repay from borrowed loan funds.

Financial Aid uses a variety of CampusVue reports to monitor that student aid is delivered accurately and in a timely manner.

b. Quantitative Analysis

Data, disaggregated by campus and 2011 activity, shows institutionally there were 63,246 financial aid student service activities provided to an unduplicated student headcount of 11,608. **(IIB.8)**

c. Qualitative Analysis

In the most recent institutional survey, students were asked whether they agreed that the Financial Aid Office provides clear and accurate feedback on the financial aid process. Seventy-eight percent of respondents indicated that they agreed. Sixty-eight percent of students agreed that, “The student accounts bookkeeper is helpful by providing payment options for me.” **(IIB.9: Page 3, questions 30 and 31)**

7. Career Services

a. Services

SJVC’s Career Services (CS) Department provides student support through the delivery of the Career Services Seminar (CSS100) course. The course, a graduation requirement, is designed to prepare students for entry into the workforce by developing their “soft skills.” Student Learning Outcomes for the course include:

- Design thorough and accurate resumes and related documents.
- Complete employment applications correctly.
- Apply goal setting techniques as they pertain to obtaining employment.
- Apply effective job search strategies.
- Demonstrate proper interviewing skills and respond appropriately to commonly asked interview questions.
- Implement professional networking skills and strategies.

(IIB.5)

b. Quantitative Analysis

In 2011, the CSS 100 course was delivered 347 times to 4359 students. Of these students, ninety-two percent passed the course and exceeded the institutional benchmark of eighty-five percent success rate for each learning outcome. **(IIB.14)**

Data, disaggregated by campus and 2011 activity, shows institutionally there were 101,084 meetings between students and their Career Services Advisor; mock interviews were conducted 9,280 times; and Career Services Advisors assisted 1,525 times with preparation of resumes. **(IIB.8)**

c. Qualitative Analysis

Data from the most recent institutional survey showed eighty-four percent of students agreed that they were “satisfied with the guidance and support provided by my Career Services Advisor,” and in the same survey seventy-nine percent of students agreed that the “career services assignments are beneficial in helping me acquire career readiness skills.” **(IIB.9: Page 3, questions 28 and 29)**

In early 2012 a formal evaluation of graduate placement trends revealed that Career Services Advisors were focused disproportionately on developing students’ professionalism early in the educational experience and were not allocating sufficient time to establish and foster relationships with community employers, nor were they actively identifying strategies for assisting students to achieve placement in their chosen career fields. As a result, the following changes were implemented:

- Professional development was provided to CS staff to increase efficiencies by equipping them with the knowledge and skills required to establish both student and employer relationships.
- The CS report and dashboard library was restructured to report on CSA activity in three key areas: meetings and phone calls to employers, meetings with students, and phone calls to students. The report and dashboard library is used by CSAs and their supervisors to track and monitor activities.
- Restructuring the CSS 100 course so that it is delivered during the last 15 weeks of the program through distance education.



d. Outcome Assessment

The fundamental outcome measure of effective career services support is the graduate placement rate. The College undertook a systematic evaluation of its definition and calculation of placement rates in the summer of 2012. Following on the ultimately unsuccessful work of the federal Department of Education to create a unified standard for graduate placement, the College prepared a comparative analysis of definitions and standards for the California Bureau of Private Postsecondary Education (BPPE) and the two largest national institutional accreditors. **(IIB.15)**

The College revised its standards, definitions, and calculation of placement rates to increase consistency with these external oversight bodies. While the College does not operate under the authority of these agencies, the revisions were made in the interest of clear and consistent communication with prospective students and regulatory bodies.

The table below is a representative sample of the placement rate for the five largest-census programs and credential level for SJVC graduates from July 2011 to June 2012, as of November 2012. This data applied the placement rate definitions the College adopted as a result of its comparative analysis. The first official publication of data for all programs will occur in January 2013 in accordance with the Education Department gainful employment regulations related to consumer disclosures.

PROGRAM	CERTIFICATE	DEGREE
Medical Assisting	60%	67%
Respiratory Therapy	NA	68%
Pharmacy Technology	NA	32%
Business Administration	71%	85%
Medical Office Administration*	45%	70%

*Medical Office Administration, Administrative Healthcare Management, Health Care Administration, and Health Care Insurance Specialist

8. Library and Learning Resource Center

Note: The library and learning resource center is detailed in **Standard IIC** and addressed briefly in this standard.

a. Quality Assurance

Historically, the quality and effectiveness of library services were assessed through institutional student surveys, library surveys, usage reports, and faculty input. While these mechanisms are still used to assess certain aspects of library services, the non-instructional program review process has resulted in a more focused and formal evaluation.

b. Quantitative Analysis

Data captured from course learning outcomes and gate counts demonstrate that library services support student learning and contribute to the fulfillment of the mission by providing the necessary learning resources required for their course assignments, assisting students with their research needs, developing their information literacy skills, and instilling a desire for lifelong learning

Sixteen-month unduplicated head count showed an average of 21.9 uses, per student, of the Learning Resource Center. **(IIB.16)**

Based on the assessment of 894 students, 159 ENG 122 courses, and 6569 assignments across campuses November 2010 through June 2012, seventy-one percent of students successfully achieved student learning outcome #6, “Demonstrate information literacy, including analytical use of an electronic environment, to effectively research.” **(IIB.17)**

c. Qualitative Analysis

In the most recent institutional survey, seventy percent of students agreed that they were shown how to retrieve and use information from both the library collection and from LIRN, and eighty-two percent of students agreed that they are learning how to locate, critically evaluate, and use information effectively.

The same survey showed sixty-eight percent of faculty agreed that, “library resources are helpful in enhancing my lesson plans.” **(IIB.9: Page 4, questions 33 and 34; page 7, question 16)**

9. Information Technology Services

a. Services

The IS Department supports student learning and the achievement of the mission by providing and maintaining hardware and software, including career-focused software platforms to assist students in meeting course and program learning outcomes, maintaining a network infrastructure that includes services for individual home folder network storage and individual email accounts, and maintaining a learning management system (LMS) to provide access to course content and requirements. Onsite and remote support staff are available to assist students with computer and software-related issues. These services are detailed in **Standard IIC.1: Technology Resources**.

b. Quantitative Analysis

One of the key quality assurance indicators for technology support services is the timely resolution of students’ requests submitted through the Help Desk. The IS Department has established a standard of service which requires a response to Help Desk tickets within 48 hours post-submission. A review of tickets generated during January through September 2012 indicates that the department has exceeded its standard with an average response time of 21.39 hours. **(IIB.18)**

c. Qualitative Analysis

In the most recent institutional survey, seventy-one percent of students agreed that the Help Desk resolves their technical issues in a timely manner, and eighty-nine percent

of students agreed that they are provided adequate and up-to-date technology resources.

The same survey showed eighty-eight percent of faculty agreed that, “The help desk resolves my technical issues in a timely manner.” (IIB.9: Page 4, questions 37 and 39; page 9, question 29)

10. Non-Instructional Program Review

a. Overview

Assessment of student service outcomes occurred through the annual student services surveys conducted in 2009, 2010, and 2011. Results were reviewed by campus and corporate employees and used to evaluate individual service departments.

With the implementation of the outcomes-based NIPR process, the evaluation of student support services is now based upon a focused and reliable review and analysis of data pertaining to departmental performance, and leads to evidence-based plans for improvement.

During 2011 and 2012, every student support service department conducted a program review. While for some departments the primary purpose of this first cycle of review was to identify the essential data needed to evaluate their respective services, other departments had the data available to engage in meaningful evaluation of their services, which led to actionable plans for improvement. NIPR results will continue to be used by key stakeholders to identify and implement improvements to student support services departments.

b. Qualitative Analysis

The most recent institutional survey showed that eighty-eight percent of faculty agree that, “Support services are adequate to support students in achieving their educational goals.” In the same survey, of the 191 staff who had participated in a non-instructional program review, ninety-five percent rated the quality as effective.

(IIB.9: Page 7, question 14; page 17, question 39)

11. Data Collections

Evidenced by the number of times the reports are accessed, data is being reviewed by college constituents for quality assurance purposes. For example, in the one-month period August 4 to September 4, 2011, the 77 reports available for use in academic affairs were accessed 2,281 times. (IIB.19)

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Select an effective admissions assessment for online	Select Capable Applicants	March 2013
2.	Increase student awareness from orientation of whom to contact with a concern, from 78% to $\geq 85\%$	Select Capable Applicants	Jan 2014
3.	Increase student awareness of resource support services from 53% to $\geq 85\%$	Build Graduate Readiness	Jan 2014
4.	Implement ILO assessment in all academic programs and non-instructional departments	Achieve Student Learning Outcomes	June 2014

Exhibits

IIB.1	Student Demographic Data (2008-2011)
IIB.2	Non-Instructional Program Review Schedule
IIB.3	Policy on Program Review of Non-Instructional Programs and Services
IIB.4	Student Resources Brochure
IIB.5	CSS100 Course Outline
IIB.6	Sample Non-Instructional Program Review Report (Library and Learning Resource Center)
IIB.7	Admissions Audit – October 2011
IIB.8	2011 Student Support and Advising Activities by Campus
IIB.9	Results from the 2011 Institutional Self Study Survey
IIB.10	Retention Rate by Week (2006-2011)
IIB.11	MyLabs Study Plan Completion and Math and English Pass Rates (2009 - March 2012)
IIB.12	Math Pass Rates Disaggregated by Course, Modification to Readiness CLOs, and Faculty Professional Development
IIB.13	Graduation Rate by Assessment Level and Award Type (2008-2011)
IIB.14	Career Services Seminar 100 Achievement Data
IIB.15	Standards for Defining and Calculating Graduate Placement
IIB.16	Library and Learning Resource Center and Library & Information Resources Network Gate Count Summaries
IIB.17	English 122 Learning Outcome Achievement Data
IIB.18	Information Services Help Desk Response Times (1/1/2012 – 9/18/2012)
IIB.19	Report and Dashboard Library Reports accessed during 8/4/2012 – 9/4/2012

IIB.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

IIB.2.a

General Information

Official Name, Address(es), Telephone Number(s), and Web Site

Address of the Institution

Educational Mission

Course, Program, and Degree Offerings

Academic Calendar and Program Length

Academic Freedom Statement

Available Student Financial Aid

Available Learning Resources

Names and Degrees of Administrators and Faculty

Names of Governing Board Members

IIB.2.b.

Requirements

Admissions

Student Fees and Other Financial Obligations

Degree, Certificates, Graduation and Transfer

IIB.2.c

Major Policies Affecting Students

Academic Regulations, including Academic Honesty

Nondiscrimination

Acceptance of Transfer Credits

Grievance and Complaint Procedures

Sexual Harassment

Refund of Fees

IIB.2.d.

Locations or publications where other policies may be found

Descriptive Summary

This descriptive summary addresses two topics:

1. Catalog
2. Additional Publications

1. Catalog

SJVC publishes a catalog which includes the information listed in the standard. Information on the college's mission, history, policies, accreditation, foundation, and organization is also included.

The College Catalog is published every January and July. The Director of Institutional Relations is responsible for coordinating the review and publication of the catalog. A variety of faculty, staff, and administrators participate in the semi-annual catalog review to ensure it contains precise, accurate, and current information.

In 2009 the catalog was restructured and rewritten using a template with new categories in order to make it easier to locate information. Informal feedback from the campuses indicated that the document is easier to navigate and information is easily accessible.

Beginning in 2012, the College instituted new procedures to better communicate changes to policies, procedures, and programs that occur during the interim of catalog publications. These changes are recorded on a dynamic document housed on the College's intranet and public website and memorialized in the subsequent catalog publication. This process allows the College the flexibility to implement change as necessary while keeping students and the public abreast of all implemented changes.

The catalog is available on InfoZone and on the College's public website at no charge as a PDF version. At the time of enrollment, students receive a CD containing the catalog, Student Handbook, Student Disability Accommodation Policy, and Campus Security Report. **(IIB.20)**

2. Additional Publications

The Student Handbook is published twice a year in conjunction with the publication of the College Catalog. The handbook provides information about policies and procedures pertaining to the rights and responsibilities of students, resources, student activities, and safety information. **(IIB.21)**

The Student Disability Policy is a comprehensive publication that informs the student of the college's responsibilities, as well as the students', should they need to submit a disability claim or request accommodations under the Americans with Disabilities Act (ADA). **(IIB.22)**

The Substance Abuse Prevention program is provided in accordance with the Drug Free Schools and Communities Act of 1989. SJVC maintains policies and standards regarding substance abuse as a way to prevent, identify, and respond to its impact on education and to provide support to those who need it. **(IIB.23)**

The Campus Security Report and Safety Procedures Manual is published on an annual basis and distributed to all students and employees. The report includes policies and procedures regarding access to campus facilities, crime prevention education, personal responsibility,

reporting of a crime on campus, and supportive services provided to victims of crime on campus. **(IIB.24)**

Academic programs that hold an approval from a programmatic accreditor have a program handbook to serve as an information guide, clarify policies and procedures governing the conduct of students, and as a supplement to the SJVC catalog, SJVC handbook, and course syllabi.

Self-Evaluation

The College meets the standard. The College provides a comprehensive catalog and other publications that are reviewed on a cyclical basis by constituencies with content expertise and revisions are made as needed. Each time a publication is reviewed, policies and procedures are examined to ensure accuracy and currency.

The College conducted self-evaluation in two areas:

1. Quantitative Analysis
2. Qualitative Analysis



1. Quantitative Analysis

CONTENT	PAGE
Office name, address[es], telephone number[s], and website	9-11
Address of the Institution	9
Educational Mission	5
Course, Program, and Degree Offerings	9-12; and Catalog Supplement page 8
Academic Calendar and Program Length	15-16
Academic Freedom Statement	26
Available Financial Aid	22; and Catalog Supplement pages 12-13
Available Learning Resources	39
Names and Degrees of Administrators and Faculty	168-184
Names of Governing Board Members	168
Admissions	14-15
Student Fees and Other Financial Obligations	17-20; and Catalog Supplement page 3
Degrees, Certificates, and Graduation Transfer	47-166; and Catalog Supplement pages 3-12
Academic Regulations, including Academic Honesty	26-27, 42-45; and Catalog Supplement page 3
Nondiscrimination	28
Acceptance of Transfer Units	14-15
Grievance and Complaint Procedures	29-33
Sexual Harassment	28-29
Refund of Fees	23-24

2. Qualitative Analysis

Results of the most recent institutional survey indicate that eighty-six percent of students agreed that the catalog accurately reflects programs, services, and policies; and eighty-nine percent agreed that “SJVC’s student handbook accurately reflects the College’s programs, services, and policies.” (IIB.9: Page 2, question 16; page 3, question 17)

Improvement Plans

The College identified no improvement plans as a result of its self-evaluation.

Exhibits

IIB.20	2012/2013 College Catalog
IIB.21	Student Handbook (Rev. 2012)
IIB.22	Student Disability Accommodation Policy (Rev. 3/2012)
IIB.23	Substance Abuse Prevention Program (2012 – 2013)
IIB.24	Campus Security Report and Safety Procedures (2012 – 2013)

IIB.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

As expressed in its mission statement, SJVC is committed to the success of every student. SJVC views student success as development of the qualities delineated in its institutional learning outcomes, all of which represent one or more of the qualities and ideals expressed in this standard:

- Professional
- Confident
- Skilled
- Educated
- Communicators
- Citizens

SJVC has purposefully structured its academic programs, services, and practices to instill ILO achievement beginning day one of students' educational experience. SJVC provides an environment rich in activities and learning experiences designed to embed these key qualities into the life of every student.

This descriptive summary addresses eight topics:

1. Admissions Process
2. New Student Orientation
3. Student Center
4. Career Services
5. Program Curriculum
6. Community Involvement
7. Clubs and Organizations
8. Recognition

1. Admissions Process

The development of personal responsibility begins during the admissions process and continues throughout the duration of students' educational experience. Applicants are asked a series of questions during the interview to gauge the level of their commitment to completing their educational goals. If it appears that an applicant is not as committed as the admissions advisor expects, there is additional discussion regarding the time to completion, outside of class requirements, and expenses associated with their program of interest to ensure that the individual is personally invested prior to enrollment.

2. New Student Orientation

Continuing its investment in developing students' personal responsibility and professional development, SJVC conducts a New Student Orientation (NSO) which must be attended prior to the first day of class. During NSO, students are introduced to members of student services departments, provided with information regarding available support services, and encouraged to demonstrate personal responsibility by initiating requests for assistance as soon as possible if they begin to experience academic or personal difficulties.

3. Student Center

New students also attend a separate orientation for the Student Center during which they are made aware of the learning and technology resources available on campus, online, or through remote access. This focused session ensures that students are well informed of the resources available to them, know where and how to access these resources, and are introduced to the staff who deliver these respective services. As with NSO, students are encouraged to exercise personal responsibility to initiate use of the resources available in the Student Center.

4. Career Services

Every student is assigned to a Career Services Advisor with whom they partner to identify and address their professional development needs.

The CSS 100 course supports students' development on a personal and intellectual level. The course includes a combination of distance learning assignments and mandatory attendance at SJVC events and seminars designed to increase personal and professional development. As students near graduation, they are required to complete a mock interview conducted by an employer or a staff member. **(IIB.5)**

5. Program Curriculum

Students are held to a high standard of professionalism and are given immediate feedback on areas in need of improvement. Every program's curriculum is aligned with the ILO; course and program assessment plans identify where content and learning experiences will be provided to introduce students to the qualities and skills which typify well-rounded individuals. As SJVC takes a cross-curricular approach to instruction, both core and general education courses provide students with the opportunities to acquire these essential attributes. **(IIB.6, pages 8-14)**

6. Community Involvement

Personal and civic responsibility is developed through community involvement, participation in campus clubs and student organizations, and other institutional activities. Student and employee participation in community service projects is highly encouraged, as participation in community service projects is the primary vehicle used to develop an understanding and appreciation for citizenship. In 2011, SJVC students and staff engaged in 116 different community service projects and campus events outside of the classroom. **(IIB.25)**

While participation in community service projects is the primary method SJVC uses for developing citizenship and personal responsibility in its student population, the College also employs other mechanisms to promote and instill appreciation for these key attributes. For example, InfoZone contains a link with information on how one can register to vote,

announcement of dates and events related to citizenship such as Constitution Day, and articles related to campus or program community service projects.

7. Student Clubs and Organizations

Participation in clubs and student organizations is another way SJVC encourages and promotes students' personal and civic development. SJVC makes an effort to promote students' involvement in clubs and organizations by devoting a portion of NSO to informing students about the recognized and active clubs and organizations on their respective campuses. **(IIB.26)**

Each campus has an Associated Student Body (ASB) club whose responsibilities include upholding and promoting the standards of academic success, student activities, and civic duties. The ASB serves as one of the ways by which students may be involved in college governance. Additional clubs and organizations work to promote an environment of student engagement outside the classroom by providing opportunities for involvement with the institution and community.

8. Student Recognition

SJVC students are recognized from time of start through graduation for their intellectual, civic, and personal accomplishments. Awards include Academic Excellence, Perfect Attendance, Dean's List, and other campus-specific awards. These recognitions are discussed at NSO and are also communicated to students through the Student Handbook.

While not an award, membership in the National Technical Honor Society requires academic achievement and community involvement; which, by virtue of membership, bestows honor and recognition upon its members.

Self-Evaluation

The College meets this standard. SJVC provides ample opportunities and programs to develop students on academic, personal, and professional levels. SJVC provides an environment that encourages students to realize their educational goals and aspirations.

SJVC values continuous improvement and utilizes systematic participative processes to assess and evaluate students' attainment of ILOs. At program review (instructional and non-instructional), attendees review and analyze ILO achievement data to determine whether any improvements to courses, programs, or services are required to further students' attainment of these essential qualities.

Results from the most recent institutional survey suggest that students agree that the College is contributing to their academic, professional, and personal growth. Ninety-seven percent of respondents agreed that their instructors encouraged them to grow professionally and personally, ninety-three percent agreed that their instructors continue to teach them how to become better communicators, ninety-two percent agreed that their instructors have sparked their curiosity for learning beyond the classroom, seventy-seven percent agreed that the culture of the college inspires them to become more involved in civic activities, and eighty-two percent agreed that the culture of the College inspires them to become a more ethical person. **(IIB.9: Page 1, questions 3, 4, and 5; page2, questions 8 and 9)**

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

Exhibits

IIB.25	Campus Community Service Activities 2009-2011
IIB.26	List of Student Clubs and Organizations by Campus

IIB.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

SJVC is committed to the academic, personal, and professional success of every student. SJVC faculty, administrators, and staff proactively identify issues that may hinder students' academic progress, refer students to appropriate support services, and maintain contact with students throughout the duration of their time at SJVC. Advising services are provided at many different levels beginning with the admissions process and continuing throughout the educational experience.

SJVC has designed and maintains counseling and academic advising programs in a system of campus constituency groups, mid-point assessment, and academic progress plans that support student development and success. SJVC personnel review student success data at specific junctures in the educational process to determine which students are in need of intervention.

This descriptive summary addresses four topics:

1. Campus Constituency Group Process
2. Mid-Point Assessment Process
3. Academic Progress Plans
4. Faculty and Staff Preparation

1. Campus Constituency Group Process

Campus Constituency Groups are instrumental in identifying students in need of the advising services that support their success. These groups are comprised of Student Center Coordinators, Admissions Advisors, and faculty. The groups meet during the second week of each five-week module to review student records pertaining to attendance, grades, and study plan completion. Students who are below seventy-five percent in the first week of courses, have not completed benchmarks for MyLabs study plan completion, or who are having trouble attending class are identified and the process of counseling and advising begins. Students must meet with members of their campus' management team (Dean of

Student Services, Student Center Coordinators, Academic Dean, and Campus Director) to discuss their status and take advantage of resources such as tutoring, time management training, and schedule adjustments.

2. Mid-Point Assessment Process

SJVC reviews students' grades at specific junctures in their courses to identify those who are at risk of failing the course. At the mid-point, students whose grades are at seventy-five percent or lower are referred for academic advising. The student meets with an assigned member of the academic assessment team to establish a measurable plan of action containing specific goals, and to identify obstacles to success and strategies for overcoming them.

(IIB.27)

3. Academic Progress Plans

Academic Progress Plans play a major role in academic advising and are used to effectively support student development and success. Once a student has been placed on academic probation due to failure to meet satisfactory academic progress (SAP), they must work with the instructor(s) to create an Academic Progress Plan which outlines the milestones the student must meet in order to return to satisfactory academic standing. The milestones include actions the student must take to achieve success in the course and actions the instructor will take to assist the student. Once the plan is created, the student regularly meets with the Division Manager, Dean of Student Services, or instructor to discuss academic progress. The student is given 15 weeks to successfully meet SAP requirements. **(IIB.28)**

4. Faculty and Staff Preparation

Faculty and staff providing personal and academic advising receive training from the corporate office and their respective campuses. Faculty and staff are required to attend New Faculty Orientation (NFO) upon being hired at the college. During this orientation, training is provided on advising standards, resources, service departments, and documentation.

Self-Evaluation

The College meets this standard. SJVC has designed, implemented, evaluated, and maintains a comprehensive system for student advising programs and has identified those services requiring improvement. Faculty and other college personnel who deliver advising services receive adequate training and preparation for this responsibility during NFO and other trainings geared toward this specific purpose.

The College conducted self-evaluation in two areas:

1. Quantitative Analysis
2. Qualitative Analysis

1. Quantitative Analysis

The effectiveness of the mid-point assessment process was evaluated by comparing the mid-course and final grades of students who did and did not receive mid-point advising.

For the period September 2011 to September 2012, over ten percent (8740 of 83,391) mid-term grades were lower than seventy-five percent at mid-term. The most at-risk students were assigned to meet with a member of the academic assessment team, who conducted a

total of 2471 student meetings. The data shows that in sixty-nine percent of cases where mid-term advising occurred, students improved their final course grade. **(IIB.29)**

Data, disaggregated by campus and 2011 activity, shows institutionally the College conducted 10,192 mid-point assessments and 24,110 academic advising sessions. **(IIB.8)**

Over 549 faculty and staff attended New Faculty Orientation (NFO) in 2010 and 2011. NFO consisted of eleven two-day events in 2010, and in 2011 there were nine two-day events. **(IIB.30, page 4)**

2. Qualitative Analysis

Feedback from participants in New Faculty Orientation consistently rate the experience between 3.7 and 3.8 on a four-point Likert scale where 4 is ‘very clear’ and 1 is ‘very confusing.’ Topics including Student Center, My Labs, SJVC Students: Who are They, and Building a Learning Community are the faculty and staff introduction to the advising opportunities they will experience. **(IIB.30, pages 6-10)**

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Improve success (persistence) of students identified by campus constituency group by five percent	SJVC Offers Pathways to a Career	June 2014

Exhibits

- IIB.27 Mid-Term Milestone Assessment (Form)
- IIB.28 Academic Probation Progress Plan (Form)
- IIB.29 Mid-Term Advising Activities (9/2011 – 9/2012)
- IIB.30 New Faculty Orientation – Summary of 2010-2011 Trainings



IIB.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

As seen in its Core Values Statement, SJVC values an education and employment environment that promotes diversity. In an effort to foster a culture of respect and appreciation for individuals from diverse ethnic, cultural, economic, and educational backgrounds, SJVC has established institutional and campus-specific Diversity Committees. The committees work toward the shared goal of moving SJVC from simply accepting, tolerating, including, and referencing diversity to acting and doing business in a deliberate and consciously diverse manner. To that end, the Diversity Committees plan, deliver, assess, and evaluate the effectiveness of their efforts in contributing to student and employee understanding and appreciation of diversity.

The Institutional Diversity Committee is comprised of one to two representatives from each campus and the corporate office. The committee meets quarterly and is responsible for the development and implementation of the Institutional Diversity Plan. **(IIB.31)** In 2011/2012, the committee revised the plan to include the following goals:

- Create a variety of internal and external activities to educate staff, students, and members of the community on the benefits and value of understanding the concepts and practice of diversity.
- Foster an environment of inclusion which values, celebrates, and recognizes each individual for his or her unique attributes.

The campus representatives on the Institutional Diversity Committee are responsible for leading their respective campus sub-committees, which are comprised of a variety of stakeholders. Campus initiatives include professional development, quarterly events, and ongoing encouragement for open discussion and sharing. The committees are responsible for developing ways to measure the effectiveness of their respective campus' efforts in meeting the goals within the Diversity Plan. Activities vary by campus and include:

- Classroom discussions and assignments related to diversity are integrated into the coursework. For example, in the Introduction to Sociology course, students relate sociological concepts to aspects commonly associated with everyday interactions with people and groups. The Culture Project is an example of a classroom activity that increases student awareness of diversity. **(IIB.32 and .33)**
- Diversity-focused activities such as Peace One Day, multicultural fairs, the I Choose... Campaign, and Black History Month
- Field trips, such as the Museum of Tolerance in Los Angeles
- Displays of diversity-related information through the use of posters or bulletin boards for topics throughout the year. For example, the Visalia Campus honors a different group each month ranging from Martin Luther King, Jr. in January to Kwanza, Christmas, and Hanukah in December.

Self-Evaluation

The College meets the Standard. College constituents are provided with sufficient exposure to diversity-related information and topics through student coursework, the availability of a wide variety of learning resources, and various institution-wide events and co-curricular activities.

The Institutional Diversity Committee continually assesses its effectiveness in achieving the goals expressed within the diversity plan and implements any necessary improvements. For example, in 2010 the diversity survey revealed that ninety percent of student respondents felt a sense of belonging on campus, ninety-three percent felt that leadership supports diversity, and eighty-five percent were aware the campus has a committee. However, approximately twenty-three percent of students surveyed were not aware of the events sponsored by the Diversity Committee. **(IIB.35)**

Results from a subsequent survey in 2011 indicate that when students were asked if they attended a diversity event and found the information valuable, sixty-three percent agreed. However, twenty-four percent of respondents indicated they didn't know. While these results suggest that, for students who choose to attend diversity-related events, the experience is valuable; it is unclear whether students were unaware of the event or did not know whether or not it was of value to them. **(IIB.9: Page 1, question 7)**

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Increase student awareness of diversity events from 77% to \geq 85%	Achieve Student Learning Outcomes	March 2014

Exhibits

IIB.31	Institutional Diversity Plan
IIB.32	Course Syllabus (Sociology 1)
IIB.33	Culture Project Assignment – Sociology 1
IIB.34	Results from the 2010 Institutional Diversity Survey

IIB.3.e

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

Descriptive Summary

SJVC regularly evaluates its admissions process and assessment instruments to validate effectiveness and minimize biases. Evaluation results are used either to validate the effectiveness of process and instruments or identify necessary adjustments. This descriptive summary addresses three topics:

1. Wonderlic SLE
2. 2009 Evaluation
3. 2011/2012 Evaluation

1. Wonderlic SLE

Since October 2006, the College has used the Wonderlic Scholastic Level Exam as the entrance exam for its non-linear programs (those that offer courses every five weeks.) The SLE is a measurement of a student's cognitive ability or "ability to learn." The test is designed to evaluate an individual's training potential, to determine which SJVC program(s) and resultant job opportunities best suit an individual's aptitude, and to identify applicants who need additional help with classroom work prior to the start of their first classes.

As a school aptitude test, the Wonderlic SLE has been approved by the American Council on Education and the Department of Education as a valid predictor of vocational training success and is accepted by all accrediting associations.

The Wonderlic SLE meets the requirements of test fairness, validity, and business necessity as established by the Civil Rights Act of 1991. The exam focuses on task-related abilities, skills, and knowledge. In essence, the Wonderlic measures individual aptitude based upon the same ability or skill, in the same way, regardless of the person's race, ethnic background, gender, age, physical handicap, or other non-ability or skill-related characteristics. The Wonderlic exams have been carefully examined for fairness and have been found to be free from bias, as documented in the Wonderlic SLE Manual.

2. 2009 Evaluation

In June 2009, the Director of Marketing and Admissions, in conjunction with admissions staff, completed a detailed analysis of the Wonderlic SLE. The review included an audit of testing procedures on the campuses, a validation study comparing SLE scores with GPA, term one (15 weeks) completion and program graduation, and an evaluation of cut scores by program.

The testing procedures audit, completed in June 2009 largely confirmed appropriate campus execution of the college admissions assessment process. Only two exceptions were noted: tertiary coverage for the proctor role and distribution of test results to the applicant. Both issues were corrected by training and neither related to the integrity or validity of the assessment process.

In the spring of 2009, SJVC began working with Wonderlic, the publisher of the SLE assessment, to conduct a validation study. The research project evaluated the relationship between SLE score and GPA, term one completion, and program graduation. Students who started between January 2007 and December 2008 in programs with the SLE admissions requirement were included in the study. **(IIB.35)**

The College found positive correlation between SLE score and GPA for all students (n=3,962, $r=0.24$, $p<.01$). There was positive correlation between SLE score and GPA for ten of the 13 programs studied. The GPA relationship was not statistically significant for the following programs: Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC-R) (n=206), Computer Systems Administration (CSA) (n=59), and Human Resource Administration (HRA) (n=21) programs. Small sample sizes for the CST and HRA programs produced doubt in these program level results. In this first relationship, the SLE assessment was found to be a valid predictive instrument for academic achievement at SJVC as measured by GPA.

SJVC has placed special emphasis on term one completion in its focus on student retention. The relationship between SLE score and term one completion was not statistically significant for the entire population (n=4,553). A significant relationship did exist, however, when controlling for student-reported reasons for dropping that were unrelated to academic issues (called to military, child care, financial, incarcerated, medical, pregnancy, transportation and deceased.)

Four percent, 175 students, of the total studied for term one completion, reported one of those non-academic reasons for dropping. In the remaining population (n=4,378), a linear regression analysis indicated a significant relationship between SLE score and term one completion ($F(1,4551) = 18.56$, $p<.01$).

On its face, this result indicated predictive value in the SLE assessment for term one completion. The College viewed the result cautiously for the following reasons. First, the magnitude of the statistical relationship is so weak that it does not hold for the general population. Second, college procedures for gathering student-reported drop reasons provide unverified results.

The relationship between SLE score and program graduation was significant for the entire population (n=3,134) as determined by a linear regression analysis ($F(1,3132) = 16.65$, $p<.01$). The statistical significance of the SLE score and program graduation relationship casts some light on the questionable term one completion data, strengthening the argument for the predictive value of the instrument.

Analysis of cut scores by program did not identify a clear break point above the current requirement at which student success improves dramatically. Applying the data in a predictive model to target a minimum standard GPA of 2.50 actually resulted in a cut score lower than the current standard in nine of the 12 programs that had significant positive correlation between SLE and GPA.

The review of the Wonderlic SLE assessment in admissions supported its continued use. No changes to current administration procedures or programmatic cut scores were necessitated by the results of the audit or validation study.

3. 2011/2012 Evaluation

Since 2005, SJVC has focused considerable attention toward improving first term retention. Several campus-specific and institutional initiatives were undertaken and resulted in a slight increase in retention; however, the increase did not improve program completion rates. Further, institutional research strongly suggests that students who receive a failing grade in their first set of courses have only a ten percent chance of graduating.

As part of its continual effort to improve student retention and success, SJVC undertook a study aimed at identifying students at risk of dropping or being terminated from their program due to unsatisfactory academic progress. The idea behind identifying this group of students was to offer selective conditional enrollment to applicants who met the minimum entrance requirements but were identified as being “at-risk.” The conditional enrollment would give at-risk students the benefit of voluntarily withdrawing from school within their first module (five weeks) without incurring any tuition expenses; likewise, students involuntarily terminated for unsatisfactory academic progress would also incur no expenses.

The study was initiated with an analysis, conducted by Eduventures, Inc., to identify the common variables shared by students who had failed one or more course in their first five-week session in order to identify a profile for at-risk students. Students who had dropped or been terminated were also interviewed to get their input on their educational experience at SJVC. According to the interview results, the instructional experience and relationship with the faculty were the highest rated areas of importance. The objective and subjective data could only identify at-risk students based upon variables that, if used as the basis for denying enrollment, would constitute discrimination (i.e., marital status, ethnicity, and income levels).

(IIB.36)

In the absence of actionable predictive criteria, SJVC once again partnered with Eduventures to engage in research to develop entrance assessments that would be predictive of student success. Eduventures staff reviewed and evaluated the effectiveness of the Wonderlic SLE and the MyLabs Math and English assessments and found all three assessments to be predictive of student success.

An Admissions Assessment Committee, comprised of members of the faculty and admissions staff, was established for the purpose of identifying the most common barriers to student success. The committees’ input influenced the creation of an applicant interview rubric and behavioral survey for use in the selection process. As feedback from the committee and the results of the Eduventures analysis suggested that students with previous academic achievement were more likely to be successful in their studies, the decision was made to also develop a weighted measure for previous academic achievement. **(IIB.37 through .40)**

Moving forward with the study, the Senior Management decided to initiate an admissions assessment pilot to determine whether the College could reach its goal of identifying seventy-five percent of first module failures within a population of twenty-five percent of total starts. The pilot consisted of a five-step selectivity process:

- Behavioral survey to be completed prior to the applicant meeting with an Admissions Advisor
- Applicant interview rubric

- Implementation of a weighed measure for previous educational experience as recorded on the student intake form
- Successful completion of MyLabs math and English assessments prior to any offer of enrollment
- Minimum cut score on the Wonderlic SLE.

Beginning in 2012, data based on this hypothetical selection process was collected from three cohorts of non-linear program students. The new process offered six objective assessments intended to predict student success in the first module, defined as persistence with a grade of C or better in one or both courses and no more than three days absent.

Of the three-cohort modular starts, 692 had scores recorded for at least four of the six assessments (526 had scores for all six assessments). The first module failure rate for all subjects was twenty percent, consistent with previous experience. Two of the new assessments (Behavioral Survey and Applicant Interview Rubric) were not predictive of first module success. The new Academic Achievement score was predictive, as were the MyLabs math and English assessments and the Wonderlic SLE.



While four of the six assessments demonstrated a statistically significant relationship with first module success, the predictive ability of the assessments was not generally complementary – severely limiting the productive application of a composite score. Some composite assessment selections demonstrated fail rates as high as fifty percent, but with populations too small for practical application. The highest fail rate identified for a useful population was thirty percent, statistically significant, but below a reasonable threshold for a significant change in the terms of enrollment.

The Admissions Assessment committee and Senior Management acted to discontinue the Behavioral Survey and Applicant Interview Rubric. The lack of relationship with first module success indicates no near-term use for these two assessments.

The MyLabs math and English assessments were moved back to the period between enrollment and start. Restoring these assessments to their original place in the admissions process is consistent with the purpose of developing individual study plans for academic

readiness. As there was no indirect improvement in first module success rates with the increased rigor prior to enrollment introduced by moving the assessments, the College has discontinued this particular study but is exploring alternative solutions in the admissions process for improving success rates.

Self-Evaluation

The College meets the standard. The Admissions Pilot for Selective Conditional Enrollment (although the desired results were not achieved) is a clear example of SJVC’s commitment to evaluating the admissions process and its placement instruments to validate effectiveness and minimize biases. **(IIB.41)**

The non-instructional program review process provides the structure for critical analyses of both the admissions process and entrance exams. Enhancing this process are the internal controls in place (reviewing recorded out-bound calls, ESD applicant interviews, review of KPIs, and admissions shops) to monitor performance of admissions staff to assure that institutional standards and external regulations (i.e., Department of Education program integrity and misrepresentation regulations) are being adhered to.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Determine opportunity for revision of institutional refund policy or applying conditional enrollment terms to all students	Select Capable Applicants	June 2013

Exhibits

- IIB.35 Wonderlic SLE Validation Study (July 2009)
- IIB.36 Admissions Assessment Pilot for Conditional Enrollment Study (October 2011 – May 2012)
- IIB.37 Summary of Faculty Input - Admissions Selectivity
- IIB.38 Input from individual faculty members – Behavioral Survey
- IIB.39 Summary of Faculty Input – Situation Judgment Test
- IIB.40 Results of Action taken by Admissions Assessment Committee
- IIB.41 Executive Summary: Admissions Assessment Pilot for Conditional Enrollment

IIB.3.f

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

Descriptive Summary

SJVC secures and maintains student records permanently in accordance with the SJVC's Records Retention Policy: **(IIB.42)**

- Student records are permanently maintained in an electronic database. Access to these records is assigned to employee groups by the Academic Applications Administrator and granted on a need-to-know basis, and only under the Family Educational Rights & Privacy Act (FERPA) guidelines
- Scanned records are stored in a secure database
- Hard-copy records are stored in a vault that is locked at all times. Vault access is limited to the Registrar and campus Facility Manager.
- Any access to records stored in the vault must be approved by the Registrar. Access is approved on a business need-to-know basis, and only under FERPA guidelines

All employees who have access to student information receive mandatory FERPA training. Each employee is provided with the FERPA guidelines and required to sign an acknowledgement form. The signed acknowledgement form is maintained by the Human Resources Department.

FERPA guidelines regarding release of records are published in the SJVC Catalog. **(IIB.13)**

Self-Evaluation

The College meets the standard. SJVC has established and adheres to policies and procedures which protect student privacy and safeguard their records. As noted above, student records are maintained permanently in a secure environment.

Improvement Plans

The College identified no improvement plans as a result of its self-evaluation.

Exhibits

IIB.42 Records Retention Policy



IIC: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

IIC.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

IIC.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

IIC.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for, and assures the reliability of, all services provided either directly or through contractual arrangement.

Descriptive Summary

SJVC supports the quality of its instructional programs by providing an onsite Library and Learning Resource Center (LLRC) at each campus, access to electronic library resources, and learning support services such as tutoring and information technology.

The College ensures that the libraries, computer labs, and Student Centers have up to date, relevant, and adequate resources, the appropriate staff in place, and the ongoing support to augment student learning and classroom instruction at SJVC.

The Library and Learning Resource Center is guided by three student service outcomes:

Provide opportunities that contribute to students who are well-rounded citizens and life-long learners with curiosity for information and resources beyond coursework.

Train students and faculty to navigate through resources and to locate a variety of materials for their assignments.

Prepare students to demonstrate the information competency skill for evaluating a source and determining its reliability, authority, and point of view.

This descriptive summary addresses two topics:

1. Library
 - a. Resources
 1. LIRN
 2. Computer Access
 3. Destiny
 4. Intranet
 - b. Staff
 - c. Service and Support
2. Learning Support Services
 - a. Resources
 - b. Staff
 - c. Service and Support

Throughout this section, reference is made to Exhibit **II.C.18**, an extract from the most recent institutional survey, conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. The survey is disaggregated by student respondents (n=2867), faculty (n=399), and staff (n=341).

1. Library

a. Resources

Librarians use standard collection development guidelines to ensure that current materials are selected, including published reviews, catalogs provided by publishers and vendors, bibliographies, and resource lists provided by comparable institutions. To ensure the currency and reliability of existing resources, librarians regularly review holdings and follow typical weeding policies to eliminate and replace outdated resources. Moreover, the Library Resource Catalog is consistently reviewed and evaluated to assure the currency, sufficiency, variety, and depth of holdings. **(II.C.1)**

(1.) Library and Learning Resource Network (LIRN)

Complementing SJVC's books and journals is an extensive collection of electronic resources to which students and faculty have access. SJVC has an annual subscription to the Library and Information Resource Network (LIRN), organized in 1996 as a non-profit entity to provide online resources for students and faculty. Resource sites on LIRN include:

- **Info Trac** provides access to 20 million full-text articles from nearly six thousand scholarly and popular periodicals,

- **ProQuest Newspaper** includes access to national and regional newspapers including *The Wall Street Journal*, *New York Times*, *Washington Post*, *Los Angeles Times*, and *Chicago Tribune*,
- **ProQuest Psychology Journals** provides abstracts and indexing for more than 1080 titles with more than 690 titles available in full text. A number of the titles are heavily cited and have a strong set of Institute for Scientific Information (ISI) impact factors, including *The American Journal of Psychiatry*, *Psychotherapy and Psychosomatics*, and *The American Journal of Geriatric Psychiatry*,
- **eLibrary** is a general reference collection from eight media types: magazines, newspapers, books, maps, pictures, television and radio transcripts, audio/visual, and weblinks, and
- **Bowker's Books in Print** provides bibliographic information with search, discovery, and collection development tools designed to streamline the book discovery and acquisition process.

These resources are easily accessible to any authorized user 24/7 from any computer with internet access. Students are given a username and password at New Student Orientation and log-in information is provided to faculty shortly after hire. Students and faculty are made aware of these resources during their respective orientations and through the college catalog and student handbook.

(IIC.2)

The libraries accommodate students with disabilities by adhering to ADA and Cal-OSHA regulations. LIRN documents can also be downloaded in MP3 format, have audio capabilities for the hearing impaired, and can be translated into several languages. Display buttons, links and instructions can be set up to display in the language that the user prefers. **(IIC.3)**

(2) Computer Access

Since students' access to computers varies, SJVC provides a sufficient amount of computers at each campus location to facilitate completion of course work and assignments. Free Wi-Fi is available throughout each campus so that students can easily connect to the internet from their laptops, iPhones, iPads, and notebooks.

Students who use these computers may request research or other assistance from the library staff, Student Center Coordinators, and instructors. Additionally, there is an Information Systems Specialist employed at each campus who can assist with computer questions or issues. Help Desk support is available Monday through Friday during business hours, and on-call on weekends.

(3) Destiny

The College contracts with Follett, a nation-wide provider of education materials, from which the College acquired Destiny, relatively new web-based circulation software for catalog searches. The product was launched to faculty and staff in March 2012 and the College has provided training on its use. A launch date for students is anticipated by the end of 2012. While on campus or online, users can access the College's digital catalog to find the books and other publications housed in the libraries' collections.

Statistical data will be collected on Destiny, as it currently is with LIRN, to determine which resources and services are most utilized to the least utilized. This will support decisions relating to library services and budgets, to determine what types of services to offer or discontinue, what types of resources to purchase or weed out, and which resources need to be updated. **(IIC.4)**

(4) Intranet

SJVC has developed a section on InfoZone, the College's intranet, titled "Library Nuggets." From there, students, faculty, and staff can access "Library and LRC News" and "Library and LRC Resources" to obtain information about library hours, statistics, available resources; events, workshops, new acquisitions; training and instructional materials. **(IIC.5)**

b. Staff

SJVC's libraries are staffed with well-qualified professionals. The library staff is thoroughly trained and professionally competent to provide quality services to patrons, and provide oversight of the physical space. Most librarians (Learning Resource Coordinators) are former SJVC instructors and staff members who come with a true understanding of SJVC's culture and the needs of its student population, as detailed in **Standard IIA.1.a: Demographics. (IIC.6)**

These staff members developed, and adhere to the standards in, the LLRC Administrative Policy Manual. **(IIC.7)**

The College maintains membership in the American Library Association, whose stated purpose is to promote library service and librarianship. **(IIC.8)**

c. Service and Support

SJVC's libraries are service- and support-oriented entities for the staff, instructors, and most especially, students. The library staff assists with proper source citation, database navigation, and basic computer instruction; and, for on-ground constituents, assistance with locating books, periodicals, or audio-visual resources to enhance their coursework and learning.

2. Learning Support Services

a. Resources

The on-site Student Center is located within or immediately adjacent to the library or computer lab and staffed by a Center Coordinator who provides tutoring, assistance with completion of MyLabs study plans (as detailed in **Standard IIA**), assistance in the development of study habits or techniques. These services are provided on a walk-in basis or by appointment arranged via telephone or email.

For students completing their education in the online modality, these services are provided by the Student Advisor.

b. Staff

Most Student Center staff members are former or current adjunct GE instructors who have taught in the areas of math and English. The Student Centers also receive technical oversight by the Curriculum Specialist III, whose primary focus is on use of technology resources in the classroom, training for new Student Center Coordinators, and audit of assessments and MyLabs completion.

c. Service and Support

Online students are provided access to the Library and Tutoring Center, which is a community group in SJVC's online learning platform, eCourses. Online students can access the *Ask a Librarian* web feature, which allows for questions and discussion forums. **(IIC.9)**

Self-Evaluation

The College meets this standard. SJVC provides adequate library and learning resources that support its instructional programs. These are sufficient in quantity, currency, depth, and variety to facilitate educational offerings regardless of location or means of delivery. The libraries' collections, developed to meet the varied needs of students, faculty, and staff, include all levels of materials from leisure to scholarly and have a good balance of the arts and sciences.

Libraries, student centers, and computer labs are open from morning until evening to allow time for students to access these facilities before or after classes. SJVC has invested resources in maintaining its online library and learning support services, which are accessible from any campus location and available 24 hours a day, seven days a week via the internet

The College has formal agreements for LIRN and Destiny, evaluates their performance on a regular basis, and takes responsibility for their reliability.

The College conducted its self-evaluation using both quantitative and qualitative data.

1. Quantitative
 - a. Holdings
 - b. Computer Support
 - c. Gate Counts
 - d. Agreements
2. Qualitative

1. Quantitative

a. Holdings

The National Center for Education Statistics reported that SJVC's library collection in 2010 housed 8,017 books, serial back-files, and other paper materials for its 12-month enrollment July 2009 to June 2011 of 3,884 students. When compared with the paper materials held by the libraries of two-year for-profit schools that are

approximately the same size as SJVC, the College ranked above the average and slightly below the median when controlling for the number of students; that is, 1.4 materials per FTE student at SJVC versus a mean of 1.27 and median of 1.47 at its peer institutions. **(IIC.10)**

SJVC's holdings are detailed in its catalog count from April of 2012. Distributed among its on-campus libraries, SJVC's collection consists of 21,002 learning resources. The periodical list shows that SJVC subscribes to 220 of the premiere journals in SJVC's three academic disciplines: health, business, and technical career fields. **(IIC.11)**

To ensure that current materials are selected, librarians use standard collection development guidelines such as published reviews, catalogs provided by publishers or vendors, bibliographies, and resource lists provided by comparable institutions. **(IIC.12)**

b. Computer Support

Facilitating students' access to electronic information sources are the 1,673 computers available to the 5,511 on-campus students enrolled as of November 2011. The student-to-computer ratio is better still when one considers the fact that of these students 2,910, fifty-three percent, had purchased laptops as part of their program tuition. **(IIC.13)**

c. Gate Counts

From March 2011 through June 2012, students accessed the LLRC 233,094 times (an unduplicated head count average of 21.9 uses per student) and used technology resources (computers, printers, copiers) over 126,000 times.

From January 2010 through September 2012, LIRN was accessed 99,783 times, an average of three uses per student. **(II.14 and .15)**

d. Agreements

The College has current contracts with LIRN and Destiny. **(IIC.16 and .17)**

2. Qualitative

The most recent institutional survey suggests faculty and student satisfaction with library resources and services, learning support resources, and technology: **(IIC.18: Page 3, questions 25 and 32; page 4, questions 33, 34, and 39))**

- Sixty-eight percent of students agreed that they use library resources to help improve grades,
- Seventy percent of students agreed they had been shown how to retrieve and use information from library collections and seventy-four percent from LIRN,
- Ninety-one percent of students agreed that the Student Center provides a variety of services and resources to improve their educational and personal success, and
- Eighty-nine percent of students agree that they are provided adequate and varied technology resources that are up to date and working properly.

Improvement Plans

The College identified no improvement plans as a result of its self-evaluation.

Exhibits

IIC.1	Crew Weeding Manual for Modern Libraries (2008)
IIC.2	LIRN Brochure
IIC.3	LIRN Translation and Audio Screen Shots
IIC.4	Snapshot of Destiny District Library Statistics (4/23/2012)
IIC.5	InfoZone Screen Shot - Library Nuggets
IIC.6	Job Description - Learning Resource Coordinator
IIC.7	LLRC Administrative Policy Manual (Draft 2012)
IIC.8	American Library Association Membership
IIC.9	Ask a Librarian (SJVC Online)
IIC.10	National Center for Education Statistics
IIC.11	Sample Screen Shot of Subscription to Educational Resources and Journals (American Association for Respiratory Care Catalog)
IIC.12	Sample Publisher Generated Suggested Library List (Brandon-Hill Select List for the Small Medical Library)
IIC.13	Computer Count (November 2011)
IIC.14	LLRC and LIRN Gate Count Summaries
IIC.15	LIRN Gate Counts
IIC.16	LIRN Contract
IIC.17	Destiny Contract
IIC.18	Results from the 2011 Institutional Self Study Survey

IIC.1.a

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

Descriptive Summary

The College is guided by its commitment to professional development in career-focused education in the business, medical, and technical career fields and relies on the expertise of its faculty, librarians, educational support staff, and its programmatic accrediting bodies to determine the educational materials and equipment needs for its students.

This descriptive summary addresses three topics:

1. Faculty Expertise
2. Librarians and Support Staff
3. Programmatic Accreditation

1. Faculty Expertise

Faculty members provide input by way of participation in the program review and curriculum conference processes, detailed in **Standard IIA: Program Learning Outcomes**. These forums provide the opportunity for faculty and educational support staff to voice needs for updating or acquiring library and learning support resources and equipment.

Prior to 2011/2012, the lead Librarian or a designee attended these meetings to ensure resource needs were addressed. With implementation of the outcomes-based program review process and curriculum conferences, 'resources' is a standardized agenda item for every curriculum conference, ensuring that discussion of library and learning support resource needs is a required topic. **(IIC.19)**

Librarians created the resource evaluation form to better assist faculty and educational staff in evaluating current library resources and identifying potential acquisitions. This form is completed prior to a Curriculum Conference and informs the dialogue pertaining to library resources. **(IIC.20)**

2. Librarians and Support Staff

Librarians and educational support supervisors are active participants in the library budget and acquisition process, during which they suggest needed resources via the *Quarterly Requisition* form. Faculty input is provided by Division Managers and Program Directors with Campus Directors and Librarians mutually consenting to resource purchases. This ensures the expertise of a broad group of constituents is part of the requisition decision making process. **(IIC.21 and .22)**

3. Programmatic Accreditation

Programmatic accrediting bodies may mandate specific books and resources, such as COMDA (Committee of Dental Auxiliaries, now the Dental Board of California) does with Dental Assisting students. **(IIC.23)**

Self-Evaluation

The College meets this standard. The College relies heavily on input and feedback from librarians, instructors, staff, community members, and students to determine whether its library resources and learning support resources are supporting student learning and enhancing the College's mission and goals. Program review, curriculum conferences, and quarterly library meetings are effective means for garnering input from key stakeholders in the selection and maintenance of library and learning resource needs.

Improvement Plans

The College identified no improvement plans as a result of its self-evaluation.

Exhibits

IIC.19	Sample Curriculum Conference Minutes - Business Administration program (6.28.12)
IIC.20	Library and Learning Resource Evaluation Sheet
IIC.21	Quarterly Requisition Form
IIC.22	Acquisitions Budget
IIC.23	COMDA Essentials

IIC.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

SJVC is committed to providing library patrons with ongoing instruction and training in the use of library and other learning support services to develop their information retrieval and competency skills.

Library staff is engaged in ongoing efforts to help students develop skills in information competency, including the ability to access, evaluate, and critically interpret information through tutoring and reference desk assistance; training in information retrieval from various sources; providing references, tutorials, and training materials; providing Library and LIRN orientations; and reinforcing information competency skills in the classroom.

This descriptive summary addresses six topics:

1. New Student Orientation
2. Library Staff
3. Online Students
4. Faculty
5. Training Resources
6. LRC Assignments

1. New Student Orientation

SJVC students' exposure to information retrieval and competency skills begins at New Student Orientation (NSO) where they are introduced to the electronic resources available on InfoZone. Students are given a virtual tour of SJVC's online resources, are trained in the use of LIRN, and are given handouts with instructions on how to access online resources. Students are given a pass-code for accessing LIRN and are asked to perform a search within the LIRN system. **(IIC.24 and .25)**

2. Library Staff

Library staff is available to students and faculty for on-going instruction and guidance in using the breadth of resources. Student requests for assistance are viewed by library staff as opportunities to contribute to the development of students' information competency skills

including locating appropriate sources, the use of databases, evaluating resources, proper source citation, online research for papers and other critical thinking assignments. **(IIC.26)**

Library staff provides on-going instruction in the use of LIRN in PowerPoint format, and provides tutorials on access and comprehensive use of the LIRN database, from conducting a search, to selecting and reviewing research data, to appropriately formatting selected research for course documents, and assignments. **(IIC.27)**

3. Online Students

SJVC Online, which houses an exclusively virtual library, provides an "Ask a Librarian" web feature, which allows students and faculty alike the opportunity to submit questions and generate online discussions. **(IIC.9)**

4. Faculty

All new faculty members are required to successfully complete a LIRN skill assessment during their new-hire introductory period. The assessments are administered and the results are verified by librarians and technology coaches. Supervisors follow-up with their respective faculty to ensure comprehension. Librarians keep faculty and other educational staff apprised of any updates to the software and provide any necessary training. **(IIC.28 through .31)**

5. Training Resources

Recommended internet resources, links for general and specialized reference materials, citation guides, and tutorials are available to all SJVC constituents via InfoZone, the College's intranet. Specific online tutorials have been developed to teach students the use of reference materials in both electronic and physical formats. Students are also taught the appropriate use of peer-reviewed journals which are also available in physical and electronic formats.

6. LRC Assignments

Training and support to enhance students' information competency skills are not exclusively provided in the libraries, but in the classrooms as well. Instructors assign research papers and other assignments where students are required to use library materials. This, in turn, aids the students in information literacy development by learning to find and access reliable academic and career-field resources.

Examples are found in both on-ground and on-line modalities, in general education, and vocational courses:

- A sample assignment from an online course shows students must gather three to five resources from LIRN to successfully complete their work **(IIC.32)**
- ENG 122 is a General Education course taken by degree-seeking students. The syllabus shows that the Student Learning Outcome #6 states that students must *demonstrate information literacy, including analytical use of an electronic environment, to effectively research.* **(IIC.33)**
- A sample assignment from the Surgical Technology program requires students to make use of library and learning resource materials. **(IIC.34)**

Self-Evaluation

The College meets the standard. SJVC provides ongoing training and support for users of library and other learning support services to aid in the development of their information retrieval and competency skills. Both on-ground and online students and faculty have the same level of access to quality support services and training.

The College conducted self-evaluation in two areas:

1. Quantitative Analysis
2. Qualitative Analysis

1. Quantitative

Based on the electronic collection of assessment data between November 2010 and June 2011, of 894 students, 159 ENG 122 courses, and 6569 assignments across campuses, seventy-one percent of students successfully achieved student learning outcome #6, which is to *demonstrate information literacy, including analytical use of an electronic environment, to effectively research.* (IIC.35)

In addition to maintaining gate counts of individual student visits to the LLRC, staff maintains count of full-class use of the resources. (IIC.36)

2. Qualitative

Data from the most recent institutional survey revealed that eighty-two percent of students agreed that they are learning how to locate, critically evaluate, and use information effectively. (IIC.18: Page 4, question 35)

Exhibits

IIC.24	Sample Agenda – New Student Orientation (Fresno Campus)
IIC.25	LIRN Training Screen Shots
IIC.26	Screenshot of Recommended Internet Resources
IIC.27	LIRN PowerPoint Presentation
IIC.28	LIRN Skills Test
IIC.29	Faculty Training Log
IIC.30	Destiny Basics – Part 1
IIC.31	Destiny Basics – Part 2
IIC.32	Sample ENG122 Syllabus - Online
IIC.33	ENG122 Course Syllabus Template - CLOs
IIC.34	Surgical Technology LLRC Assignment
IIC.35	ENG 122 CLO Achievement Data
IIC.36	LLRC Use by Class – Bakersfield Campus (1/2012)

IIC. 1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The College's framework of policies and procedures serves as the foundation which ensures support of the security and maintenance needs of its facilities and resources, as detailed in **Standard IIB: Physical Resources**.

This descriptive summary addresses two topics:

1. Security
2. Maintenance

1. Security

Libraries and Student Center facilities are never left unattended. Training is provided to learning resource staff to ensure that the libraries, Student Centers, and computer labs are properly secured at all times.

College security officers are equipped with two-way radio communication devices and cell phones in order to ensure immediate availability should a facility, such as the library, Student Center, or a computer lab, need security assistance.

College constituents must wear proper identification badges at all times while on SJVC property. Visitors must be signed in at the main reception desk, asked to wear temporary badges, and are expected to remain with a member of SJVC during their stay. Any person without a badge may not enter the Library, Student Center, or computer labs.

The College requires several levels of security in order to access its electronic resources. Secure login is used to verify permissions for access to library and learning support, whether utilizing network or remote access. **(IIC.37)**

Library materials are circulated using the Destiny system, which houses inventory, item cost, and circulation data for tracking location and property of all hardcopy resources. It is a secure program and requires login permissions to access data. It allows the library staff to monitor who has what, when it's due, the cost of acquisition and replacement. For added security, and in the event that the Destiny system is inaccessible or becomes unreliable, the library staff maintains daily back-ups of Destiny circulation report data to allow continuation of operations. **(IIC.38)**

2. Maintenance

Facilities and equipment upkeep is managed, monitored, and measured through the use of inspection reporting mechanisms. Each campus facilities staff is trained to provide effective service and timely response to maintenance issues. Technological resources (computers, hardware, software, and networking equipment) are maintained by the Information Services Department. Copiers and printers are maintained by outside vendors.

Daily facilities service support needs are processed and managed through the College's Request Tracker/Service Desk ticket information reporting system. If library resources or other learning support resources are not functioning properly or there is a maintenance need, a staff member will submit a request tracker ticket via email to the service desk to report the error or substandard condition. These requests are prioritized and addressed within 8–72 hours.

Self-Evaluation

The College meets this standard, as evidenced by self-evaluation in two areas:

1. Quantitative Analysis
2. Qualitative Analysis

1. Quantitative Analysis

One of the key quality assurance indicators for technology support services is the timely resolution of students' requests submitted through the Help Desk. The IS Department has established a standard of service which requires a response to Help Desk tickets within 48 hours post-submission. A review of tickets generated during January through September 2012 indicates that the Department has exceeded its standard with an average response time of 21.39 hours. **(IIC.39)**

2. Qualitative Analysis

According to the most recent institutional survey, eighty-nine percent of faculty, ninety-three percent of staff, and ninety percent of students agree that the facilities and buildings are well maintained and in good condition. Eighty-two percent of students, eighty-eight percent of faculty, and ninety-three percent of staff agree that, "The help desk resolved my technical issues in a timely manner." **(IIC.18: Page 4, questions 36 and 37; page 9, questions 29 and 30; page 15, questions 17 and 20)**

Improvement Plans

The College identified no improvement plans as a result of its self-evaluation.

Exhibits

IIC.37	LIRN Log-In Procedures
IIC.38	Destiny Screen Shots
IIC.39	Information Services Help Desk Response Times (1/1/2012 – 9/18/2012)

IIC.2

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

Descriptive Summary

Through the non-instructional program review process detailed in **Standard IIA: Systematic Assessment**, library and learning support services are systematically evaluated to assure their adequacy in meeting identified student needs. While the process is relatively new, the concept and practice of engaging in ongoing evaluation for the purpose of continuous quality improvement is not.

The Learning Resource Coordinators have held quarterly meetings for over twelve years, during which they review usage, holdings, and the budget.

The Library and Learning Resources Center and Student Center have undergone one formal review under the new non-instructional program review process. Evaluation of the quality and effectiveness of the services provided by the library and Student Center includes use, access, and the extent to which the services support achievement of student learning outcomes.

Self-Evaluation

The College meets the Standard. The non-instructional program review process is an effective mechanism for evaluating library and learning support services. **(IIC.40)**

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Develop systematic, annual library and learning support services survey	Increase student value	June 2013

Exhibit

IIC.40 Non-Instructional Program Review Report (Library and Learning Resource Center)



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.



Standard IIIA: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

IIIA.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

The College employs and retains qualified and sufficient personnel to deliver and support its academic programs, student support services, and college operations. Policies and procedures govern the recruitment, retention, and evaluation of college employees. The Human Resources Department, in consultation with legal counsel, is responsible for ensuring currency and consistent application of personnel policies and procedures.

Employing well qualified faculty, administrators, and support staff is a priority at the College and the foundation of its success. SJVC uses rigorous hiring criteria, well trained and diverse hiring committees, and job descriptions that match the expectations and needs of the institution, programs, and departments.

SJVC utilizes numerous techniques to assure that jobs are widely advertised to appropriate populations through the most effective means. If an advertisement does not yield qualified applicants, SJVC adjusts its marketing strategy to expand to new locations and populations until suitable applicants are identified. **(IIIA.1)**

The qualifications to support the College's mission to, "prepare students for professional success in the health, business, and technical career fields," exist for every position at SJVC. Job descriptions delineate these qualifications, and the faculty and staff qualifications charts provide an overview of the education, skills, experience, certifications, and licensures required for instructional, administrative, and support staff positions. **(IIIA.2, .3, and .4)**

If, based upon the employment application, it appears that an applicant possesses the necessary qualifications; the College verifies the applicant's credentials and previous work experience through its screening process. The hiring process may include one or two interviews, and in the case of faculty, the second includes a teaching demonstration to an experienced team of evaluators. Once hired, orientation and training help acclimate employees and hone the skills required for their assignments.

Regular professional development opportunities are provided as a means to assure the retention of well-qualified employees and to continually refine their skills and abilities. The status of employee certifications and licensures with renewal requirements are closely tracked to ensure currency during the employee's tenure.

The annual employee evaluation process is done to assess and assure the continued qualifications and effectiveness of college employees. The process is an effective way to continue to hone and refine employee performance. Additional means for retaining well-qualified employees include competitive salaries, benefit packages, and opportunities for advancement.

This descriptive summary addresses two topics:

1. New Positions
 - a. Academic
 - (1) New Discipline
 - (2) Strategic Planning
 - b. Administrative
2. Existing Positions
 - a. Annual Evaluation
 - b. Curriculum Changes
 - c. External Factors

Throughout this standard, reference is made to exhibit **IIIA.23**, the most recent institutional survey, conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. Results are disaggregated by faculty responses (n=399) and staff (n=364).

1. New Positions

a. Academic

The need for new positions is identified through growth and development, strategic planning, and SJVC's evolving business needs. Faculty and academic administrators are responsible for defining the essential qualifications for new instructional or curricular positions.

(1) New Discipline

Consultants, in collaboration with SJVC's academic administrators, often take the lead in defining the essential qualifications for instructional positions in a new discipline. For example, in 2007/2008, SJVC's Associate Vice President and the Director of Instruction worked closely with a consultant specializing in curriculum development for ultrasound programs, to establish appropriate qualifications for the program director and faculty for the Diagnostic Medical Sonography program which was offered for the first time in 2010.

(2) Strategic Planning

SJVC's strategic plan initiatives may prompt the need for new positions. For example, in July 2010, the Director of Assessment submitted a proposal to the Senior Management requesting the creation of a new position, Technology Coach, to assist and train the faculty on how to create and administer electronic assessments in order to further the College's progress with the assessment phase of its SLO Implementation Plan. The Senior Management approved the request and allocated a total of ten full-time positions to support the faculty in this endeavor.

b. Administrative

SJVC creates new positions as needed to meet business needs. Hiring managers and department staff identify the necessary qualifications for new administrative and support staff positions.

2. Existing Positions

a. Annual Evaluation

Qualifications for existing positions are reviewed periodically through the annual evaluation process. Managers and employees review the qualifications and essential duties and responsibilities of the position. While the evaluation focuses primarily on the employees' fulfillment of the essential duties and responsibilities of the position, it also includes a review of the appropriateness of the qualifications and whether any changes are required.

b. Curriculum Changes

In 2010, SJVC increased the depth, breadth, and rigor of its college-level math and English courses. A committee comprised of the Vice President of Academic Affairs, the Director of Instruction, and faculty representatives from every campus held several meetings where they discussed educational attainment levels for general education faculty, the necessary qualifications, and teaching skills. The committee determined that in order to successfully teach the higher level math and English courses, instructors must possess a minimum of a baccalaureate degree in a specific single subject area or related major, or a related degree with a minimum of 12 units in the assigned subject matter. **(III.A.5 and .6)**

c. External Factors

In preparation for the Department of Education's misrepresentation regulations, which went into effect on July 1, 2011, the Vice President of Enrollment Services evaluated the job qualifications for Admissions Advisors. His evaluation indicated a need for generally higher levels of professionalism and familiarity with higher education as a whole due to the complexity of information to process and ability to follow the Department's nuanced guidelines. As such, the Senior Management made the decision to require a minimum of an Associate's Degree for Admissions Advisors hired on or after July 1, 2011.

Self-Evaluation

The College meets the Standard. SJVC solicits input from college constituents and the community, as appropriate, to assure the integrity and quality of SJVC's academic programs and student support services through the employment of individuals who meet the qualifications established for their respective positions.

SJVC's recruitment process is an effective means for identifying qualified individuals. Applicants must meet all or most of the qualifications delineated on job descriptions and the minimum qualifications charts. Regular professional development, feedback from supervisors, and the annual evaluation process are effective methods for assuring the continued qualifications of employees.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IIIA.1	Sample Recruitment Flyer
IIIA.2	Faculty Qualifications Chart
IIIA.3	Staff Qualifications Chart – Campus
IIIA.4	Staff Qualifications Chart – Corporate
IIIA.5	English Focus Group Meeting Minutes (9/24/10)
IIIA.6	Math Focus Group Meeting Minutes (9/30/10)

IIIA.1a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

SJVC clearly communicates the criteria, qualifications, and procedures for selecting personnel and has a well-established process in place to assure the hiring of qualified individuals to deliver and support its academic programs and services.

Hiring criteria and the minimum qualifications for all college positions are clearly and publicly stated. All open positions are advertised on SJVC's public website (www.sjvc.edu). Advertisements include the position title, campus location, application deadline, contact

information, a summary of the position including hiring criteria (degree, certification, licensures), and a link to the job description.

Job descriptions list the qualifications, essential duties and responsibilities, competencies established for the position, and the title of the individual to whom the position reports. Job descriptions and the faculty and staff qualifications charts are available on InfoZone, the College's intranet.

SJVC relies upon input from faculty, program directors, advisory board members, administrators, and other individuals with content or industry expertise to assure that qualifications meet the exact needs of programs and support services. These key stakeholders play an integral part in establishing appropriate qualifications for new positions and reviewing existing qualifications to guarantee their currency with industry, educational, and business needs.

Policies and procedures pertaining to the hiring process are published in the **Manager's Guide to the Hiring Process**. This manual provides step-by-step instructions for all phases of the hiring process and assures the consistent application of SJVC's hiring policies and procedures. It also provides guides for pre-employment inquiries and interview questions to assess the degree to which an applicant possesses a certain competency. Procedures for selecting personnel are communicated to applicants as they progress through the hiring process. **(III.A.7)**

This descriptive summary addresses three topics:

1. Faculty Criteria
 - a. General Education
 - b. Linear Programs
 - c. Core Programs
 - d. HRS Tracking
 - e. Justification Process
2. Selection Process
 - a. Teaching Demonstration
 - b. Administrative Positions
 - c. Background Checks
3. Recognized Degrees

1. Faculty Criteria

In order to select the most promising applicants, SJVC bases its hiring decisions on applicants' attainment of the minimum educational and experiential requirements, demonstration of the core competencies established for the position, and institutional and programmatic accreditation standards, as applicable.

a. General Education Faculty

General Education faculty is required to have a baccalaureate degree in the subject area or a related degree with 12 units in the subject matter. Recognizing that the educational requirements, in and of themselves, do not guarantee instructional

effectiveness, new GE faculty must undergo ten hours of classroom observations during their first 90 days of employment to assess their teaching effectiveness.

b. Linear Programs

The College offers linear programs (for example, Physician Assistant, Registered Nursing) in which the faculty is required to have a baccalaureate degree in the subject area.

c. Core Programs

Those who teach in programs in which the profession's highest terminal degree is the associate's, such as Medical Assisting, are required to have an associate's degree. In fields like Heating, Ventilation, Air Conditioning, and Refrigeration where the pool of people with post-secondary education is small, SJVC will on occasion temporarily waive its minimal educational requirements to hire an instructor with extensive practical experience.

d. HRS Tracking

SJVC recently implemented a new system to track employee certifications and licensures. Evolution, the College's Human Resource System, is used to develop an audit report which provides both the expiration and renewal status of each certification and license. The report is reviewed by the Human Resources Department as well as the program directors and division managers responsible for tracking the validity of employee certifications and licensures. **(IIIA.8)**

e. Justification Process

SJVC's justification process allows individuals to be hired and maintain employment contingent upon their completion of the required qualifications within a designated period of time. This process assures that otherwise qualified applicants are not barred from employment. **(IIIA.9, .10, and .11)**

To support faculty members earning a higher degree in their field, the College, on a case-by-case basis, offers tuition assistance, paid time off, or loans with a forgiveness policy to those who return to school. **(IIIA.12)**

2. Selection Process

To secure a teaching position, candidates must demonstrate subject matter expertise, teaching effectiveness, ability to engage in scholarship, and potential to contribute to the mission. Subject matter expertise is assessed through questions asked during the interview process.

Scholarship, which is defined as an applicant's potential to achieve the institution's learning outcomes and contribute to the fulfillment of the college mission, is assessed during the oral interview. Teaching demonstrations are used to evaluate an applicant's effectiveness in the classroom. Additional mechanisms used to determine whether applicants meet the hiring criteria are through transcript review and reference checks.

SJVC's faculty has substantial input in the selection of new instructors through their participation in the applicant interview and teaching demonstration process. Seasoned faculty are invited to serve on these panels to assess prospective applicants' skills, abilities, and teaching effectiveness. Results of interviews and teaching demonstrations are used to identify the most promising candidates for the open position.

a. Teaching Demonstration

In order to streamline the selection process and assure selection is based on objective criteria, a faculty committee developed a rubric to guide the scoring of interviews and teaching demonstrations. The committee identified six critical competencies for instructional positions and developed interview questions designed to assess applicants' ability to meet the identified competencies, including potential to engage in scholarship and contribute to the institutional mission. The rubric is divided into five categories: introduction, presentation, knowledge of subject, conclusion, and approach.

Applicants' performance is rated as exceptional, above expectations, meets expectations, needs improvement, unacceptable, and N/A or did not observe. Each category is assigned a weighted composite score. **(IIIA.13)**

b. Administrative Positions

Most administrative positions require a minimum of a baccalaureate degree; however, Master's Degrees are often preferred for certain positions. As seen on the minimum faculty and administrative qualifications charts, degrees must be from an accredited college or university.



c. Background Checks

Background checks, which may include education verification, DMV check, criminal history search, drug screening, and social security traces, are coordinated by the Human Resources Department and conducted by a third-party administrator. Prior to signing an authorization to release this information, applicants are given a disclosure form which explains the type of information sought, the purpose, and the applicants' legal rights concerning the information obtained. **(IIIA.14)**

3. Recognized Degrees

Verification of faculty credentials earned from a non-US institution is done by the International Education Research Foundation www.ierf.org. The equivalency report is compared to the minimum qualifications of the position to assure applicant qualification. **(IIIA.15)**

Self-Evaluation

The College meets the standard. SJVC has an effective recruitment process in place that yields highly qualified employees. Results of employee performance reviews, student survey results, faculty classroom observations, and institutional data are tools that the institution uses to evaluate how successful its hiring process is in yielding highly qualified employees.

The College conducted quantitative self-evaluation in two areas:

1. Turn-over Rates
2. Degree Attainment

1. Turn-over Rates

Turn-over rates are one way to evaluate the effectiveness of the faculty selection process and implementation of the interview-teaching demonstration rubric. In 2008 the turn-over rate of faculty was thirty-seven percent, in 2011 it was reduced to twenty percent, and through May of 2012 the rate stood at eight percent. (III.A.16)

2. Degree Attainment

A review of the faculty and administrative roster indicates that the majority of these employees have earned a degree from an accredited institution. (III.A.17)

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Achieve \geq 85% of points on the employee selection process for 90% of new hires	Develop Strategic Competencies	Sept 2013
2.	Achieve 100% success rate of hiring managers on reference checkpoint	Develop strategic competencies	Sept 2013

Exhibits

III.A.7	Manager's Guide to the Hiring Process
III.A.8	HRS Certification Report
III.A.9	Justification Agreement
III.A.10	Justification Report Update
III.A.11	Sample Justification Report (as of 5/2012)
III.A.12	Tuition Assistance Loan Agreement
III.A.13	Faculty Interview-Teaching Demonstration Rubric
III.A.14	Background Check Requirements
III.A.15	Sample Evaluation Agency- Degree Equivalency Report
III.A.16	Turn-Over Rate Report by Year (2008-2012)
III.A.17	Faculty and Administrative Staff Education Report (12/9/12 – 12/21/12)

III.A.1.b

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

Descriptive Summary

The College has established a systematic process to ensure that all employees are evaluated on a regular basis. The performance evaluation process begins with an introductory evaluation at or around 90 days of employment, followed by annual evaluations thereafter.

(III.A.18)

This descriptive summary addresses three topics:

1. Evaluations Prior to 2012
2. Competency Based
3. Halogen eAppraisal
 - a. Competencies
 - b. On-Going Assessment
 - c. Annual Evaluation
 - d. Reporting

1. Evaluations Prior to 2012

Historically, employee performance evaluations were tied directly to job descriptions and the employee was evaluated based upon fulfillment of every duty, responsibility, and competency listed on the job description. This process resulted in improvement in employee performance; however, individual employee performance as it relates to the fulfillment of the mission and vision was not documented, nor was the process an effective method for monitoring and tracking employee performance across the institution on an ongoing basis.

2. Competency Based

SJVC has since adopted a competency-based approach to evaluating its employees. Competency management is based upon the premise that the success of an organization is dependent upon its employees' demonstration of key competencies the organization has identified as essential for success. Although SJVC has transitioned to a competency-management system, job descriptions remain a critical component of the evaluation process and to assuring appropriate alignment to the college mission, goals, and objectives.

3. Halogen eAppraisal

On May 1, 2012, the College launched an automated evaluation system, Halogen eAppraisal, that supports assessing employee performance, identifying opportunities for training and development, and cultivating talent pools.

a. Competencies

Senior Management and the Director of Human Resources identified “job families” which represent focus areas: administrative support, campus leadership, student services, etc. Once job families were identified, these individuals began to identify the core and leadership competencies for each and met with employees to obtain their input. The key competencies for each position were aligned to the duties and responsibilities reflected in job descriptions. **(IIIA.19 through .21)**

Through the use of eAppraisal, the Senior Management, supervisors, and the Human Resources Department now have continuous “line-of-sight”, up or down the reporting chain, on how each individual and groups of individuals are supporting and working toward department and organizational goals.

b. On-Going Assessment

eAppraisal facilitates an on-going assessment of performance during the evaluation period. Employees and their supervisors create journal entries concerning the employee’s performance, which are later used to substantiate work performance in the evaluation document, and update progress on goals and development plans during the evaluation period.

c. Annual Evaluation

The employee’s achievement of key competencies and the goals established during the last evaluation are rated by the employee and supervisor. Ratings are based upon whether the employee meets, exceeds, or needs improvement in their key competencies. Both employee and supervisor ratings must be substantiated by citing specific examples of the employee’s performance during the evaluation period. Each competency is weighted based upon the degree to which it supports achievement of institutional goals and objectives. A weighted composite score is calculated upon the completion of the employee and supervisor evaluation.

Define Weight (in %) of each competency	Weight <small>(Must total 100% or 0%)</small>
Integrity	25 %
Professionalism	15 %
Adaptability	20 %
Organizational Support	15 %
Communication	25 %
Total	100 %

eAppraisal allows managers to assign development plans for competencies in which improvement is required; or plans can be assigned to individuals who demonstrate the ability to take on more responsibility or demonstrate a desire for growth and promotion, and with appropriate training and development would be successful in a more responsible position.

d. Reporting

The software also allows college administrators to run reports which detail performance management metrics:

- **Process Status** provides the institution with the exact status of all evaluations and where employees are in the evaluation process in real time.
- **Score Distribution** provides the ability to spot and track trends in performance evaluation scores by comparing current scores against previous years.
- **Competency Score** provides quick access to see whether we are building strength in core or job competencies, determine the organization’s top competencies, and see what the trend is across the organization, or by department or group.
- **Goal Status** allows the institution to start from the highest level organizational objectives and drill down to the lowest level projects and initiatives that are linked to employee goals, and determine whether progress is being made by individuals, groups, departments or the organization as a whole.

(IIIA.22)

Self-Evaluation

The College meets the Standard. The evaluation process implemented in May 2012 has automated features that have contributed to more efficient and meaningful evaluations. The process allows for specific modifications to performance to support the achievement of a goal or objective; it also allows college administrators to track employee performance, identify trends, and use this data to make decisions and plans.

Results from the most recent institutional survey suggest that employees are satisfied with the annual performance evaluation process. Seventy-two percent of faculty and seventy-three percent of staff agree that the annual formal evaluation is a fair assessment of their work performance. Eighty-nine percent of faculty and staff agreed with the statement that, “My supervisor suggests ways that I can improve my work performance.” **(IIIA.23: Page 8, questions 21 and 22; page 14, questions 13 and 14)**

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Increase aggregate employee evaluation ratings by \geq 3%	Develop Strategic Competencies	Dec 2013
2.	Achieve \geq 90% of employee evaluations with one or more objectives aligned to institutional objectives	Create Individual Goal Alignment	Dec 2013

Exhibits

IIIA.18	Sample Employee Evaluation Report (8/7/11 – 8/20/11)
IIIA.19	Recommended Core Competencies - Campus and Corporate Input
IIIA.20	Essential Job Functions – Campus Input
IIIA.21	Final Competencies
IIIA.22	Halogen eAppraisal Competency Score Report
IIIA.23	Results from the 2011 Institutional Self Study Survey

IIIA.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

As is detailed in **Standard IIA: Systematic Assessment**, the faculty is directly responsible for assuring student progress toward achievement of learning outcomes. This responsibility is communicated in the job description and in the Statement of Faculty Responsibilities. Both documents clearly communicate institutional expectations that faculty identify course, program, and institutional SLOs; align course curriculum with SLOs; assess and analyze student mastery of course and program learning outcomes; review assessment data and adjust curriculum and instructional methodologies to improve student learning; and contribute to outcome discussions at the program, campus, and institutional levels. **(IIIA.24 and .25)**

This descriptive summary addresses three topics:

1. Classroom Observation
2. Data Collection
 - a. SLO Achievement
 - b. Course and Instructor Ranking
3. Annual Performance Evaluation

1. Classroom Observation

Classroom observations are conducted on a regular basis by the Academic Dean or other members of College administration. One of the areas in which faculty are evaluated is alignment of curriculum to SLOs. Faculty is required to identify, at every class, the day's objectives building to the course SLO. The evaluator rates the instructor on the level to which students discuss and reflect on the daily outcomes drawn from the syllabus or course outline; whether the lesson focuses on delivering curriculum that supports the outcome; and the extent to which the lesson concludes with a review of outcomes and questions asked of students to assess their understanding. After the observation, faculty members meet with the Dean to discuss the results of the observation. During this meeting faculty is often provided tips on how they can improve the quality of instruction delivered. **(IIIA.26)**

2. Data Collection

The College has electronic dashboards which house institutional data such as retention, course completion, graduation and placement rates. Division Managers and Academic Deans meet with faculty on a regular basis to review the SLO reports and provide recommendations on how to improve student learning. Faculty also regularly reviews the SLO dashboard data to see how well their students are meeting SLOs and to reflect upon how they can improve their instructional effectiveness and student mastery of SLOs.

a. SLO Achievement

A dashboard has been created to collect and display outcome statistics for course, program, and institutional learning outcomes. The dashboard provides the SLO success rate, total number of outcomes assessed, total number of courses assessed, and number of students assessed. The data can be filtered by individual instructors to get a snapshot of their students' success rates.

b. Course and Instructor Ranking

Course Ranking and Instructor Ranking reports provide fail, withdraw, and drop rates by course and instructor, for a specified period of time. The Course Ranking sorts by course from highest to lowest fail rates, and withdrawal or drop rates. The Instructor Ranking Report sorts instructors from highest to lowest fail, withdrawal, and drop rates. The Instructor Summary Card Report was just recently developed to provide a holistic assessment regarding individual faculty performance. The report includes a section on meeting student learning outcome achievement (SLO's), attendance and retention, faculty surveys, and professional development. (III.A.27, .28, and .29)

3. Annual Performance Evaluation

As part of their annual performance evaluation, faculty is evaluated on their instructional skills, which includes student engagement and assessment techniques, content expertise, and focus on student achievement. Specific questions on the instructor evaluation form provoke thoughtful evaluation on the instructor's effectiveness in producing learning outcomes.

Self-Evaluation

The College meets the standard. To assure continuous improvement in teaching and learning, the College has created a culture of assessment with a focus on student learning outcomes at the individual instructor level. With transition to the eAppraisal evaluation process, the faculty is now evaluated on how well they meet the core competencies established for the position. While the descriptions for the job-specific competencies allude to faculty effectiveness in student achievement of SLOs, they need to be rewritten so that this key criteria is considered in the annual faculty evaluation process.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Achieve rating of ≥ 2 on SLO delivery for 90% of instructors	Create Individual Goal Alignment	Mar 2014

Exhibits

IIIA.24	Faculty Job Description
IIIA.25	Statement of Faculty Responsibilities
IIIA.26	Classroom Observation Form
IIIA.27	Course Ranking Report
IIIA.28	Instructor Ranking Report
IIIA.29	Instructor Summary Card Report

IIIA.1.d

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The College recognizes that successful leaders demonstrate values and ethics in every action they take, and strives to attract and retain those who model these behaviors and inspire others. SJVC is able to foster an environment which promotes the ideals and expectations expressed with the Code of Ethics and Standards of Conduct:

San Joaquin Valley College is responsible for providing a high-quality education to its students and for assuring that the highest standards of ethical conduct and integrity are practiced in meeting our responsibilities. The professional conduct of each management, staff, and faculty of the institution is expected to be consistent, and comply fully, with these principles. All management, staff, and faculty are expected to engage in the following: trustworthy conduct, respectful behavior, accountability, fair and just actions, compassion, good citizenship, and responsible management.

All management, staff, and faculty members of the institution will adhere to all applicable standards of professional practice and professional codes of ethics in carrying out the business of the Institution; employ good judgment and display ethical behavior in decision making, never inducing or compelling others to take part in unethical, improper or illegal conduct; and follow the rules, adhering to Institution policies and procedures, regulatory agency requirements, federal and state laws, and professional standards.

The Code of Ethics and Standards of Conduct are published in the Employee Handbook. All employees are made aware of these expectations during new hire orientation. All levels of management are charged with implementing established policies and procedures so that the institution is well managed; in compliance with applicable laws and regulations; consistent and fair in its administration of policies; and appropriately reflect the diversity of the workforce. **(IIIA.30)**

Self-Evaluation

The College meets the Standard. All employees are expected to adhere to ethical and behavioral standards expressed in the Code of Ethics and the Standards of Conduct. When a suspected violation is brought to light, the situation is investigated immediately and if it is determined a violation occurred, the employee is subject to disciplinary action up to and including termination.

Results from the most recent institutional survey suggest that SJVC has successfully fostered an environment which promotes and supports ethical behavior. Ninety-one percent of faculty and ninety-four percent of staff agreed, that “I am proud of the integrity of SJVC employees.” (IIIA.23: Page 8, question 23; page 14, question 15)

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IIIA.30 Employee Handbook (2012)

IIIA.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

The College employs a sufficient number of full-time faculty, administrators, and staff who possess the necessary qualifications to support the college mission, goals, and objectives. This descriptive summary addresses two topics:

1. Faculty
2. Staff

1. Faculty

To assure effective teaching and learning processes, SJVC has determined that the optimal instructional ratio is 1:24. SJVC employs a sufficient number of faculty to meet this ratio, with the average instructional ratio at 1:10. The College may adjust staffing to assure sufficient amount of faculty to maintain class sizes at or below 24 students in each class.

Programs with an accreditation requirement for a specific instructional ratio lower than 1:24 also influence staffing levels. Other factors that influence instructional staffing levels include the development of new programs or requirements for new areas of expertise. In

those cases, SJVC will either hire new faculty with the requisite qualifications and skills or assure that existing faculty receive the necessary training to update their skills.

Individual campus analyses of student success rates may warrant an increase in faculty staffing levels. For example, if a large number of students fail a particular course, the campus may reduce class size, which, in turn, may require an increase in the number of faculty hired to teach that course.

2. Staff

For administrative and support staff positions, SJVC has developed guidelines to assure appropriate staffing levels based upon student population. The guidelines identify the number and kind of administrative and support staff positions required to deliver student support and administrative services based on student census. The guidelines are used by college administrators to determine the sufficiency of administrators and staff at the campuses. **(IIIA.31)**

Self-Evaluation

The College meets the Standard. SJVC employs a sufficient number of qualified and appropriately prepared full-time faculty, administrators, and support staff to deliver its academic programs and student and administrative support services.

College leadership is able to make any necessary adjustments to the organizational structure and staffing levels to better support effective delivery of programs and services.

The College conducted quantitative evaluation in two areas:

1. Instructional and Administrative Ratios
2. Needs Assessment



1. Instructional and Administrative Ratios

SJVC's instructional ratios are on par with those of other private, for-profit ACCJC accredited institutions.

<http://www.american-school-search.com/faculty/san-joaquin-valley-college-rancho-cucamonga>

In 2009, the average faculty to student ratio at the College was 1:13.5, half that of the 1:27.9 ratio that the National Center for Education Statistics' Digest of Education Statistics: 2010 reports as the average for for-profit degree-granting higher educational institutions in the US in 2009.

YEAR	FACULTY (FTE)	AVERAGE STUDENT CENSUS	RATIO
2007	286	3853	1:13.47
2008	280	3652	1:13.04
2009	327	4416	1:13.50
2010	389	5906	1:15.18
2011	406	5698	1:14.03
AVERAGE	338	4705	1:13.94

In 2011 SJVC's 406 FTE faculty members were responsible for teaching an average of 5698 contemporaneously enrolled students for a ratio of 1:14. These data indicate that SJVC's faculty is sizable in number relative to those of the colleges within its sector. In November 2011, SJVC had 145 FTE administrators and 367 FTE staff constituting its administrative infrastructure for its student census of 5458, that is, a ratio of 1:10.66.

2. Needs Assessment

SJVC engages in periodic review of the effectiveness of the number and organization of SJVC's human resources at the campus and institutional levels. Effectiveness is based upon review of the organization chart, job descriptions vs. actual duties, student census, and employee salaries.

For example, in 2010 and 2011, SJVC experienced considerable growth in student population ranging from nine to two hundred percent. To meet student and business needs, SJVC increased its staffing levels. The table below provides the starting and ending employee and student counts, the number of new hires, and the increase in employee population:

DATE	EMPLOYEES	STUDENT CENSUS	EMPLOYEE INCREASE
01.01.2010	1092	5105	19.3%
12.31.2010	1303	6142	
01.01.2011	1303	6142	13.5%
12.31.2011	1279	5216	

The total number of employees includes new positions that were created to meet student and business needs. **(IIIA.32)**

As noted, student census began to decrease in 2011; which prompted the Senior Management’s review of the campus organization charts and assessing the effectiveness of certain positions. The focus of the review centered on identifying the essential services required for student and employee success. The review confirmed that there were more administrative staff positions than were required for the current census levels.

As a result, less than three percent of campus positions were eliminated, some job duties were combined, and some positions were identified as needing further assessment

In 2010 when the online student population increased eighteen percent in its medical assisting programs, the College created the position of Clinical Requirements Coordinator, responsible for assuring these students met all requirements for timely start of externship.

That same year the College opened a contact center to replace the third-party call center used for online student enrollments prior to that time. Through 2012 the employee population has grown to twenty-two employees who provide service to applicants, students, and expand the services provided to on-ground campuses.

From 2008 through 2012 the College’s corporate staff had an additional twenty-six positions added to assure increased service to students and employees as the College added programs, services, and locations.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

- IIIA.31 Campus Administrative Staffing Level Guidelines
- IIIA.32 List of New Campus and Corporate Positions

IIIA.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

IIIA.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

SJVC regularly develops personnel policies which are based on state and federal legislative requirements for workplace conduct, employee rights, due process, and the business needs of the College. Personnel policies are published primarily in the Employee Handbook which is divided into six sections: equal employment opportunity, employee responsibilities, harassment prevention, benefits, institutional policies, and leaves of absence.

SJVC is an Equal Opportunity Employer and adheres to EEO guidelines as well as state and federal regulations to ensure fairness in employment procedures. Notices of these laws are posted on-campus and at SJVC's off-campus administrative offices in employee break rooms. State labor law requirements are included on job descriptions. Policies are posted on InfoZone for employee reference.

This descriptive summary addresses four topics:

1. Annual Review
2. Employee Handbook
3. Training
4. Dispute Resolution and Compliance

1. Annual Review

The Human Resources Department conducts an annual review of personnel policies and procedures to assure that the institution remains compliant with all federal and state legislation and regulations. During the first quarter of each year the Director of Human Resources reviews the changes in legislation to identify any new legislation or regulations that may apply to the institution. Human Resources staff also attends an annual Legislative Update Conference to assure a clear understanding of all new legislation and best practices. Working with legal counsel, the Director of Human Resources updates SJVC's personnel policies and procedures to comply with new legislative requirements and best practices. New policies and procedures may also be developed if need be.

This update consists of a written summary with references to new legislation for Senior Management to review and approve. Once approved, the Director of Human Resources finalizes the revision of the Employee Handbook and generates an audio and visual PowerPoint presentation identifying and explaining the revisions.

2. Employee Handbook

The revised Employee Handbook and PowerPoint presentation are uploaded onto InfoZone for all employees to access and view. If an employee would like a hardcopy or CD of the Employee Handbook, they make that request through the Campus Administrative Assistant or the Human Resources Department. All employees sign an acknowledgement of receipt that reminds them of their obligation to thoroughly read the Employee Handbook, to know and abide by all policies and procedures. **(IIIA.30)**

As part of the new hire orientation, each new hire is assigned to view an audio and visual PowerPoint presentation on the Employee Handbook. This provides new hires with a foundation of understanding of personnel policies and procedures. New employees sign an acknowledgement of receipt of the Employee Handbook which emphasizes the requirement to read the document in its entirety and be familiar with SJVC's personnel policies and procedures.

3. Training

SJVC assures consistent and equitable administration of personnel policies and procedures by providing regular training to faculty, supervisors, and managers on various human resources related topics.

4. Dispute Resolution and Compliance

SJVC provides its employees with the opportunity to report any inconsistencies in the application of policies and procedures through its Fair Treatment and Dispute Resolution process, which guides the employee from their immediate supervisor to, if needed, the Director of Human Resources.

SJVC encourages employees to report concerns regarding compliance with institution policies, procedures, or regulatory requirements through the Compliance Line on InfoZone, the College intranet. Through this automated service system, concerns are received by the Director of Human Resources to process and assure appropriate actions are taken and resolutions achieved based on the validity of the concern.

Self-Evaluation

The College meets the Standard. SJVC stays abreast of changes in employment legislation and updates its policies and procedures accordingly. The Human Resources Department conducts annual reviews to assure compliance with legislation and regulations and implementation of best practices.

The Employee Handbook is current and easily accessible to college employees. Supervisors reiterate and provide any necessary training on college policy and procedures, as needed.

SJVC has established policies and processes which advocate for, and uphold fairness in, the employment process. These policies and procedures are clearly communicated to employees and widely published.

The College conducted quantitative self-evaluation in three areas:

1. Publications
2. Dispute Resolution
3. Training

1. Publications

SJVC has adopted, makes public, and upholds policies which ensure fairness in employment:

POLICY	DOCUMENT	PAGE
Notice of Non-Discrimination	Catalog	28
Harassment		28-29
Equal Opportunity Employer	Employee Handbook	7
Complaint Procedure		8
Fair Treatment and Dispute Resolution		55-56
Harassment Prevention		31-34
Complaint Procedure		35-36
Investigations		36-37

2. Dispute Resolution

Complaints received either through the Fair Treatment and Dispute Resolution process or the Compliance Line have been minimal (eight in 2011) and successfully resolved. It has been confirmed through investigations that policies and procedures are fairly and consistently applied. Should inconsistencies be identified, they are immediately addressed and corrected.

3. Training

In accordance with AB1825, SJVC provides all supervisory employees with interactive training on prevention of sexual harassment. The training is delivered within six months of a supervisor’s hire or promotion, and has been conducted by employment law attorneys every two years since 2005. All new supervisors and managers participate in an online interactive training hosted by the California Chamber of Commerce:

YEAR	PARTICIPANTS
2006	5
2007	11
2008	9
2009	20
2011	40
2012	20

To assure managers understand their role in enforcing SJVC’s personnel policies and procedures in a fair and consistent manner, in 2009 and 2010, SJVC employed attorneys who conducted training to 52 employees on “Managing within the Law,” and “Conducting Campus Investigations.” (IIIA.33)

To provide managers a clear understanding of the legal requirements and SJVC policy to assure confidentiality of employees’ genetic information, in 2011 the Human Resources Department developed an audio/visual training presentation on the Genetic Information Nondiscrimination Act (GINA) which was viewed by 156 employees. (IIIA.34)

To provide managers the knowledge and tools to fairly and consistently address employee performance and behavior to promote and guide improvement, in 2012 the Human Resources and Academic Affairs departments revised and presented training on “Addressing Performance and Behavior” to 27 employees.

In 2012, the Director of Student and Alumni Services and the Safety and Compliance Manager developed an LMS course on the interactive process for accommodating disabilities. The course complements the one-on-one training provided to each new supervisor/manager responsible for coordinating the interactive process. (IIIA.35)

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

- | | |
|---------|---|
| IIIA.33 | List of Training Attendees (Managing Within the Law) |
| IIIA.34 | List of Training Attendees (GINA Title II Manager Training) |
| IIIA.35 | ADA Training Materials |

IIIA.3.b

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

Descriptive Summary

The College believes the rights of its employees are important and takes appropriate measures to assure the security and confidentiality of personal information, including personnel records. The Human Resources Department assures that personnel records are kept confidential, secure, and are retained in accordance with applicable laws. (IIIA.36)

Employee personnel records are kept electronically in a third-party administrator’s database, eBridge. Security is protected through both the College and eBridge systems, including passwords, audit trails, user reports, data encryption, physical redundancy, off-site backups, access and event monitoring, 24/7 Tier 3 data centers, restricted access per user, and document-level security.

The Chief Financial Officer, Director of Human Resources, and the Benefits and Human Resources Manager assure limited access to hard-copy personnel records. Only those with a business need-to-know may access personnel records.

As explained in the Employee Handbook, “Employees may access their personnel records at any time by making a written request to their Campus Director, or, in the corporate offices, to a member of the Board of Directors.” Requests are processed through the Human Resources Department.

Self-Evaluation

The College meets the Standard. SJVC maintains its employees’ personnel records in a safe and secure location limiting access to those with a business need-to-know. Procedures are in place for employees to request access to their personnel records.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IIIA.36 Records Retention Policy

IIIA.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

As one of its Core Values, the College is committed to providing a work and learning environment that is healthy, safe, and free from all forms of discrimination and unlawful harassment. SJVC’s objective is for all employees to work together comfortably and productively. SJVC demonstrates, through policy and practice, an appropriate understanding of, and concern for, issues of equity and diversity.

This descriptive summary addresses three topics:

1. Equal Opportunity
2. Diversity
3. Dispute Resolution

1. Equal Opportunity

As an Equal Opportunity Employer, SJVC has established policies which prohibit any form of unlawful discrimination on the basis of race, color, national origin or ancestry, sex, religion, age (for persons 40 and older), mental or physical disability, veteran status, medical condition (including genetic characteristics), marital status, registered domestic partner status, sexual orientation, gender identification, or pregnancy.

As detailed in **Standard IIIA.3.a**, training is provided to all employees to assure their awareness of these policies, their rights, and responsibilities in upholding them. A well-informed workforce supports the College's effort to promote equity and appreciation for diversity.

2. Diversity

Practices are in place to foster an institutional appreciation for diversity. College constituents are exposed to a variety of diversity-related activities which are spearheaded by the Corporate Diversity Committee and the Campus Diversity Sub-Committees. As described in **Standard II.B**, these committees plan and organize diversity events and professional development at each location to promote diversity and support its diverse personnel and students.

The over-arching goals of the committees are to:

- Educate staff, students, and members of the community on the benefits and value of understanding the concepts and practice of diversity.
- Foster an environment which values and recognizes each individual for his or her unique differences and similarities.
- Create a vehicle through which a variety of internal and external activities related to diversity take place.
- Provide an institutional environment which will attract and retain individuals of diverse cultural, ethnic, and racial backgrounds.

The Corporate Diversity Committee meets on a quarterly basis and is comprised of representatives from each campus location and the SJVC Corporate Office. At these meetings, committee members report on diversity-related activities that have taken place on their respective campus and develop plans for diversity activities at the institutional level. Members of the Corporate Diversity Committee are responsible for communicating the information discussed at the quarterly meetings to their respective diversity sub-committees.

3. Dispute Resolution

SJVC measures the effectiveness of diversity-related policies and practices through regular review of the number, type, location, and frequency of employee complaints or grievances. This information is reviewed by the Director of Human Resources, the Vice President of Administration, and the Senior Management. These reports provide valuable information on any necessary training or other action to prevent and minimize future occurrences.

Self-Evaluation

The College meets the Standard as evidenced by self-evaluation in two areas:

1. Quantitative Analysis
 - a. Publications
 - b. Dispute Resolution
2. Qualitative Analysis

1. Quantitative Analysis

a. Publications

(1) Catalog

POLICY	PAGE
Notice of Non-Discrimination	28
Harassment	28-29
Students with Disabilities	33-34

(2) Employee Handbook

POLICY	PAGE
Equal Opportunity Employment	7
Accommodating Disabilities	8
Civility in the Workplace	28-29
Harassment Prevention	31-34
Fair Treatment and Dispute Resolution	55-56

(3) Student Handbook

POLICY	PAGE
Code of Conduct	11-12
Appeal Process	12
Complaints	12
Grievances	14-19
Grade Appeal	20
Appeal of Termination	20

(4) Student Disability Accommodation Handbook

POLICY	PAGE
Grievance	10

b. Dispute Resolution

The relatively small number of employee claims filed in the last four years suggest that SJVC has appropriate policies in place that are consistently applied to protect against discrimination and harassment based on protected class. Refer to **Standard IIIA.4.b** for additional information on these claims.

YEAR	CLAIMS
2008	6
2009	6
2010	7
2011	8

2. Qualitative Analysis

The most recent institutional survey contained a series of questions related to diversity. According to the results, ninety-five percent of faculty and ninety-seven percent of staff respondents agreed that SJVC is a caring community that respects the cultures of all students, faculty, and staff. Ninety-one percent of students agreed with the statement “SJVC is a caring community that respects the cultures of all students.” Sixty-three percent of students, sixty-two percent of faculty, and sixty-nine percent of staff attended diversity events and found the information provided to be valuable (**IIIA.23: Page 1, questions 6 and 7; page 8, questions 24 and 25; page 14, questions 9 and 10**)

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

IIIA.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

In addition to standard employee benefits (health, dental, and life insurance; profit sharing; holiday, vacation, and sick day pay) SJVC provides a wide array of programs and services that support the needs of its diverse workforce.

This descriptive summary addresses six topics:

1. Diversity Program
2. Employee Assistance Program
3. Educational Assistance
4. Tuition Assistance
5. Wellness Program
6. Credit Union

1. Diversity Program

SJVC delivers a comprehensive and meaningful diversity program to promote and further student and employee appreciation for diversity.

2. Employee Assistance Program

The College recognizes that its employees have cultural and gender differences, differences in personalities, home life, medical conditions or disorders, and genetics. To meet these needs, SJVC has an Employee Assistance Program (EAP) through a third party administrator, Avante Behavioral Health. The EAP is at no cost to employee and designed to help employees and their families identify, assess, and resolve issues that may be affecting the employee.

3. Educational Assistance

SJVC provides in-house trainings and professional development seminars to its employees at no cost. While employees are responsible for all costs associated with maintaining any professional licensures or certifications related to their employment responsibilities, the College will pay tuition fees and any other reasonable costs associated with coursework required to teach a course.

4. Tuition Assistance

SJVC provides a one-time tuition discount for the spouses and dependents who reside with eligible SJVC employees for enrollment in one of SJVC's academic programs. The discount is based upon the eligible employee's total years of service with SJVC. Recipients must meet institutional and any program-specific admissions requirements.

Following one year of employment, SJVC employees are eligible for a tuition scholarship of twenty-five percent discount on any academic program. Approval is given provided that the time commitment to attend classes and study does not interfere with the employee's ability to perform regularly scheduled job duties.

SJVC also supports its employees' endeavors to continue their education by earning a degree or credential from another institution. SJVC will consider requests for tuition assistance if the educational outcomes support the employee's job duties and responsibilities.

5. Wellness Program

Each campus is responsible for planning and organizing a program to promote and support employee health and wellness:

- Weight loss challenges
- Purchasing bicycles for employees to ride to work
- Purchasing running shoes for employees to engage in every day physical exercise
- Regular guest speakers on topics such as healthy eating, dieting, and exercise
- Sponsoring employee membership in Weight Watchers

In fall 2012, SJVC began working with its insurance broker, AKT Benefit Advisors, on developing a more defined program for the institution.

The broker coordinated presentations by three wellness providers. The Chief Financial Officer and Director of Human Resources selected Elite Corporate Wellness as the College's wellness program provider. The benefits SJVC hopes to gain from its wellness program are:

- Reduce absenteeism
- Increase productivity
- Improve employee morale
- Attract and retain employees
- Lower healthcare costs, for both employees and the College
- Reduce liability and workers' compensation claims

This will be achieved through calendared events and individualized assistance in achieving health goals that include:

- On-site health screening and health risk assessment
- Personal wellness plans: weight management, personal health and wellness coaching, collaboration with disease management and medical care follow-up
- Member tracking and reporting through biometric screening and HRA reports

The College is also researching incentives that will promote the highest participation by its employees.

Campus Directors will appoint an individual from their campus to coordinate the program. SJVC's goal of promoting employee wellness will be communicated to the coordinators who will plan and coordinate activities and incentives to encourage optimal participation in this program.

6. Credit Union

After 90 days of employment, eligible employees may join the credit union(s) in the selected areas the College has membership. The credit unions offer a full range of financial services.

Self-Evaluation

The College meets the standard based on self-evaluation in two areas:

1. Quantitative Analysis
2. Qualitative analysis

1. Quantitative Analysis

As outlined in the Employee Handbook:

SERVICE OR PROGRAM	PAGE
Employee Assistance Program	42
Educational Assistance	41
Tuition Assistance	41
Credit Union	42

2. Qualitative Analysis

Results from the most current institutional survey indicate that a total of eighty-two percent of faculty and eighty-seven percent of staff agree that the Human Resources Department does an effective job in offering services that meet the needs of SJVC employees. **(IIIA.23: Page 8, question 19; page 14, question 11)**

Improvement plans

The College has not identified any improvement plans as the result of its self-evaluation.

IIIA.4.b

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

IIIA.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The College employs a diverse group of individuals and does not have barriers in its employee procedures and policies that would keep individuals within a protected class (women, minorities, or disabled persons) from being employed by the institution.

As set forth in its Core Values Statement, “The College Community expects personal and professional integrity in the fulfillment of its mission.” Integrity is embedded within policies and procedures which assure the fair treatment of all college constituencies. As detailed in **Standard IIIA.1.d**, the Code of Ethics sets forth SJVC’s standards regarding the treatment of its students and employees.

SJVC has built its policies and procedures on integrity and assures that it is demonstrated throughout the College community. Training is provided to managers, supervisors, and faculty to assure consistent application of college policy and procedure and to assure the fair treatment of students and employees.

Student and employee complaints are taken seriously. Claims of discrimination or unfair treatment are thoroughly reviewed to determine if there was a breach in policy or procedure.

Self-Evaluation

The College meets the standard as evidenced by self-evaluation in two areas:

1. Quantitative Analysis
 - a. Employee Diversity
 - b. Claims
2. Qualitative Analysis

1. Quantitative Analysis

a. Employee Diversity

As of April, 2012:

CAMPUS	TOTAL EMPLOYEES	WOMEN	MINORITIES	DISABLED
Bakersfield	130	68 (52%)	47 (36%)	5 (4%)
Call Center	22	14 (64%)	18 (82%)	1 (5%)
Corporate Office	83	49 (59%)	30 (36%)	2 (2%)
Fresno	116	80 (69%)	49 (42%)	4 (3%)
Fresno – Aviation	13	3 (23%)	3 (15%)	0
Hanford Extension	35	22 (63%)	21 (60%)	0
Hesperia	88	54 (61%)	40 (45%)	3 (3%)
Modesto	69	46 (67%)	31 (45%)	1 (1%)
Online	54	36 (67)	18 (33%)	2 (4%)
Rancho Cordova	29	18 (62%)	8 (28%)	0
Rancho Cucamonga	147	90 (61%)	81 (55%)	3 (2%)
Temecula	39	24 (62%)	15 (38%)	1 (3%)
Visalia	202	143 (71%)	76 (38%)	6 (3%)
TOTAL	1027	63%	43%	3%

Although the number of employees with disabilities is a lower percentage than those who are women or minorities, there are no barriers that keep qualified applicants and or employees with disabilities from being employed. The institution has an interactive process that is available to any applicant or employee with a visible or communicated disability that qualifies under the Americans with Disability Act. **(III.A.37)**

b. Claims

One measurement used to assess SJVC’s record on employment equity is the number and outcomes of employee claims for discrimination, retaliation, or harassment. SJVC receives very few of these types of claims. The majority of those that have been received were not substantiated or did not meet the definitions of discrimination, harassment, or retaliation.

YEAR	COMPLAINTS	SUBSTANTIATED	UNSUBSTANTIATED
2008	6	0	6
2009	6	0	6
2010	7	0	7
2011	8	0	8
2012	9	1	8

Note that in 2011, although it was found that discrimination did not occur, it was found that the supervisor made unprofessional comments. Based on prior similar conduct, the supervisor was terminated.

2. Qualitative Analysis

The most recent institutional survey indicated that ninety-one percent of faculty and ninety-four percent of staff agreed that “I am proud of the integrity of SJVC employees.” (III.A.23: Page 8, question 23; page 14, question 15)

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

III.A.37 Interactive Process

III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

SJVC is committed to providing professional development to its employees to assure their success in delivering high quality instruction and student support services and in demonstrating the essential functions and competencies of their respective positions. Professional development is provided on a regular basis and reflects the teaching, learning, and business needs of the College. The frequency and type of professional development delivered varies according to employment classification.

As detailed in **Standard IIB.3.c: Staff and Faculty Preparation**, all new faculty participate in a rigorous two-day training: New Faculty Orientation. The training is facilitated by the Director of Instruction and includes presentations on building a learning community, history of SJVC, SLOs, academic advising, lesson planning, classroom management, SJVC’s student profile, career services and placement, and academic technology tools.

The Director of Instruction plans institutional professional development for faculty, and at the campus level the Academic Dean plans professional development specific to the needs of the faculty at their location. The Deans have the autonomy to utilize a member of the institution to deliver the professional development or to hire an external provider.

Corporate Directors plan institutional professional development for administrators and support staff. Individual department heads plan and provide professional development for their respective departments.

This descriptive summary addresses five topics:

1. Classroom Observation
2. Key Performance Indicator Statistics
3. Annual Evaluation
4. Campus Director/Senior Management Meetings
5. Institutional Research

1. Classroom Observations

Academic Deans conduct classroom observations on a regular basis to evaluate teaching effectiveness based on 16 key criteria using a rating scale of one to five (poor to exceptional) **(IIIA.26)**

Observation results are used by the Academic Deans, Director of Instruction, and the Vice President of Academic Affairs to identify professional development for the faculty at large. Individual instructor results are also used by Academic Deans to determine what additional professional development the faculty under their supervision may require.

2. Key Performance Indicator Statistics

Managers overseeing faculty and support staff observe their direct reports' work performance on a regular basis to identify areas of success and areas requiring improvement. Some staff positions have KPI that are measured every five weeks in correlation to student enrollments, retention, graduation, and graduate placement. Employees who do not achieve the KPIs for their respective positions are provided training and coaching in order to help them reach the required standards.

3. Annual Employee Evaluations

All employees participate in an introductory and annual evaluation process designed to evaluate their competencies in relation to essential functions and individual goals. Based on the overall ratings by competency and goals, the institution is able to identify areas needing improvement and plan for professional development.

4. Campus Director/Senior Management Meetings

Six to eight times a year, the Vice President of Administration conducts a meeting attended by all Campus Directors and the Senior Management. A syllabus guides the meeting content, assuring that training and presentations are aligned with the institutional strategy map, and outcomes are assessed. **(IIIA.38)**

5. Institutional Research

Individual college departments periodically engage in research to identify and plan for professional development opportunities. Factored into the research are new regulatory requirements, changes in the workforce, and any new institutional or programmatic accreditation requirements.

Self-Evaluation

The College meets the standard as evidenced by self-evaluation in two areas:

1. Quantitative Analysis
 - a. Instruction
 - b. Professional Development
2. Qualitative Analysis

1. Quantitative Analysis

a. Instruction

An example of how the College uses data to prompt continuous improvement with a focus on faculty professional development is in the implementation of its higher-level math courses.

In 2010/2011, the Director of Instruction analyzed all courses failed during 2009 to identify the top five courses with the highest failure rates and the student census. Her analyses revealed a strong correlation between first course failure rates and subsequent terminations or drops; it also revealed Math 90 and English 1 as the highest failed courses offered to the greatest sample of students.

In fall 2010, SJVC increased the depth, breadth, and rigor of its associate degree math course requirement by replacing Math 90 with Math 121 and Math 122.

Classroom observations revealed that the faculty were not fully maximizing instructional strategies to support student learning and students were struggling with the heightened requirements of the new math course.

Recommendations were made for specific campus-based and institutional improvements based upon the findings of a study conducted by the Math Coordinator for the Fresno (California) County Office of Education, who observed math courses at several SJVC campuses, reviewed Math 121 and 122 course syllabi, and dialogued with the faculty.

Math and English conferences were conducted from November 2010 to August 2011, designed to better equip faculty with instructional strategies and methodologies for teaching the higher level courses. Emphasis was placed on the use of technology to enhance the teaching and learning process.

A consultant provided professional development to the faculty in six-day segments offered by region: northern, central, and southern California. Sessions delivered from September 2011 through May 2012 included the following topics: instructional strategies, lesson planning, and teaching the higher-level content from a conceptual development perspective. Outcomes of these trainings are detailed in **Standard IIB: Educational Preparation. (IIIA.39)**

b. Professional Development

Further evidence that the College meets the Standard is found in the sheer number of professional development opportunities provided during the last two years. In 2010, SJVC provided a total of 32 internal and ten external professional development

opportunities to employees. In 2011, a total of 65 internal and 23 external professional development opportunities were provided. The professional development provided during these two years represents a wide range of topics for different classifications of employees; however, every event contributed to furthering staff development and increasing effectiveness in their respective areas of responsibility. For example:

From February 2011 through June 2012, the Director of Instruction coordinated professional development for the faculty on the subject of student engagement and checking for understanding.

In November 2011 a three-day retreat was held for Academic Deans on the topic of effective instruction. A guest speaker presented on the topic of leadership; attendees reviewed data from a recent student survey pertaining to the quality of instruction, graduation rates, student attendance, and pass rates. Using a rubric, attendees assessed their abilities regarding leadership, building capacity, and supervision of instruction. **(IIIA.40)**

A two-day conference in March 2012 on Effective Supervision was held for Division Managers, Program Directors, and Enrollment Services Directors to achieve the outcomes of building capacity, leadership, and improving their supervision of instructors. A substantial portion of the training was delivered by a representative from the Marzano Teaching Institute.

2. Qualitative Analysis

Results from the most recent institutional survey indicate that eighty-four percent of faculty agree that SJVC encourages professional development opportunities for its employees. In the same survey, eighty-six percent of staff agreed that they've been provided adequate training for their specific job duties. **(IIIA.23: Page 7, question 11; page 14, question 12)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IIIA.38	Sample Campus Director-Senior Management Meeting Syllabus
IIIA.39	Math Professional Development Agenda
IIIA.40	Training Materials from Academic Deans Retreat

IIIA.5.a

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

SJVC systematically evaluates all professional development provided to college employees to determine the level of effectiveness and whether the training resulted in improvements in employee performance.

The College evaluates its professional development on the objectives and outcomes identified for the training. This is accomplished by having participants provide their general feedback as well as examples of how they intend to apply the training to meet the objectives. For example, SJVC delivered training to supervisors and managers on addressing employee work performance and behavior. The following are the outcomes and assessments used to evaluate how well the participants understood and applied the content of the training.

- Outcome 1: Provide managers with the tools to appropriately guide performance and behavior.
- Assessment 1: Manager will identify three tools or techniques available to guide employee performance.
- Outcome 2: Promote effective coaching to create improved partnerships between managers and employees that are mutually beneficial; resulting in reaching both College goals and employees' personal goals.
- Assessment 2: Managers will provide evidence (an example) of effective coaching and partnership.

Tracking individual employee and departmental performance is another key component in evaluating the effectiveness of professional development. For example, after the Department of Education program integrity and misrepresentation training was provided, the College conducted "admissions shops" to gauge the level of compliance of admissions and financial aid staff with the misrepresentation regulations. The results were used to determine the effectiveness of the training and to identify and plan for additional employee trainings.

Self-Evaluation

The College meets the standard as evidenced by qualitative self-evaluation.

Employee surveys often include questions designed to elicit feedback on the level of employee satisfaction with the frequency and types of professional development provided by the college. Results from the most recent institutional survey suggest that employees are satisfied with the professional development provided by SJVC: eighty-four percent agreed that SJVC provides adequate training for their specific job duties. In particular, eighty-four percent of faculty agreed that the College provides professional development opportunities to improve teaching and stay current; and eighty-nine percent agreed that the College offers

training and support to engage students in outcome-based instruction. Further, eighty-nine percent of faculty and eighty-nine percent of staff agreed that their supervisors suggest ways to improve their work performance. **(IIIA.23: Page 7, questions 11 and 12; page 8, questions 20 and 21; page 14, question 13)**

SJVC has participants complete meeting evaluations to obtain their feedback on professional development provided. The results are reviewed by the facilitators and distributed to all participants. The feedback received is used to make adjustments, if needed, to improve the training materials, presentation style, and environment.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

IIIA.6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

SJVC takes appropriate measures to assure that human resource planning is integrated with institutional planning. Human resource planning is triggered primarily by strategic initiatives to open a new campus, deliver a new program, and sustain existing operations. or in response to change in student census.

In fulfillment of its mission to respond to educational and employment needs, SJVC continually engages in research to identify new areas to service and new academic programs to deliver. When planning for a new campus, new program, or the migration of an SJVC program to a different campus location, SJVC takes into consideration the numbers and kinds of faculty, administrators, and staff required to support the instructional, administrative, and student support service needs based upon student census projections.

In order to sustain operations at existing campuses, SJVC closely monitors student census levels to ensure that it has a sufficient amount of qualified faculty, administrators, and staff to deliver programs and services. As described in **Standard IIIA.2**, SJVC plans and provides a sufficient number of faculty to support its standard instructional ratio of 1:24. Likewise, administrative and support staffing levels are based on student population.

Self-Evaluation

The College meets this standard. Human resource decisions emanate from the strategic plans and business needs of the college. SJVC plans for and provides sufficient and qualified human resources to meet the needs of its programs and services.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.





Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

IIIB.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

IIIB.1.b

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

Descriptive Summary

College facilities are structured, designed, and maintained to assure access, safety, security, and meet the needs of SJVC's academic programs, student support, and operational services in healthful learning and working environments.

Students and employees are provided with the physical resources required to meet learning and business outcomes. Classrooms, labs, libraries, and administrative offices are appropriately furnished and stocked with the necessary equipment to support and enhance student learning and to improve institutional effectiveness.

All college facilities are essentially barrier-free and handicap accessible in accordance with the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The College provides safe and sufficient equipment to support student learning and achievement. Every academic program has a faculty-approved list of program equipment and supplies that support learning outcomes. **(IIIB.1)**

This descriptive summary addresses seven topics:

1. Physical Plant
2. Safety and Security
 - a. Illness and Injury Prevention (IIPP) and Emergency Action
 - b. Access
 - c. Violence Prevention
 - d. Safety Officers
 - e. Identification
 - f. Safety Committee
 - g. Emergency Response Team
 - h. Hazardous Materials

3. Training
 - a. Emergency Preparedness
 - b. Hazardous Materials
 - c. Substance Abuse Prevention Program
 - d. Health and Fitness
4. Inspections
 - a. Eighty-Point
 - b. Annual Safety
 - c. Instructional Equipment
 - d. Custodial Services
5. Communication and Publications
6. Textbooks
7. Service Desk

Throughout this narrative, reference is made to Exhibit **IIIB.21**, the most recent institutional survey, conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. The survey is disaggregated by student respondents (n=2867), faculty (n=399), and staff (n=364).

1. Physical Plant

The College maintains the following physical plants, all in California:

CAMPUS	ESTABLISHED
Visalia	1977
Bakersfield	1982
Fresno	1985
Fresno – Aviation	1994
Rancho Cucamonga	2001
Modesto	2004
Hanford Extension	2004
Rancho Cordova	2005
Hesperia	2009
Temecula	2011
Visalia Extension	2011
San Diego	2012
Lancaster	2012

In 2004 the College began delivering education in an online modality, and established an office in Visalia to house the staff assigned to that division. To support the admissions effort for this division, in 2011 the College opened a Call Center in Corona, California.

2. Safety and Security

SJVC's Safety Policy Statement sets forth its commitment to ensure the health, safety, and well-being of every student, employee, and visitor at SJVC facilities. The College has implemented policies, processes, programs, and practices which create widespread awareness of safety related issues, prevent or minimize unsafe or hazardous situations, and engage constituents in ongoing evaluation of the safety and security of college facilities and equipment.

Safety plans are administered by the CFO, Director of Human Resources, and the campus Safety Committees. The plans are periodically reviewed and updates are made as needed. Training is provided to individuals responsible for coordinating and administering the plans.

a. Injury and Illness Prevention Program (IIPP) and Emergency Action

The IIPP contains policy and procedures which set forth the best safety practices recognized by Cal-OSHA. The emergency plan contains evacuation routes, emergency procedures, and phone numbers for emergency personnel and the approved medical providers while the emergency action response plan defines the actions to be taken prior to and immediately following a major disaster, riot, or public disturbance on college premises. **(IIB.2 and .3)**

b. Access

The College Catalog and Student Disability Policy provide information to employees and students alike on the accessibility of college facilities as well as policies and procedures to follow in requesting accommodations. Facility inspections monitor compliance with federal facility access requirements. **(IIB.4, page 33; IIB.5)**

c. Violence Prevention

SJVC is committed to providing a campus that is free of threats or acts of violence and to protecting employees and students from such conduct while on College premises. The College has zero tolerance for acts of violence by employees and students. Periodic training on workplace violence prevention is provided to college employees. **(IIB.6, page 60)**

As part of New Faculty Orientation, instructors are provided training on how to effectively manage their classrooms, including ways to defuse volatile and hostile situations.

d. Safety Officers

Safety Officers are at every campus and college facility during hours of operation. Safety Officers are licensed through the Bureau of Security and Investigative Services, equipped with two-way radio communication devices and cell phones in order to ensure their immediate availability. Safety Officers also assist with crime prevention and the reporting of criminal activity on campus.

e. Identification

Students and employees are issued photo identification badges which must be worn at all times on campus or when visiting an off-site administrative office. College visitors are required to sign in and out at the front desk and are issued a visitors badge which must be worn for the duration of their visit.

f. Safety Committee

Every campus and off-site administrative office has a Safety Committee comprised of faculty and staff, including members of the Campus Management Teams. The committees meet quarterly to review facility inspection reports, injury investigation reports, tickets generated from the Facilities Service Desk related to safety and safety training, and discuss a wide range of safety-related issues which lead to actionable improvement plans to increase safety both on campus and at clinical training sites.

g. Emergency Response Team

Every campus also has an Emergency Response Team (ERT) comprised of faculty and staff who have been formally trained in CPR and emergency management procedures. The ERT's communicate safety and health protocols to all employees and students, and, in the event of an actual emergency, provide assistance until emergency personnel arrive.

h. Hazardous Materials

Every college facility maintains a Hazardous Material Inventory list and current Material Safety Data Sheets (MSDS). Hazardous chemicals, materials, and waste are disposed of properly and the storage receptacles are inspected monthly.

3. Training

College policy requires that students and employees receive safety training designed to ensure their awareness of, and compliance with, policies, procedures, and best practices relative to the use of college property, equipment, and supplies. Training occurs upon hire, when new materials or processes are introduced, when safety program changes occur, and as needed. The frequency and type of training received is dependent upon employee classification.

a. Emergency Preparedness Training

Fire drills and other safety related precautions occur on a regular basis at all campus and administrative office locations. Every facility has a designated assembly point and procedures for assuring that all employees and students are accounted for in the event of an emergency. Instructors notify each new student cohort of the evacuation plan and this information is covered during new employee training.

b. Hazardous Materials Handling

Every IIPP provides information regarding hazards to which employees may be exposed. Hazard communication and disposal training is conducted annually for employees who may be exposed to these materials, and hazardous disposal training is provided to students by the faculty.

The College contracts with a licensed provider who removes bio-waste.

c. Substance Abuse Prevention

In accordance with the Drug Free Schools Act of 1989, SJVC offers a program to prevent, identify, and respond to substance abuse and its impact on students' education, health, and safety. The 2012/2013 Substance Abuse Prevention Program provides information on the effect of illegal substances; state and federal penalties for possession, sale, or consumption; and contact information for agencies that provide drug or alcohol counseling. **(IIB.7)**

d. Health and Fitness

The College sponsors an employee health and fitness program which entails periodic lectures from professionals on a wide range of health-related topics such as exercise, diet, and nutrition.



4. Inspections

College facilities and equipment are inspected on a regular basis to ensure compliance with state and federal regulations, SJVC's cleanliness and maintenance standards, assure the integrity and quality of College programs and services.

a. Eighty-Point Inspection

General facilities and non-instructional equipment are inspected on a daily, weekly, or monthly basis as delineated in the Building & Equipment Maintenance Standards. **(IIB.8)**

Facility Managers are required to complete Facilities Inspection Reports which alerts them and their staff of any hazards, needed upkeep, or replacements. The Director of Purchasing reviews the inspection reports in order to assure that scheduled inspections are conducted with integrity and in full compliance with institutional facilities inspection procedures, stay abreast of major facility and equipment issues, and to assure that facilities and equipment are in compliance with external laws, regulations, and internal standards. **(IIB.9 and .10)**

b. Annual Safety Inspections

Every campus and facility undergoes an annual risk management inspection conducted by an independent third party, Environmental Health Safety inspector, who assesses compliance in 20 areas of federal, state, and local facility requirements; the IIPP; and institutional policies related to facilities and equipment repairs and maintenance. The results are used to identify health and safety issues and any needed training. **(IIB.11)**

c. Instructional Equipment Inspections

Instructional equipment is inspected on a monthly basis. Inspection results are recorded on the Program Equipment Non-Computer Inspection Report, reviewed by the Director of Purchasing, and retained for a period of three years. **(IIB.12)**

As detailed in **Standard IIC: Technology Resources**, all computers and computer equipment is routinely inspected by the Campus Network Administrator. All operational and program equipment is either repaired or replaced, as needed.

d. Custodial Services

Janitorial cleaning schedules ensure that every building is maintained according to college standards. SJVC maintains a sufficient number of janitorial staff to assure that campuses are clean, well maintained, and provide healthful learning and work environments. **(IIB.13)**

5. Communication and Publications

The College provides current safety news, activities, reading materials, and all required postings (Cal/OSHA and Workers' Compensation) on a bulletin board and the Risk Management InfoZone site. All required permits (occupancy, medical waste, etc.) are visibly displayed in the appropriate locations. Safety and health information is also disseminated through email or payroll inserts.

The Student Handbook contains the Campus Safety policy which provides general information concerning emergency situations. A full description of the emergency procedures is provided in the Campus Safety Procedures Manual. Safety and security policies and procedures and campus crime statistics are published annually in the Campus Security Report which is distributed to students and employees. **(IIB.14, .15, and .16)**

6. Textbooks

An important component in SJVC's provision of sufficient physical resources is the timely delivery of textbooks to new and continuing students. SJVC policy requires one hundred percent on-time delivery of textbooks to all students.

7. Service Desk System

Each campus' facilities staff is fully trained and empowered to provide timely responses to employee reports of unsafe conditions and equipment in need of repair. Notice is made through the service desk, a powerful software tool that allows employees to submit electronic notice of need for supplies, unsafe facility conditions, and facility and equipment maintenance or repair needs.

A unique email queue address has been created for each campus and the off-campus administrative offices. The requests go to a centralized database system where each is assigned a job ticket number that is monitored and processed by the campus Facility Manager. Broken equipment is either repaired or replaced depending upon the nature and extent of the damage and the items' original equipment manufacturer's life expectancy projections. Consumable supplies are re-stocked as needed. Once the request has been fulfilled, the ticket is closed and the person generating the request will receive confirmation, via email, that the job has been completed.

Self-Evaluation

SJVC's framework of facilities and safety-related policies and procedures, plans, and inspection processes serve to ensure that it maintains learning and work environments which are safe, clean, accessible, support and assure the integrity and quality of programs and services.

The College meets the Standard, as evidenced by the self-evaluation done in two areas:

1. Quantitative Analysis
 - a. Inspections
 - b. Textbook Distribution
 - c. Help Desk
 - d. Crime on Campus
2. Qualitative Analysis

1. Quantitative Analysis

a. Inspections

In 2010 and 2011 facility safety inspections were conducted by an independent auditor using a five-point rubric:

SCORE	LEVEL OF IMPLEMENTATION
1	No activity - program, training, documentation, or observed safe practices are not in place
2	Partial activity - one of the following is in place: written safety program, training program conducted, documentation, observed safe practices
3	Activity – two or three of the following are in place: written safety program, training program conducted, documentation, observed safe practices
4	Compliance – All components for a compliant process are in place and active: written safety program, training program conducted, documentation, observed safe practices
5	Beyond – safety efforts are beyond compliance: management and employees demonstrate safety as a way of doing business: measurement process is in place to document safety's contribution to the performance of the organization

The chart below reflects the scores earned, suggesting that the infrastructure and equipment of the SJVC’s campuses and off-site administrative offices are in compliance with federal, state, and local regulations as well as the IPPs, and institutional policies and procedures pertaining to the upkeep and maintenance of facilities and equipment.

LOCATION	2010	2011
Fresno – Aviation	4.46	4.07
Bakersfield	3.83	3.75
Corporate Office	3.5	3.25
Fresno	3.71	3.87
Hanford Extension	4.8	3.9
Hesperia	4.25	4.25
Modesto	3.92	3.75
Rancho Cordova	3.66	3.55
Rancho Cucamonga	4.1	3.6
Temecula	-	3.66
Visalia	3.27	3.33

b. Textbook Distribution

In an effort to ensure timely delivery, SJVC instituted a new reporting process to monitor and measure delivery performance. In 2011, the process began for on-ground students and initially monitored only new students. The report shows 99.9% of new students received their texts on time. The process was expanded in 2012 to include continuing students and shows 96.7% received their texts on time. **(IIB.17, .18, and .19)**

c. Service Desk

The service desk has proven to be an effective and efficient method for reporting unsafe or sub-standard facility conditions and physical resource requests.

(1) Supplies and Services

These tickets are generated for ordering pre-defined and approved office and lab supplies, text materials, and contracted services. SJVC has set a response time standard of 24-72 hours from receipt of ticket through completion of the order or service.

In 2010, a total of 129,777 facilities-related tickets were submitted through the service desk with an average response time of 17.82 hours. **(IIB.20)**

(2) Safety

In all cases when circumstances require immediate action to assure the safety of its constituents, the College responds immediately. SJVC has set a response time standard of 120-150 hours, within which time the issue is immediately addressed, remedy and compliance are assured.

For example, if a leaking drinking fountain presents a slip and fall hazard, the water is immediately turned off and cones placed to prevent access. Repair may require days to complete, and the ticket is not closed until that has been completed.

In 2011, college constituents generated 152,844 facilities tickets through the FSDS; 130 for safety-related issues, with response times of 16.37 hours (non-safety) and 111.85 hours (safety).

d. Crime on Campus

Annual Crime Statistics indicate that the majority of on-campus incidents are non-violent. When crime does occur on campus, the College takes appropriate action to prevent and minimize future occurrences, including increasing the number of safety officers on campus, educating students and employees on how they can maintain their own safety as well as the safety of others. **(IIIB.16, pages 12-19)**

2. Qualitative Analysis

Results from the most recent institutional survey revealed:

- Ninety-three percent of staff, eighty-nine percent of faculty, and ninety percent of students agree that facilities and buildings at the College are well-maintained and in good condition
- Ninety-one percent of faculty and ninety-one percent of staff are familiar with the processes in place to request physical resources
(IIIB.21: Page 4, question 36; page 9, questions 27 and 30; page 15, questions 18 and 20)

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IIIB.1	Sample Program Equipment List (Business Administration)
IIIB.2	Illness and Injury Prevention Program
IIIB.3	Emergency Action Plan Training Materials
IIIB.4	2012/2013 College Catalog
IIIB.5	Student Disability Accommodation Policy (Rev. 3/2012)
IIIB.6	Employee Handbook (2012)
IIIB.7	Substance Abuse Prevention Program (2013/2013)
IIIB.8	Building and Equipment Maintenance Standards
IIIB.9	Facilities Inspection Report Form
IIIB.10	Policy on Facilities Inspection and Report Record Retention
IIIB.11	Sample EHS Inspection Report – Corporate/Online
IIIB.12	Sample Program Equipment Inspection Reports by Campus (2011)
IIIB.13	Custodial Schedules
IIIB.14	Student Handbook (Rev. July 2012)
IIIB.15	Campus Safety Procedures Manual (Rev. July 2009)
IIIB.16	Campus Security Report (2012/2013)
IIIB.17	New Student Textbook Fulfillment Report
IIIB.18	Existing Student Textbook Fulfillment (2011)
IIIB.19	Online Monthly Cumulative Shipment Error Report (2009-2012)
IIIB.20	Service Support Ticket Summary Report (4/2009 – 2012)
IIIB.21	Results from the 2011 Institutional Self Study Survey

IIIB.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

IIIB.2

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

IIIB.2.a

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

Descriptive Summary

SJVC employs an ongoing and collaborative physical resource planning process involving new facility acquisitions, maintenance and construction of existing facilities, capital and non-capital equipment acquisitions, and engages in planning processes to ensure that capital projects reflect institutional goals through shared governance, open communication, and collaboration within the college community.

Members of the Senior Management review every proposed capital improvement project to ensure that the proposal supports achievement of institutional goals and objectives. In order to facilitate decision-making, each proposal contains the total cost of ownership, timeline for implementation, human resource implications, impact on curriculum and student learning outcomes.

This descriptive summary addresses five topics:

1. Ownership
2. Planning
 - a. New Campus
 - b. New Program
 - c. Campus Relocation
 - d. Program Migration
 - e. Accreditation
3. Maintenance and Construction
4. Equipment
 - a. Faculty Input
 - b. New Equipment Purchases
 - c. Capital Equipment
5. Evaluation

1. Ownership

A life cycle cost analysis is conducted prior to committing to capital expenditures. The first step in the process is the determination of the total cost of ownership:

- Initial purchase, acquisition, installation and construction costs
- Utility expenses
- Operation, maintenance, and repair costs
- Capital replacement costs
- Residual values of a system or component
- Finances charges, taxes, and non-monetary benefits or costs

The total costs within each category are considered in the investment decision. Once the total cost of ownership is determined, the College conducts a present-value analysis which allows it to perform the life-cycle cost calculation which identifies the break-even and return on investment periods. This information is projected on an annual basis prior to making any decisions to acquire real estate or fixed assets and assures that decision-makers are fully aware of the impact of the decision. **(IIB.22)**

To ensure that the best decisions and plans are made, the Senior Management often solicit additional input and information from the individual or group who generated the capital request. Collective dialogue concerning the details and justification for the project provides valuable information and insight that the Senior Management uses as they review, approve, and adjust, as necessary, long-term capital improvement projects.

SJVC factors routine maintenance, upgrades, and eventual replacement costs to determine the total ownership cost of capital equipment. This assures that capital equipment decisions project current and future ownership costs which are projected out for the life expectancy of the equipment. As life expectancy draws to a close, SJVC's Director of Purchasing works with faculty and Facility Managers to develop replacement plans. Every piece of capital equipment included on an approved equipment list is well maintained and either repaired or replaced as needed.

Provided below is an example of the capital planning process and its relationship to institutional improvement:

In December 2010, a Division Manager submitted a Proposal for New Supply/Equipment Purchases totaling \$98,096. The proposal stated current instruction on troubleshooting and repairs in the Industrial Technology program was being done through simulated software. However, employers were requesting students have actual hands-on experience with training system-faulted parts .

The Vice President of Academic Affairs presented the proposal at the July 6, 2011 Senior Management meeting, and their approval was given following minor proposal revisions. Final purchase and installation costs were \$97,197, the equipment was purchased and installed at each of the six campuses offering the program. **(IIB.23)**

2. Planning

a. New Campus

SJVC periodically conducts feasibility research to identify new geographic regions that will benefit from the types of programs and services offered at SJVC.

When planning for a new campus, the Director of Real Estate identifies appropriate facilities based upon the initial program offerings, student enrollment, and employee hiring projections for the first two years of operation. As potential facilities are identified, the classroom and lab requirements of any additional academic programs planned after the initial start are also factored.

The Director presents information to the Senior Management on location, lease options, construction, and tenant improvements for each building. The Senior Management selects the most promising site, the Director then enters into negotiations with the landlord and draws a space allocation plan reflecting the exact configuration and building specifications of the campus. The Director has developed design templates for classrooms, labs, and administrative offices based upon the instructional needs of SJVC's academic programs and maximum seating capacity.

b. New Programs

To assure that existing campus facilities will meet the instructional needs of new programs, the Associate Vice President, Director of Purchasing, and Director of Real Estate conduct an in-depth assessment of the current facility space against the facility and equipment requirements and the projected census of the new program. The results are used to plan and provide sufficient space to meet the instructional and any lab requirements of the new program.

c. Campus Relocation

Once the need for a new facility is determined, typically prompted by capacity issues, the Director of Real Estate Development is tasked with locating a suitable new location. To secure a site that will meet the campus' specific needs, the Director meets with the Facility Manager, Campus Director, and program directors to get their input on the number of classrooms, labs, and administrative office requirements.

d. Program Migration

The migration of previously approved programs to other SJVC campus locations also requires in-depth planning to assure sufficient space is available to meet the needs of the program.

In 2011/2012, SJVC migrated its Heating, Ventilation, Air Conditioning, and Refrigeration program to the Visalia, Modesto, Hesperia, and Rancho Cucamonga campuses. As none of these campuses had sufficient space to accommodate the program's lab equipment requirements, SJVC secured additional off-site classrooms that were able to accommodate the program's equipment specifications.

e. Accreditation

Programmatic accreditation standards, program review results, or advisory board feedback may prompt or require planning for facility improvements to better meet learning outcomes and industry standards.

In preparation for AB2637, effective January 2009, the Dental Assisting Program Directors submitted a proposal to the Senior Management which included restructuring the program curriculum and building a second lab at each campus to accommodate the additional skill competencies required by the legislation.

The Program Directors increased the number of skill competencies and proposed that the skills be distributed throughout all courses in the program; which required that a second lab be constructed at each campus to provide students with sufficient exposure to program equipment.

The proposal was brought forward to the Senior Management and was approved for implementation in the summer of 2008. As a result, the new requirements were incorporated into the curriculum and pocket labs were constructed at every campus that offers this program. **(IIB.24)**



3. Maintenance and Construction

There is regular communication among the Director of Real Estate, Campus Directors, and Facility Managers about the maintenance of their campuses. The Director regularly visits and inspects the campuses to identify any major facility projects. Any facility needs identified through these processes are brought before the Operations Team and the Senior Management, depending upon the total cost of the project, for review and approval.

4. Equipment

a. Faculty Input

Every program has a standardized faculty-approved list of consumable supplies, capital, and non-capital equipment that supports course and program learning outcomes. These lists are important components of the physical resource planning process and assure academic programs have the necessary equipment required to support instructional requirements.

Evaluation of the sufficiency of program equipment occurs primarily through the program review process, when faculty and staff review and recommend additions or changes to their approved program equipment list. Faculty may submit purchase proposals for curricular and instructional equipment at any time.

To assure proper and effective use of capital equipment, training is provided to those who will use it. Regular equipment inspections, maintenance, upkeep, and user training have maximized and improved the original equipment manufacturers' life expectancy.

Faculty are encouraged to continually evaluate their program needs and to submit proposals for equipment that will enhance student learning and achievement.

b. New Equipment Purchases

(1) Categories

New equipment purchases fall under two categories that require submission of a purchase proposal. Each purchase proposal requires detailed justification for the purchase, especially in relation to student learning outcomes.

Curriculum purchases are those requested by faculty, specific to student achievement of course and program learning outcomes and job placement. This proposal is program-specific and is submitted to a Curriculum Technician for review. Examples of items falling into this category are patient simulators, virtual labs, durable medical equipment, and technical training equipment.

Instructional purchases are those items requested by faculty to support classroom instructional techniques. This proposal form is not program-specific as the requested item(s) may be used across all programs. The proposal is submitted to the Classroom Technology Specialist for review. Examples of items falling into this category are laptops and laptop carts, interactive whiteboards, and audience response systems.

(2) Purchase Requests

Employees may utilize the service desk to request general office equipment up to \$1,000. When these types of requests are received, the Campus Director and Facility Manager review and discuss the request prior to making a decision. The Corporate Director of Purchasing may be involved in the consultative process depending upon the nature and type of request.

(3) Policy and Procedure

Campus Directors and Facility Managers are provided appropriate levels of training to ensure their understanding of how physical resource needs are addressed. Resource guides pertaining to the application of physical resource policies and procedures have been developed for Campus Directors and Facility Managers. **(IIIB.25 and .26)**

c. Capital Equipment

If the approved proposals are for capital equipment (\$1000 or more, with an expected lifespan of three years or more), they require the use of a Capital Budget Request (CBR). CBRs are subject to the additional approval of the Corporate Director of

Purchasing, Controller, Campus Directors (if applicable), the Corporate Director of Information Services (technology purchases), and the Senior Management.

5. Evaluation

The utilization SJVC's physical resources is evaluated on a regular basis; evaluation of safety and security is detailed in **Standard III.B**.

To ensure that a sufficient number of classrooms and labs are available to support instructional requirements, the Registrars and Academic Deans regularly compare the number of students enrolled in scheduled courses to the capacity and attributes of the classrooms and labs assigned to each scheduled course. This review occurs 20 weeks prior to each scheduled course. **(III.B.27)**

The Associate Vice President reviews course schedules and the corresponding classroom and lab assignments every five weeks to ensure that facilities have not been double-booked and that all scheduled courses have been assigned an appropriate classroom/lab to meet instructional requirements. Reviewing scheduled courses and classroom assignments well in advance of the start date allows the College to identify and plan for potential scheduling issues:

In 2008/2009 the Visalia Campus experienced a twenty percent increase in enrollments and the addition of the Registered Nursing program. The Registrar and Academic Dean identified potential classroom and lab capacity issues. Acting upon this information, the College was able to appropriately plan for additional classroom space to accommodate the needs of the campus' student population.

A variety of projections assure that utilization will meet current and future needs. The Vice President of Enrollment Services forecasts student enrollment projections on an annual basis. The projections are reviewed quarterly and adjustments are made as needed. The data are used to plan course scheduling and room assignments.

Staffing reports, disaggregated by location, are used to determine the administrative office space requirements of college facilities.

Facilities inspection reports detail the ratings for the life expectancy of classroom equipment and any needed repairs or replacements to capital and non-capital equipment along with actions taken by the Facility Manager to replace or repair the equipment.

Self-Evaluation

The College meets the Standard. Analysis of the evidence suggests that the College has effective means of planning for facility and equipment acquisitions, equipment repairs or replacements, construction on new or current facilities, and assuring regular maintenance upkeep of equipment and facilities. Input and recommendations gleaned from these processes influence physical resource planning. Dialogue and communication generated from these processes is used to identify equipment and facilities needs and to justify expenditures, which, in turn, is used in the approval and acquisition process to distribute resources accordingly.

During this accreditation cycle, SJVC has met student learning needs through the purchase of capital and non-capital equipment that meet student learning outcomes, accreditation

requirements, and those that simply enhance the teaching and learning processes. **(III.A.28 through .39)**

The College conducted quantitative self-evaluation in two areas:

1. Construction
2. Capital Expenditures

1. Construction

Modesto: In 2008, this campus was relocated to a new facility that better accommodated the student and employee populations and provided freeway access. As the first-generation tenant of this facility, SJVC took the opportunity to custom design the building to meet the needs of the campus' programs and services.

Rancho Cucamonga: In 2011, SJVC decided to secure a new facility for this campus due to the October 2013 expiration of the current facility lease and capacity issues. A new site has been identified for the campus and construction began in summer 2012, with relocation scheduled for fall of 2013.

Facility expansions: With the increase in the number of students served during 2008-2010 and the addition of new academic programs, SJVC acquired additional space for the Hesperia Campus, Visalia campus, and the Hanford Extension in facilities adjacent to the approved addresses for these locations.

Corporate Office: In 2009, SJVC relocated its Corporate Office to a new facility that provided much needed space to accommodate the increase in employee population and provided the opportunity to acquire additional space for off-site classrooms.

Program Expansions: HVAC program in Visalia, Lancaster, and Temecula campuses

New Construction: Lancaster and Temecula campuses, and the Call Center

Remodel: Dedicated laboratories for the Industrial Technology programs at Visalia, Fresno, Rancho Cucamonga, Hesperia, and Bakersfield campuses; Massage Therapy Clinics at the Bakersfield and Modesto campuses; pocket labs for the Dental Assisting programs at the Fresno and Visalia campuses; and dedicated Respiratory Therapy lab at the Temecula campus

2. Capital Expenditures

SJVC's capital project planning process assures the College achieves its improvement plans. The College has invested an average of \$2,000,000 each year in capital expenditures to improve and enhance student learning and achievement and to provide an environment conducive to learning.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Evaluate the capital planning process	Control Costs	Jan 2014
2.	Define semi-annual capital requests and planning process	Control Costs	Jun 2013

Exhibits

IIIB.22	Cost of Ownership – Purchase Rating Schedule
IIIB.23	Purchase Proposal (Template)
IIIB.24	Expenditure Report for Dental Assisting Program Pocket Labs
IIIB.25	Campus Directors – Purchasing and Facilities Policies and Procedures Guidelines
IIIB.26	Facilities Managers Policies and Procedures
IIIB.27	Sample Classroom Utilization Report (March 2012)
IIIB.28	2007 Fixed Asset Inventory Report
IIIB.29	2007 Computer Equipment Report
IIIB.30	2008 Fixed Asset Inventory Report
IIIB.31	2008 Computer Equipment Report
IIIB.32	2009 Fixed Asset Inventory Report
IIIB.33	2009 Computer Equipment Report
IIIB.34	2010 Fixed Asset Inventory Report
IIIB.35	2010 Computer Equipment Report
IIIB.36	2011 Fixed Asset Inventory Report
IIIB.37	2011 Computer Equipment Report
IIIB.38	2012 Fixed Asset Inventory Report
IIIB.39	2012 Computer Equipment Report

IIIB.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the result of the evaluation as the basis for improvement.

Descriptive Summary

As noted in **Standard IB.4**, the College has integrated its program review outcomes, strategy planning, and resource allocation at the department and institutional levels. Program review reports, instructional and non-instructional, are reviewed by the Senior Management to assess the College's operational consistency and progress toward achievement of strategic objectives. Plans and recommendations for improvement arising from those reports are considered and recognized as operational, strategic, or both.

Department plans or recommendations that are clearly aligned to support one of the institutional strategic objectives are generally approved for implementation. Once approved, they are assigned a budget and timeline, and are incorporated into the institutional scorecard. Those that are more operational in focus are reviewed by appropriate decision-makers.

As program review is the primary mechanism for faculty to participate in college governance, SJVC has established additional processes which allow instructors to submit recommendations for course and program improvements, purchase proposals, and textbook changes outside of program review.

Requests arising through these supplemental processes are reviewed by appropriate decision-makers, which, depending on the nature and type of request submitted, may include the Senior Management, corporate and campus directors, fellow faculty members, or program directors. Approved proposals are scheduled for resource allocation and implementation and may be incorporated into the balanced scorecard as a strategic initiative. The Senior Manager who approves the proposal assesses the resulting impact to determine overall effectiveness.

As detailed in **Standard IIIB.2**, SJVC employs an operational planning process which primarily consists of planning for capital renovation or acquisition projects unrelated to a strategic objective. The Senior Management reviews the institutional budget in conjunction with new proposals for operational projects and strategic initiatives to determine which should be given priority.

The College ensures that necessary resources are allocated to support the fulfillment of strategic initiatives and plans for improvement. In contrast to a strategic initiative, which serves to further the College's progress toward its vision and goals, a plan for improvement is designed to improve sub-par performance in a specific area. Outcomes are monitored through an ongoing system of evaluation, which informs integrated planning, as described in **Standard IB.3**.

The CFO and Controller accumulate strategic initiatives and operational projects as part of the budgeting process and allocate funds either through working capital or long-term bank financing.

This descriptive summary addresses two topics:

1. Planning
 - a. Strategic
 - b. Operational
2. Budget

1. Planning

Physical resource needs are reviewed and considered for approval based upon the extent to which the proposal relates to the college mission, strategic goals and objectives, student learning outcomes, and programmatic accreditation requirements. If approved, the proposal is integrated into SJVC's fiscal budget, and, if strategic, incorporated into the Strategic Plan. **(IIB.40)**

SJVC bases its physical resource decisions on institutional needs and plans for improvement as well as program and service needs. A review of both the 2007 Master Plan and the 2012-2015 Strategic Plan demonstrates the relationship between physical resource plans and institutional plans.

a. Strategic

- Program Review process
- Purchase Proposals
- Growth & Development planning
- Capital Budget Request process

b. Operational

- Facilities Service Desk Tickets
- Facilities/Equipment Inspection Processes

2. Budget

SJVC operates an ongoing budgeting process which allows physical resource decisions to be made year round. Physical resource needs are prioritized for implementation based upon safety concerns; accreditation; student learning; graduate placement; advisory board input; purchase and installation costs; maintenance, upkeep, and eventual replacement costs; time and expenses associated with faculty training.

Self-Evaluation

The College meets the standard. Physical resource planning is integrated into the institutional planning process, which is guided by the Senior Management. To support this effort, facilities and physical resource planning encompasses the use of numerous operational systems, protocols, policies, procedures, and reporting mechanisms. The College also involves all stakeholders in a collaborative process to reaffirm and modify capital project goals and objectives to ensure alignment with its institutional planning needs.

College facilities and program-specific equipment upkeep is managed and maintained through use of its facilities and equipment inspection reporting process. Each campus facilities staff is fully trained in the use of college repairs and maintenance standards and its

inspection reporting systems in order to provide effective real-time response, effectiveness, and accountability.

Since 2007 physical resource planning has been aligned to institutional planning and has contributed to numerous campus program expansions and projects relating to increased census.

The college's framework of physical resource policies, procedures, operational mechanisms serve as the foundation, which ensures accountability, and time-measured response in support of the needs of its constituency.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IIIB.40 Physical Resource Planning Approval and Workflow





IIIC: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

IIIC.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

IIIC.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

SJVC recognizes the critical role that technology plays in the College's ability to achieve excellence in its delivery of education, student and employee services, and operations.

This descriptive summary addresses nine topics:

1. Student Learning
2. Teaching
3. Teaching and Learning
4. College-Wide Communication
5. Institutional Research
6. Student Services
 - a. Technology Coach
 - b. Tutoring
 - c. Computer Access
 - d. Computer Support
 - e. Access to Information
 - f. Financial Aid
 - g. Library Services
 - h. Career Services
7. Professional Support
 - a. Technology Infrastructure
 - b. Platform Integration
 - c. Network Integrity

8. Institutional Effectiveness
 - a. Research and Planning
 - b. Operations
 - c. Financial Resources
 - d. Student Records
 - e. Human Resources
 - f. Purchasing
 - g. Administrative Support
9. Planning

Throughout this standard, reference is made to exhibit **IIIC.13**, the most recent institutional survey, conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. The survey is disaggregated by student respondents (n=2867), faculty (n=399), and staff (n=364).

1. Student Learning

SJVC utilizes leading-edge technologies to provide instruction, tutor students in math and English, assess outcomes, house library resources, produce and disseminate college publications and communications.

eCourses, licensed from ANGEL Learning Management Suite, is SJVC's learning management system (LMS). All courses at SJVC, whether delivered through its online modality or one of its twelve campuses, have a corresponding online classroom on eCourses which is available 24 hours a day from any computer with internet access.

2. Teaching

eCourses technology is used to deliver instruction. Instructors are able to prepare courses by down-loading syllabus shells that are pre-formatted and list all course student learning outcomes (SLOs), or by drawing from a repository of syllabi created by instructors who previously taught the course.

The technology is used by instructors to post videos, examinations that are taken online and graded automatically, and grade assignments using rubrics.

In addition, instructors can download SJVC's SLO Toolkit, a primer on assessment developed by the College. Using the eCourses LMS, instructors can collect SLO performance data for analysis and improvement in teaching performance, curriculum, and course delivery methods.

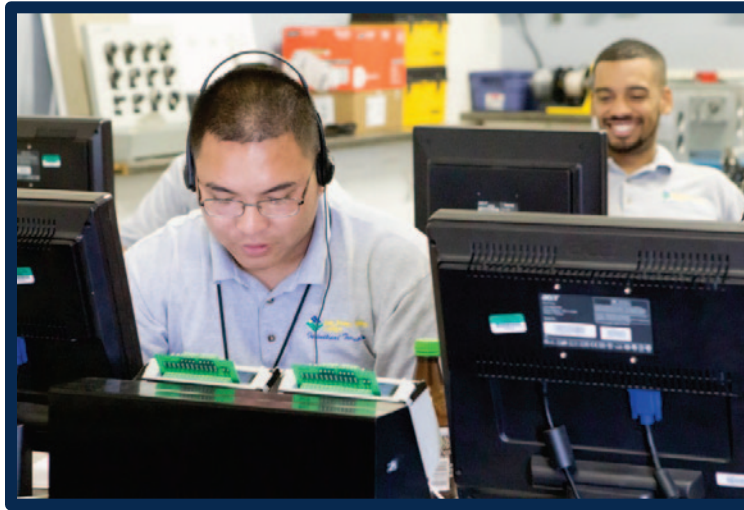
3. Teaching and Learning

Through eCourses technology, instructors and students are able to view the program curriculum map that displays how a given course SLOs and those of the other courses in the program fit together to achieve the program learning outcomes (PLOs) and access courses, including syllabi and grades, from anywhere, from any computer with internet access.

4. College-wide Communication

InfoZone, which uses Microsoft SharePoint software, is the web portal that houses SJVC's password-protected intranet. Because students, faculty, and staff are required to enter InfoZone's home page to access the College's electronic resources, this page is used to disseminate college-wide and campus-specific announcements on a timely basis. Moreover, InfoZone serves as a repository for the College's publications, enabling the SJVC community to download documents providing important sources of information about the College, such as the catalog, policy handbooks, and accreditation reports.

As with all institutions in the 21st century, email provides the primary means by which people within the College communicate with one another. SJVC stores and manages all employee email accounts on premises at a colocation, a data center building in Fresno, CA, via the College's Microsoft Exchange Server. All student email accounts are stored and managed by a third party, Microsoft's Live@Edu service.



5. Institutional Research

The College's report and dashboard library is a repository for the College's statistical data and an application that generates custom reports for data analysis.

SJVC employs a full-time business data analyst who is responsible for the collection, analysis, and dissemination of institutional statistical data to support the College's ongoing educational and organizational assessment processes and the reporting requirements of regulatory bodies such as IPEDs, ACCJC, and programmatic accrediting commissions.

The data and reporting infrastructure is utilized to support institutional research projects that effect business process decisions.

6. Student Services

a. Technology Coach

Supplementing the IS staff is a technology coach, a designated faculty member whose role is to support the use of technology in the classroom. The coach works one-on-one with faculty members to identify the technologies likely to be most effective for the instructors' particular courses. In addition to eBooks:

- (1) **iClickers** are wireless keypads that students use to answer questions simultaneously just after the instructor poses them
- (2) **SMART Boards** connect a large display in front of the classroom to a computer and projector. The instructor moves the projected image by touching the board, using the hand as a cursor, and can alter the image with colored digital-ink pens that mimic felt markers.

The College's curriculum department has a Curriculum Specialist who focuses on how to design courses that can leverage technology to enrich students' educational experience. As a result of the role they play, the coaches and Curriculum Specialist are in a position to provide valuable feedback to the College administration regarding the campus' technology needs. They provide this feedback to the Campus Director and the Senior Management on an informal basis or through the official channel of the program review process.

b. Tutoring

SJVC also uses technology to enhance its educational services by providing students with online tutoring. Upon enrollment, all SJVC students take mandatory math and English assessment tests online through Pearson Education's MyMathLab and MyWritingLab. For those whose scores indicate that they require remedial education, the MyLab programs generate personalized tutoring plans designed to address the particular academic deficiencies identified by the assessments. The internet-based tutorials consist of a series of progressively difficult exercises that develop students' skills through practice and corrective feedback.

c. Computer Access

Every campus has computers available to students that are connected to printers and have internet access. The computers are located in campus computer labs, student centers, libraries, and some classrooms. Free Wi-Fi is available throughout each campus so that students can connect to the internet whenever and wherever they are on campus. **(IIC.1)**

d. Computer Support

SJVC maintains a help desk to assist with technology needs from Monday to Friday during normal business hours and as needed on weekends. Students can submit their requests for assistance via email, website, or phone.

e. Access to Information

- (1) **InfoZone**, SJVC's intranet, makes College publications and handbooks available. In addition, each campus has its own homepage where students can read current information and news about their campus community.
- (2) **AcademicInfo**, located on InfoZone allows students to obtain their course schedules, account statements, and financial aid information.
- (3) **eCourses** is used by students to check their assignments, exams, and course grades and see how well they have mastered the SLOs in their courses, providing students with up-to-date feedback on the areas in which they need to concentrate in order to enhance their academic performance.

f. Financial Aid

Students may access their financial aid disbursement records and make online payments using the AcademicInfo portal.

g. Library Services

SJVC students and faculty can search the College’s library collection, which is cataloged on Destiny Library Manager software, using any internet-enabled device. While on campus or online, students can use the school’s digital catalog to find books and other publications housed in the College’s collection. They may also access the 37 electronic journals to which the College subscribes (e.g., *New England Journal of Medicine*; *Journal of Dental Hygiene*; *Aviation Week & Space Technology*). The library homepage also provides links to other scholarly websites.

Library and Information Resource Network (LIRN), an online library service to which the College subscribes, allows students to obtain “millions of articles, television and radio transcripts, photographs, video and audio clips, encyclopedias, books and reference titles.” www.lirn.net/files/files/LIRNcollection2010.pdf

h. Career Services

SJVC’s career services department delivers a required 15-week online course for all students to prepare them to undertake a successful job search by teaching them how to craft a compelling resume, interview effectively for a job, and network with professionals in their industry.



7. Professional Support

The members of the school's IS department deliver the College's technology-related services, including network and website services, custom programming, training, help desk support, desktop computing, administrative systems, and telephony services.

a. Technological Infrastructure

Key to the use of technology to enhance institutional effectiveness is the quality of the technology itself. The College's technological infrastructure operates as an integrated technological architecture. Supporting the architecture and platforms are resources needed to maintain the security of the system.

(1) Virtual Server

The replacement in 2011 of a cluster of HP Proliant servers of different models to Cisco Unified Computing System implementation (UCS), which is a virtual server, represented SJVC's leap into the leading edge of computer technology. Virtual server technology and UCS, in particular, is at the forefront of the system architecture industry in its greatly enhanced capacity to provide redundancy, speed, and scalability. UCS comes with a 10GB network backbone that provides a backup of the school's "Tier 1" (i.e., mission-critical) software. The system allows for hardware maintenance to be done during business hours with no impact on users. Its scalability affords SJVC the capacity to grow substantially in the numbers of students, administrators, faculty, and campuses without comprising the speed of the school's network.

(2) Storage Infrastructure

The College uses EMC-VNXe3300 as its virtual storage area network (SAN). The shift from HP-P4000 storage cluster to EMC in 2011 reduced storage management time by fifty percent while enhancing the scalability, flexibility, and simplicity of warehousing the school's electronic resources. EMC SAN works with Cisco's UCS to provide a reliable virtual server infrastructure base that can survive hardware failure with no downtime.

b. Platform Integration

The IS staff has structured SJVC's myriad electronic resources to enhance users' sense of a seamless environment and to facilitate administrators' ability to draw on data stored across the College's many databases to obtain a comprehensive, multi-dimensional picture of the institution's effectiveness.

(1) Intranet

Microsoft SharePoint provides the central platform for the school's password-protected intranet, InfoZone. InfoZone houses and integrates the school's digital resources, providing the SJVC community a single point of entry to access these resources.

(2) Report and Dashboard Library

The school's report and dashboard library, which is housed on InfoZone, enables administrators to collate and triangulate data stored across the College's differing platforms so that they can conduct robust institutional research; academic program, student services, and administrative effectiveness assessments; and strategic planning.

c. Network Integrity

(1) Security

- **PaloAlto Networks PA-5020** scans web traffic for unauthorized sites and known threats and can detect malware and virus activity and prevent it from spreading across the network to other devices.
- **Sophos Endpoint Security Application** is a console that provides a real-time view of the security of the computers on SJVC's network. It enables the IS staff to fix potential security breaches on individual machines remotely—that is, without having to touch the computers in need of attention. In addition, Sophos blocks software vulnerable to spyware and Trojans.
- **CheckPoint** provides high-performance enterprise firewall protection..

(2) Reliability

- **Dotcom Monitor** is an external company that checks the service availability of SJVC's four Tier 1 web-based applications at least once every 3 minutes.
- **Solarwinds Orion** monitors all network gear for abnormal behavior such as reboots, high latency, down interfaces, and other important network events.

(3) Disaster Recovery

- **Microsoft Data Protection Manager (DPM)** provides the College's nearline (i.e., archived media stored for quick access) disaster recovery platform. DPM creates backups of both file and database data at least every 15 minutes. The DPM server resides in SJVC's data center and maintains complete backup information for the organization.
- **Mozy** is a web-based off-site backup solution used as redundant disaster recovery mechanism for critical employee and student recordkeeping databases.

(4) Privacy

The College uses a custom MS SQL Server-based identity management solution to manage access to the College's intranet. This identity management system automatically issues usernames and password to new students, faculty, and staff and revokes them when students graduate or employees leave the College. The software grants security rights via algorithms that follow best practices.

8. Institutional Effectiveness

Technology is used for activities including institutional research and planning; operational effectiveness monitoring; strategic planning; academic program, student services, and administrative effectiveness assessments; human resource management; financial management; recordkeeping; and administrative support.

a. Institutional Research and Planning

SJVC is a data-driven institution. The College collects an extensive array of statistical information, all of which is housed on its report and dashboard library (RDL). The RDL enables administrators to collate and triangulate data stored across the institution's differing platforms. Users can disaggregate data within a data set for analytic purposes. An employee can look at student retention by a large number of variables, including program, campus, and student demographic characteristics.

The wealth of data the College collects and the versatility of the RDL provides the opportunity for SJVC to generate a wide range of reports, including those on student learning outcome achievement, instructor teaching loads, safety statistics, classroom assignments, network security, faculty and staff performance ratings, and even reports on the reports generated by the dashboard.

One research project using the RDL was the first-term attrition study. The project sought to determine the single variable that best predicts which students are most likely to withdraw from SJVC during their first term, enabling the College to identify students most in need of early intervention to help them persist in their goal to complete their studies.

Drawing on data from SJVC's student information system and learning management system, the College analyzed a large number of variables (e.g., demographic information, enrollment exam scores, previous academic history, and current academic history). This investigation determined that those who failed their first course were three times more likely to drop out of SJVC than those who received a grade of D or higher. SJVC followed up this study with research into the correlates of grades in students' first class.

b. Operations

The College generates an operations report on the effectiveness of each campus at the completion of every academic module (i.e., every five weeks throughout the calendar year). The operations report provides data on key performance metrics, including enrollments, past due accounts, course completion, average faculty course load, graduation rate, graduate placement rate, and census. **(IIC.2)**

c. Financial Resources

SJVC manages finances and accounting with Sage Enterprise Resource Planning (ERP) Master Accounting Series (MAS) 200 (recently renamed Sage ERP MAS 100). The platform has modules to manage accounts payable and receivable, invoicing, purchase orders, inventory, and general ledger transactions. SJVC employs a full time Financial Analyst who uses a variety of technologies including Excel and SQL Server to generate financial reports.

d. Student Record Keeping

SJVC uses CampusVue to maintain students' contact information, academic records, and accounts.

e. Human Resources

(1) Employee Review

Halogen eAppraisal is a web-based application that facilitates SJVC's employee reviews. The platform enables supervisors to document their direct reports' job competencies, performance goals, and performance development plans; it allows employees to access this information and keep notes that bear on their work performance.

(2) Employee Records

Evolution HR is the program that stores employee records, such as hire date, professional development certifications, and personal contact information. It is also the system of record for rate of pay.

(3) Time Tracking

The College uses ADI Time, time-sheet software, to record employees' work hours and attendance. ADI Time also manages leave request approvals and notifications submitted by employees.

f. Purchasing

SJVC's Purchase Request System (PRS), a custom in-house developed software platform, allows SJVC employees to submit a requisition to buy supplies. A web-based application, the PRS accepts valid part numbers from any vendor listed in the Sage ERP MAS and allows the user to create and share template orders. Orders are routed to the Campus Director for approval after submission. Following approval, orders are imported automatically into the Sage ERP MAS to generate a formal purchase order to send to a purchasing agent.

g. Administrative Support Services

The College also relies on software to provide administrative support. Examples include Service Desk Plus, a ticketing portal through which staff and students report technological problems and IS staff track their progress in the disposition of each matter; MS Project that enables members of the SJVC community to collaborate on a task; and Meeting Workspaces, a website that facilitates meetings by centralizing all the documents needed for and resulting from a workgroup's meetings (e.g., attendee list, agendas, and minutes). **(IIC.3)**

9. Strategic Planning

In 2011, the College invested in a management information system designed for organizations that use Kaplan and Norton's strategy-focused organization model, Active Strategy Enterprise Software. The software generates up-to-the-minute measures of SJVC's performance on its strategic objectives. The Senior Management reviews the strategic performance data weekly, including aggregate student learning outcome data to assess whether the College is progressing toward its goals. If the measures show evidence of performance gaps, especially with regard to students' achievement of educational objectives, the team determines what initiatives to take to address the problem. **(IIC.4)**

In 2012 the College ceased utilization of Active Strategy. The College began design of a balanced scorecard that could be fully integrated into the SharePoint business portal, InfoZone. During the transition period, the College continued its focus on the Kaplan and Norton methodology via regular review of a manually-generated balanced scorecard produced by the Financial Analyst. **(IIC.5)**

Ensuring technology resources necessary for success is a critical support component to achieving the objectives in SJVC's strategy map. Technology planning is an ongoing process via open dialogue, discussion, and executive decision. Weekly meetings to discuss operational or strategic enhancements occur between Director of Information Management, Director of Network Operations, CFO, and Chief Operations Officer.

Self-Evaluation

The College meets the standard. The College provides ample resources to support student learning, deliver student services, and enhance the school's operations. Attending to the school's current and future technological needs is central to SJVC's institutional planning.

SJVC regularly collects and analyzes data, including input from key stakeholders, on the school's technological resources to ensure that these resources are more than adequate to meet the College's objectives of educational and institutional excellence.

Assessment of the college's research technologies is an ongoing process of improvement and evaluation. At the conclusion of each research project relevant stakeholders or project leads discuss with the Director of Information Management the ways in which research for the project was beneficial as well as ways in which the process could have been improved. The Information Services department is continually trying new technologies for data analysis (Tableau, PerformancePoint, PowerPivot), and evaluating their use in the enterprise.

As detailed in **Standard IIA: Student Learning Programs and Services**, the Information Services department undergoes a rigorous assessment every two years via the school's non-instructional program review. The corporate IS staff, campus Network Administrators, and campus faculty from the Computer Support Administrator program review the manners in which the department meets both the service-level outcomes and the Information Services Department outcomes. This review includes key metrics such as network uptime, Service Desk Ticket resolution times, and Service Desk Ticket satisfaction survey results that have been identified as indicators of the Information Services outcome service level.

SJVC employs multiple assessment methods to ensure that the technology support it provides meets the College's needs of learning, teaching, college-wide communications, research, and operational systems. The College regularly solicits input from students, faculty, technology coaches, administrators, and community members through campus-to-corporate visits such as the curriculum and program review process, student and employee surveys, community advisory board meetings, and direct verbal input. As detailed in **Standard IIA: Systematic Assessment**, academic programs' instructional and classroom-related technology needs are assessed during the biennial program review process.

The Director of Information Management in conjunction with various Information Services staff regularly review traffic reports, page hits, and bounce rates for the college's InfoZone portal. This site is monitored on a page level detail using Google Analytics. **(IIC.6 through .9)**

The College conducted self-evaluation in two areas:

1. Quantitative
 - a. Investment
 - b. Unique Users
 - c. InfoZone
 - d. Help Desk
 - e. Network Uptime
 - f. Report and Dashboard Library

2. Qualitative

1. Quantitative

a. Investment

The College invests five percent of its annual budget for the maintenance, upgrade, and purchase of hardware and software and for the salary and benefits of the full-time professionals who comprise the school's Information Services department and manage the school's technological infrastructure. The College approximates that in 2011 it spent \$1,049 per student on technology. **(IIC.10)**

b. Unique Users

Between April 1 and July 1, 2012, the average number of unique users per month was 4747 students, 575 instructors, and three network administrators out of a possible 4935, 665, and five, respectively. The mean number of total monthly logins during that period was 171,148. The high percentage of eCourses users and the high volume of eCourses use indicate that the school's LMS plays an important role in the institution's educational infrastructure.

c. InfoZone

Because students, faculty, and administrators are required to enter InfoZone's home page to access the College's electronic resources, this page receives 12,000 visits per day on average.

c. Help Desk

Help desk requests are tracked for disposition and resolution in SJVC's ticketing system, Service Desk Plus (SDP). In 2011, the IS staff resolved 16,164 tickets with an average time-to-resolution of 4.06 days.

e. Network Uptime

All platforms for security, disaster recovery, and reliability send instant alerts to the IS department when problems are detected so that staff can attend to them in a timely fashion and, ideally, prevent network downtime. Data generated by Dotcom Monitor indicate that SJVC's Tier 1 applications are up and running greater than ninety-nine percent of the time, evincing the system's reliability. **(IIC.11)**

f. Report and Dashboard Library

The dashboard's ticketing system indicates that staff requested 387 reports in calendar year 2011.

The report and dashboard library enables administrators to conduct robust institutional research to use for assessments of academic programs, student services, and administrative effectiveness as well as for strategic planning. The extensive reliance on the dashboard as a means of making data-driven decisions is evidenced by the dashboard's nearly 50,000 hits between March 19, 2012 and April 18, 2012. **(IIC.12)**

2. Qualitative

The most recent institutional survey shows that eighty-nine percent of student respondents reported that they were satisfied with SJVC's technological resources. **(IIC.13 Page 4, question 39)**

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Achieve $\geq 90\%$ of courses using D2L for content delivery and LO capture	Achieve Student Learning Outcomes; Achieve Effective Program and Department Review	June 2013

Exhibits

IIIC.1	Computer Inventory by Campus
IIIC.2	Screen Shot of Operations Dashboard (Visalia Campus)
IIIC.3	Meeting Workspace Screen Shot
IIIC.4	Screen Shot of Active Strategy Scorecard
IIIC.5	Institutional Scorecard
IIIC.6	Google Analytics InfoZone Traffic Report (January 2012)
IIIC.7	Inventory Count of Technology Resources By Campus
IIIC.8	List of Technology Resources for Programs and Support Services
IIIC.9	Technology Resources for Institutional Effectiveness
IIIC.10	2011 General Ledger Expenditure Analysis
IIIC.11	Dotcom Monitor Monthly Uptime Report
IIIC.12	InfoZone Usage Report (3/19/12 – 4/18/12)
IIIC.13	Results from the 2011 Institutional Self Study Survey

III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

SJVC provides instruction to all students, staff, and faculty on how to use the school's digital resources. The College delivers technical training via on-line resources, live presentations, and one-to-one support.

This descriptive summary addresses two topics:

1. Training
2. Assessment of Training Needs

1. Training

Students receive hands-on training at New Student Orientation prior to the first day of class and on an individual basis at each campus's Learning Resource Center, which is open during class hours.

Faculty members learn how to use InfoZone and eCourses during New Faculty Orientation (NFO), which they are required to attend prior to teaching at SJVC. As applicable, the technology coach, who is charged with supporting electronic curriculum delivery, is available to help instructors pick up the finer points of eCourses and incorporate iClickers, SmartBoards, and other educational technologies into their teaching repertoire.

Students, staff, and faculty receive live training on an as-needed basis, such as when the College installs new applications.

InfoZone houses a training site for student, faculty, and staff use. The site, <<https://infozone.sjvc.edu/train/default.aspx>>, contains 71 walk-through documents, videos, and recorded webinars that collectively cover user basics for all of SJVC's application platforms. **(III.C.14 and .15)**

Finally, members of the SJVC community may obtain technical support by contacting the school's help desk.

SJVC proactively provides training in the form of videos, walk-throughs, and help documents for all technology utilized within the organization. In addition, a Help Desk is staffed six days a week to assist students, staff, and faculty with any technology questions they may have.

2. Assessment of Training Needs

Additional need for training is derived from analysis of Service Desk tickets. As any student, staff, or faculty member may submit a ticket requesting assistance, patterns of need can be determined by regular review of the type of support requests being submitted. The Director of Information Management receives a copy of all support requests for technology assistance and will task the IS department with creating new training content when a clear and evident need becomes apparent.

Self-Evaluation

The College meets this standard, as evidenced by self-evaluation in two areas:

1. Quantitative Analysis
2. Qualitative Analysis

1. Quantitative Analysis

The College's response to technology training needs is demonstrated in its analysis of support desk tickets. Examples include in-person trainings, remote assistance provided to instruct individuals on topics, or training documents being generated. In all three cases, training is provided to the constituency as a direct response to evident need being communicated via the support system. **(IIC.16, .17, and .18)**

2. Qualitative Analysis

In the most recent institutional survey, eighty-four percent of faculty and ninety-one percent of staff note that they know how to access the College's technological resources; eighty-eight percent of faculty, ninety-three percent of staff, and eighty-two percent of students agree that the help desk resolves issues in a timely manner; and ninety-four percent of students know how to use AcademicInfo to access their transcripts, schedules, and tuition balance.

(IIC.13: Page 4, questions 37 and 38; page 9, questions 28 and 29; page 15, questions 17 and 19)

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IIC.14	InfoZone Training Screenshot
IIC.15	List of InfoZone Training Documents
IIC.16	Service Desk Plus Ticket 107887
IIC.17	Service Desk Plus Ticket 100318
IIC.18	Service Desk Plus Ticket 114533

IIIC.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

SJVC has ongoing dialogue regarding the College's technology infrastructure. Weekly operational meetings between the Director of Network Operations and the Network Administrators include review of the operational infrastructure of SJVC's environment. Other Information Services staff members may bring requirements to the attention of the Director of Network Operations via Service Desk ticket, email, or verbal conversation. When an infrastructure change is deemed appropriate, necessary, or desired, the Director of Network Operations prepares a plan proposal. This proposal includes a description of the need and projected costs associated with the change. The plan is then brought before the Chief Financial Officer for review. The CFO will review the plan, discuss with other Senior Management if necessary, and determine approval for the project and associated costs.

(IIIC.19)

Self-Evaluation

SJVC meets the standard, as evidenced by the following quantified self-evaluation:

UCS (Unified Computing System) is a data center solution that integrates processing, networking, and storage providing centralized server management, scalability, and fault tolerance. The College currently has more than 150 virtual servers at the data center providing various services to students and staff.

Desktop operating systems and applications are provided as a 'virtual desktop' to client devices from servers on the UCS via Virtual Desktop Infrastructure (VDI). VDI allows the College to provide computing environments with the most up-to-date software without having to upgrade the hardware on the client computers. Management of these virtual desktops is centralized, applications can be quickly added, upgraded or removed without the need to visit every client computer, data is easier to backup, software updates are applied at the server rather than each computer.

An agreement with Microsoft provides discounted software licensing to colleges, students, faculty, and staff is reviewed annually to ensure that student and faculty counts are current and new software titles are added as necessary.

Improvement Plans

The College has not identified any improvement plans as a result of its self-evaluation.

Exhibits

IIIC.19 Non-Instructional Program Review Report (Information Services)

IIIC.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Technology needed for the instruction or support of an academic program is installed and maintained by the IS Department, while the decision on what technology to purchase resides in the hands of the Academic Affairs Department and is determined based on instructional need during the program review process.

Self-Evaluation

The College meets the standard. Access of the College's web portals shows high utilization of technology resources and inventory of technology resources, including access to computers, iClickers, and SmartBoards, demonstrates wide distribution of resources in support of instructional programs. **(IIIC.7 and .20)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IIIC.20 Web Portal Access Statistics (January – April 2012)

IIIC.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

As noted in **Standard IB.4**, the College has integrated program review outcomes, strategy planning, and resource allocation. Program review reports, instructional and non-instructional, are reviewed by the Senior Management to assess the College's operational consistency and progress toward achievement of strategic objectives. Plans and recommendations for improvement in technology arising from those reports are considered and recognized as operational, strategic, or both.

Plans or recommendations that are clearly aligned to support one of the strategic objectives are generally approved for implementation. Once approved, they are assigned a budget and

timeline, and are incorporated into the institutional scorecard. Those that are more operational in focus are reviewed by appropriate decision-makers.

As program review is the primary mechanism for faculty to participate in college governance, SJVC has established additional processes which allow instructors to submit recommendations for course and program improvements, purchase proposals, and textbook changes outside of program review.

Requests arising through these supplemental processes are reviewed by appropriate decision-makers, which, depending on the nature and type of request submitted, may include the Senior Management, corporate and campus directors, fellow faculty members, or program directors. Approved proposals are scheduled for resource allocation and implementation and may be incorporated into the balanced scorecard as a strategic initiative. The Senior Manager who approves the proposal assesses the resulting impact to determine overall effectiveness.

As detailed in **Standard IIIB.2**, SJVC employs an operational planning process which primarily consists of planning for capital renovation or acquisition projects unrelated to a strategic objective. The Senior Management reviews the institutional budget in conjunction with new proposals for operational projects and strategic initiatives to determine which should be given priority.

The College ensures that necessary resources are allocated to support the fulfillment of strategic initiatives and plans for improvement. In contrast to a strategic initiative, which serves to further the College's progress toward its vision and goals, a plan for improvement is designed to improve sub-par performance in a specific area. Outcomes are monitored through an ongoing system of evaluation, which informs integrated planning, as described in **Standard IB.3**.

The CFO and Controller accumulate strategic initiatives and operational projects as part of the budgeting process and allocate funds either through working capital or long-term bank financing.

This descriptive summary addresses two topics:

1. Planning
2. Assessment

1. Planning

During both the Non-Instructional Program Review for the Information Services Department and during the weekly Technology Steering Committee meetings, improvements to the institution's technology resources are discussed. The Technology Steering Committee, currently consisting of the Director of Information Services and the Assistant Vice President of Administration, regularly reviews end user requests submitted via either ticket queue or direct interaction with Campus Directors during operations meetings for enhancements to technology platforms. This can range from minor aesthetic changes to major programming modifications in order to better suit the needs of the institution. Changes are driven by a desire to empower both staff and students with a greater presence of critical, relevant information on a timely basis.

2. Assessment

SJVC's strategy map lists the objective "Recognize and deploy computer systems needed for success." Three distinct measures are being developed for this strategic objective. Each objective measures the utilization of key platforms, such as the eAppraisal system, Meeting Workspaces, and others. The strategy map is reviewed regularly by the Senior Management, thus ensuring the regular review of key metrics related to technology planning. **(IIC.9)**

Self-Evaluation

The College meets the standard as evidenced in self-evaluation conducted in the evolution of two distinct application areas:

1. Enterprise Project Management
2. Active Strategy

1. Enterprise Project Management

Enterprise project management technology was first introduced in 2006 with the College utilizing Microsoft Project. As utilization of the College's intranet web portal increased, the Project Center was created as a web-based project management system making its management easier and more accessible.

Integration into InfoZone, and the College's continued investment in SharePoint technologies, led the Project Center to be migrated to a fully SharePoint (InfoZone) based project management software in 2012.

2. Active Strategy

The College introduced Active Strategy in 2012 to document, communicate, and assist with strategy execution. In early 2013 these functional areas will be moved to an InfoZone integrated solution increasing the centralized holistic approach to technological and data resources. The continuous improvement upon institutional planning methods has driven the decisions to refine and integrate technology resources.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.



III.D Financial Resources

Financial Resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

III.D.1

The institution's mission and goals are the foundation for financial planning.

III.D.1.a

Financial Planning is integrated with and supports all institutional planning.

III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

As stated in the College's Mission Statement, the College is committed to prepare graduates for professional success, achieve measurable student learning outcomes, and have a balance of hands-on training and academic instruction.

SJVC demonstrates this commitment through its allocation of funds. Each year, the College spends approximately twenty-five percent of its budget on instructional salaries and thirteen percent on direct instructional expenses (textbooks, lab supplies, etc.). In addition, four percent on direct student support services (library, resource centers), and thirteen percent on the occupancy and non-capital equipment expenses that provide the facility resources necessary for learning. The remaining budget includes twenty-three percent for administrative salaries, twelve percent student recruitment, and ten percent other administrative expenses.

This descriptive summary addresses three topics:

1. Financial Planning and Resource Assessment
2. Alignment with Mission
3. Constituent Participation

1. Financial Planning and Resource Assessment

Resource planning consists of developing an operating budget and a capital budget. The current year institutional budget is a rolling budget which is updated monthly. Future years' budgets are updated quarterly. All budgets are developed and updated by the CFO and Accounting staff with input from other departments and campus locations. These budgets are based on current and anticipated student population, historical and anticipated spending. Specific information used to develop the budget include:

- Anticipated number of new students
- Historical student persistence and completion rates
- Historical and anticipated instructional salaries and instructional expense
- Historical and anticipated administrative expenses
- Operational projects
- Strategic initiatives, including growth projects
- Program review information

A capital budget is also prepared each year based on this, and other, information. Capital items are defined as individual items costing more than \$1,000 and have greater than three years useful life. Furniture, fixtures, and equipment costing less than \$1,000 would be immediately expensed to the non-capital equipment account. This budget and the operating budgets are used for long-term debt planning. Capital budgets include growth projects; furniture and fixtures; and equipment repairs, replacements, and upgrades.

2. Alignment with Mission

Program offerings are in line with and support the College's mission to "prepare graduates for professional success in business, medical, and technical career fields." This alignment is detailed in **Standard IIA.1: Instructional Programs**. The development of a program and the resource requirements for these programs are coordinated through academics affairs with input from faculty, potential employers, and consultants with expertise in the program, all of whom have alignment with, or support of, the mission.

3. Constituent Participation

Faculty participate in the resource planning process in the development of programs, course offerings and pairings, selection of textbooks during program review, selection and ordering of lab supplies through the purchase requisition system, and determining other needs for their program and courses. Administrative expenses are budgeted by the CFO and accounting staff, with input from Campus Directors on campus staffing needs and student support services. Campus information is communicated directly to the CFO or through operational meetings with other Vice Presidents.

Self-Evaluation

The College meets the standard as evidenced by self-evaluation conducted in two areas:

1. Quantitative Analysis
 - a. Allocation of Funds
 - b. Capital Projects
2. Qualitative Analysis

1. Quantitative Analysis

a. Allocation of Funds

The allocation of funds has been consistent since the College's previous accreditation visit. (IIIA.1)

DESCRIPTION	2007	2008	2009	2010	2011	2012*
Instructional salaries	26%	26%	24%	22%	23%	25%
Instructional expenses	13%	13%	14%	14%	13%	13%
Student support	4%	4%	3%	3%	4%	4%
Occupancy/non-capital equipment	14%	14%	17%	11%	11%	13%
Administrative salaries	15%	14%	16%	29%	26%	23%
Student recruitment	13%	11%	11%	9%	10%	12%
Other administrative	15%	18%	15%	12%	13%	10%

*Actual through November 2012, then annualized

b. Capital Projects

The college has averaged \$2 million a year over the past six years on capital projects. These projects include re-investment in existing facilities, upgrades and additions to computer systems, program expansions at existing locations, program migration to a different location, and new campus locations. The table below summarizes spending by year, with all amounts expressed in thousands:

DESCRIPTION	2007	2008	2009	2010	2011	2012
Facility Improvements	\$70	\$499	\$117	\$461	\$604	\$126
Administration	386	362	1024	821	1477	336
Classroom	307	478	862	734	948	510

This allocation of funds demonstrates the College's financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services.

2. Qualitative Analysis

The most recent institutional survey was conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. Results are disaggregated by faculty responses (n=399) and staff (n=364). (III.D.2)

In this survey:

- Ninety percent of faculty and ninety-five percent of staff agreed that, “SJVC’s mission statement guides decision-making and improvement efforts.” (Page 6, question 3 and page 13, question 3)
- Eighty-six percent of faculty and ninety-two percent of staff agreed that, “I have sufficient resources to do my job.” (Page 9, question 26 and page 14, question 16)
- Of the fifty-eight percent of faculty respondents and seventy-four percent of staff who were aware, ninety-five percent of faculty and seventy percent of staff agreed that, “There is a process of financial planning that supports the mission and goals.” (Page 9, question 31 and page 15, question 21)
- Of the fifty-five percent of faculty who were aware of the budget process in program review, forty-eight percent found it effective. (Page 10, question 43)
- Of the forty-eight percent of faculty who were aware of the budget process at curriculum conferences, forty-four percent found it effective. (Page 11, question 45)

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Increase faculty awareness of SJVC’s budgeting process in program review and curriculum conferences, to \geq 85%	Achieve Effective Program and Development Review	Dec 2013

Exhibits

- III.D.1 Educational Expenses Analysis
- III.D.2 Results from the 2011 Institutional Self Study Survey

IIID.2

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

IIID.2.a

Financial documents, including budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

IIID.2.b

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

IIID.2.c

Appropriate financial information is provided throughout the institution in a timely manner.

IIID.2.d

All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

IIID.2.e

The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary

SJVC utilizes an outside accounting firm to perform annual audits for accounting and financial aid and these audits include an evaluation of the College's internal controls. Sources of internal controls include handbooks, policies and procedures, and trainings. SJVC maintains a robust internal control structure which ensures that the information being disseminated to internal and external stakeholders is accurate and timely.

The majority of funds received by SJVC come from student tuition payments or bank financing. SJVC only receives a few small grants (e.g. nursing, physician assistant) and these funds are managed by the program director.

This descriptive summary addresses five topics:

1. Financial Information
2. External Audits
3. Information Distribution
4. Short- and Long-Term Debt
5. Internal Controls

1. Financial Information

SJVC has a computerized accounting system (MAS) that provides detailed financial information disaggregated by campus and by program. All revenues and expenses are accurately recorded in a timely manner. Student detail records are kept in a different computerized system, CampusVue. In addition to academic and financial aid records, CampusVue also stores student accounts receivable and revenue transactions. These systems are audited annually by outside accounting firms to ensure compliance and internal controls.

The budget, budget updates, variances to actual results, and future year forecasts are maintained in Microsoft Excel worksheets. Budgets are reviewed and updated monthly, actual results are entered into the worksheet, and year end estimates are revised.

Financial statements (including financial responsibility ratios) are reviewed in detail monthly by the CFO and Controller. Year-end estimates and ratios are also re-calculated monthly to ensure banking covenants are met and compliance with the Department of Education financial responsibility ratios.

Budgets are reviewed and year end projections are recalculated monthly. Actual monthly results are compared to anticipated spending and variances are investigated as needed. Pertinent financial information is disseminated to the appropriate stakeholders on a monthly basis via InfoZone, the College intranet.

2. External Audits

Annual audits are conducted by AKT, CPA and Business Consultants, LLP, Carlsbad, CA, for accounting, and Almich and Associates, Lake Forest, CA. for student financial aid. Audits consist of a review of accounting data, internal controls, policies and procedures to ensure financial statements are accurate and that the College demonstrates compliance with generally accepted accounting principles and government regulations. Included in these audit reports is confirmation of internal control procedures and compliance. Prior year findings and corrective action plans are also addressed.

3. Information Distribution

Financial information is disseminated to the appropriate employees as needed for planning and accountability. Monthly financial statements are uploaded to InfoZone for access by Campus Directors. Financial information is also included in operations dashboards which are reviewed monthly by the Campus Directors. Payroll expenses and overtime are reviewed every pay period and the accounting department creates ad hoc reports as needed.

4. Short- and Long-Term Debt

Short- and long-term debt is associated with leasehold improvements, furniture, and equipment needed for quality education. The debt is incurred for program expansions, program migration to other locations, new campus locations, and upgrades to existing facilities, furniture, or equipment. Each of these projects is monitored for their return on investment and ultimate reduction of debt associated with the project. Accounting maintains repayment schedules for all debt and has adequate funds to repay the debt based on the schedule.

Long-term debt is evaluated as part of the budget process and with SJVC's banker to ensure that anticipated future projects have adequate cash reserves. Capital budgeting consists of

allocating funds for growth projects, and a set amount for program review findings, equipment upgrades, replacements, and repairs.

5. Internal Controls

Accounting internal controls are reviewed annually prior to the financial audit, when new employees are hired, or when issues warrant a review. At the time of review, the procedure is evaluated and recommended changes are submitted to the CFO for approval. Once approved, the change is implemented through training.

Self-Evaluation

The College meets the standard.

The accounting auditing firm provides audited financial statements and management letters based on their findings and review of the College's responses to previous year's findings. These audits and management letters from 2007 through 2011 demonstrate that there are no open action items and prior year events have been addressed. The annual audit also provides documentation that their review of internal control procedures show no material weakness.

(IID.3 through .11)

Improvement Plans

The College has identified no improvement plans as a result of its self-evaluation.

Exhibits

III.D.3	2007 Audited Financial Statements
III.D.4	2008 Audited Financial Statements 1 & 2
III.D.5	2009 Audited Financial Statements
III.D.6	2010 Audited Financial Statements
III.D.7	2011 Audited Financial Statements
III.D.8	2008 Management Letter
III.D.9	2009 Management Letter
III.D.10	2010 Management Letter
III.D.11	2011 Management Letter

IIID.3

The institution has policies and procedures to ensure sound financial practices and financial stability.

IIID.3.a

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

IIID.3.b

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

IIID.3.c

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

IIID.3.d

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

IIID.3.e

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

IIID.3.f

Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

IIID.3.g

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

IIID.3.h

The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

The College has detailed policies and procedures that ensure sound financial practices and financial stability. These policies are reviewed annually by the College and updated as needed. Review of these documents is also part of the annual audit performed by an outside CPA firm. Two areas of focus in this section are the accounting and purchasing policies. These policies ensure the appropriate internal controls, purchasing authority, and approval process as well as the timely and accurately reporting of financial information. **(IID.12 and .13)**

This descriptive summary addresses five topics:

1. Cash Flow and Reserves
2. Financial Aid Oversight
3. Benefits
4. Student Loan Default
5. External Entities

1. Cash Flow and Reserves

The College maintains cash reserves and an operating line of credit to maintain stability and for contingency planning. The College also maintains the appropriate level of general liability and workers compensation insurance to cover unexpected incidents.

2. Financial Aid Oversight

Financial aid oversight is managed by the Vice President of Student Financial Services, his staff, and financial aid officers at each location. The College has an annual financial aid audit performed by Almich and Associates, Lake Forest, CA, an outside auditor. Results of these audits demonstrate compliance and are sent to the Department of Education in accordance with Title IV regulations.

3. Benefits

Reserves are maintained for accrued vacation and other accrued expenses and are updated monthly. Employee vacation is paid when taken or paid out upon employment termination. SJVC has a qualified 401(k)/profit sharing plan (post-retirement benefit) which is funded and expensed in the year incurred. Funds for this benefit are held by a third party administrator.

4. Student Loan Default

Student loan default rates are management by the Vice President of Student Financial Services in conjunction with EMC Solutions. Information from the DOE is analyzed at campus and program levels.

5. External Entities

Contractual agreements with external agencies are consistent with the College's mission. Typical contracts include classroom instruction by consultants or vendors, temporary staffing, and construction projects. Interviews are conducted, background and references checked, and contracts are reviewed and approved by a member of the Senior Management team prior to implementation.

Self-Evaluation

The College meets the standard, as the institution has policies and procedures to ensure sound financial practices and financial stability.

The cash flow generated by the College is sufficient to meet ongoing obligations. The College maintains appropriate cash reserves and an operating line of credit that will adequately see the College through financial emergencies or unforeseen occurrences. As of November 30, 2012, cash reserves were \$12.5M and \$4.2M of the \$5.0M operating line was available. Cash reserves have averaged \$14M for 2012. **(IID.14)**

The annual audit performed by an outside auditing firm ensures that purchasing and accounting policies and procedures are reviewed on a consistent basis and any weaknesses discovered are addressed and corrected. **(IID.3 through .7)**

Loan financing obligations are reviewed annually and monitored monthly to make certain that adequate resources are available for repayment.

The Vice President of Student Financial Services, in conjunction with EMC Solutions, manages student loan default rates:

DESCRIPTION	2007	2008	2009	2010
Two-year official	12.9%	9.9%	10.3%	15.2%
Three-year draft (2007 and 2008)/official	20.5%	21.5%	18.4%	

(IID.15 through .25)

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

III.D.12	Student Accounts Procedures
III.D.13	Accounting Procedures
III.D.14	Comerica Loans 2012
III.D.15	2007 FA Audit (6/30)
III.D.16	2008 FA Audit (6/30)
III.D.17	2008 FA Audit (12/31)
III.D.18	2009 FA Audit (12/31)
III.D.19	2010 FA Audit (12/31)
III.D.20	2011 FA Audit (12/31)
III.D.21	Corrective Action 2010
III.D.22	Corrective Action 2011
III.D.23	Final Determination 2011
III.D.24	Default Rate 2 Year 2008-2010
III.D.25	Default Rate 3 year 2009

IIID.4.

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

As noted in **Standard IB.4**, the College has integrated program review outcomes, strategy planning, and resource allocation. Instructional and non-instructional program review reports are reviewed by the Senior Management to assess the College's operational consistency and progress toward achievement of strategic objectives. Plans and recommendations for improvement arising from those reports are considered and recognized as operational, strategic, or both.

Plans or recommendations that are clearly aligned to support one of the strategic objectives are generally approved for implementation. Once approved, they are assigned a budget and timeline, and are incorporated into the institutional scorecard. Those that are more operational in focus are reviewed by appropriate decision-makers.

As program review is the primary mechanism for faculty to participate in college governance, SJVC has established additional processes which allow instructors to submit recommendations for course and program improvements, purchase proposals, and textbook changes outside of program review.

Requests arising through these supplemental processes are reviewed by appropriate decision-makers, which, depending on the nature and type of request submitted, may include the Senior Management, corporate and campus directors, fellow faculty members, or program directors. Approved proposals are scheduled for resource allocation and implementation and may be incorporated into the balanced scorecard as a strategic initiative. The Senior Manager who approves the proposal assesses the resulting impact to determine overall effectiveness.

As detailed in **Standard IIIB.2**, SJVC employs an operational planning process which primarily consists of planning for capital renovation or acquisition projects unrelated to a strategic objective. The Senior Management reviews the institutional budget in conjunction with new proposals for operational projects and strategic initiatives to determine which should be given priority.

The College ensures that necessary resources are allocated to support the fulfillment of strategic initiatives and plans for improvement. In contrast to a strategic initiative, which serves to further the College's progress toward its vision and goals, a plan for improvement is designed to improve sub-par performance in a specific area. Outcomes are monitored through an ongoing system of evaluation, which informs integrated planning, as described in **Standard IB.3**.

The CFO and Controller accumulate strategic initiatives and operational projects as part of the budgeting process and allocate funds either through working capital or long-term bank financing.

Self-Evaluation

The College meets the standard. Resource planning consists of developing an operating budget and a capital budget. The current year institutional budget is a rolling budget which is updated monthly. Future years' budgets are updated quarterly. All budgets are developed and updated by the CFO and accounting staff with input from other departments and campus locations.

Specific information used to develop the budget include is detailed in **Standard IID.1**.

Improvement Plans

The improvement plan from the first section of **Standard IID** also applies here. The College continues to increase the level of financial awareness throughout the institution while minimizing the burden of the budgeting process. The goal is for all constituents to have what they need to do their job and to know the process to request items they need or to replace inoperable furniture, fixtures, and equipment.

Institutional resources planning is continuing to be improved through the implementation of the Strategy Map and Balanced Score Card for strategic issues; operational dashboards for operational issues; program review, which includes reviews of achievement data and outcome data (ILO, PLO, and CLO); and resolution to Service Desk tickets.

The institutional planning process will continue to use program review as the primary source for program improvements and educational resource planning. The balanced scorecard (objectives, measures, targets, and initiatives) will provide the framework for operational and capital budget items based on these initiatives. The rolling operational budget process will continue, and monthly financial and statistical information will be provided to the appropriate stakeholders. Capital budgets are based on information from the Executive Council regarding operational projects and well as information from the balanced scorecard initiatives.



Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.



IVA. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Integrity and excellence are two of the College's six Core Values. These values are modeled by every level of college leadership as they focus on integrity, excellence, quality, and continuous improvement throughout the college community. **(IVA.1)**

This descriptive summary addresses three topics:

1. Board of Governors
2. Vision and Strategic Goals
3. Constituency Participation

Throughout this narrative, reference is made to Exhibit **IVA.9**, the most recent institutional survey, conducted in November 2011. The survey questions were prepared by Eduventures and administered by the College. The survey is disaggregated by student respondents (n=2867), faculty (n=399), and staff (n=364).

1. Board of Governors

Members of the Board of Governors (BoG) are charged with the responsibility to act as ethical and effective leaders and to ensure the ethical and effective exercise of leadership by administrators throughout the institution. The Board of Governors personally evaluates the job performance of the President and CEO, whose job descriptions require legal and ethical behavior. **(IVA.2)**

2. Vision and Strategic Goals

Senior Managers and administrators throughout the organization cultivate an atmosphere where excellence is the standard in all areas of operation. The College's commitment to institutional excellence is underscored in the College's quantified Vision Statement which articulates its goal to "achieve exceptional graduation and placement rates for a growing and diverse student population." **(IVA.3)**

College leaders take appropriate measures to ensure that their respective teams understand institutional goals. The College's goals and objectives are discussed regularly at a variety of department, campus, and institutional meetings. The institutional Strategy Map, which provides the Vision Statement and an illustration of the institutional strategy to achieve its quantified goals, is published to all members of the college community.

College leaders work to instill a sense of community and responsibility by encouraging faculty, students, and staff to exercise initiative in improving the practices, programs, and services in their areas of responsibility. Every constituency is expected to contribute to the achievement of institutional goals and objectives.

3. Constituency Participation

Recognizing that a broad array of perspectives is required to make informed decisions and plans, the College has established systematic participative processes to ensure stakeholders have multiple opportunities to engage in meaningful dialogue about how to improve institutional quality. The College Policy on Constituency Group Participation in Governance defines the two most wide-ranging forums for constituency input: the program review processes, instructional and non-instructional, and the institution's thorough self-study process. **(IVA.4)**

In addition to these formal, scheduled activities, the Senior Management actively involves the College's stakeholders in processes designed to develop and maintain a collective vision of the school's identity and future course. Examples include the Executive Council's 2009 solicitation of input from members of the college community in the identification of SJVC's core values, the articulation of institutional learning outcomes in 2010, and the development of a new strategic plan in 2011. **(IVA.5, .6, and .7)**

Self-Evaluation

The College meets the Standard. SJVC's leadership groups provide ethical and effective leadership. They ensure that the constituencies under their supervision are well-informed stewards of institutional values and are active participants in the process of continuous improvement. The College conducted self-evaluation in two areas:

1. Policy and Procedures
2. Constituency Participation
 - a. Quantitative Analysis
 - b. Qualitative Analysis

1. Policy and Procedures

The Board of Governors and Board of Directors operate under explicit policies which require integrity, ethical leadership, and the pursuit of continuous institutional improvement. Formal procedures require the active participation of diverse constituencies within the college community to demonstrate institutional values, contribute to meaningful plans for improving quality, and to work diligently towards the achievement of institutional goals.

2. Constituency Participation

Data suggest that the high standards of conduct enacted by those at the top of the organization are felt throughout and that college constituencies are empowered to take initiative in improving student learning.

a. Quantitative Analysis

In 2010 and 2011, faculty and staff conducted 25 program reviews. These program reviews resulted in 70 action items, 52 of which were complete as of the corresponding program's 2012 program review or curriculum conference. **(IVA.8)**

b. Qualitative Analysis

Results from the most recent institutional survey indicate that:

- Ninety-four percent of staff and ninety-one percent of faculty are “proud of the integrity of SJVC employees.” **(IVA.9: Page 8, question 23; page 14, question 15)**
- Eighty-two percent of students believe that “the culture of the College inspires me to become a more ethical person.” **(IVA.9: Page 2, question 8)**
- Ninety-one percent of faculty and ninety-three percent of staff agreed that the College clearly communicates its goals and objectives for improving its effectiveness. **(IVA.9: Page 6, question 4; and page 13, question 4)**
- Eighty-seven percent of the faculty and staff agreed that they are encouraged to submit ideas and recommendations for improvement. **(IVA.9: Page 10, question 35; page 15, question 25)**
- Eighty-one percent of faculty, eighty-four percent of staff, and seventy-four percent of students agreed that SJVC is a place where their voices are heard. **(IVA.9: Page 9, question 32, page 15, question 22; and page 4, question 40)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IVA.1	Mission and Core Values Statements
IVA.2	President.CEO Job Description
IVA.3	SJVC Vision Statement and Strategy Map
IVA.4	Policy on Constituency Group Participation in College Governance
IVA.5	Comments on Core Values
IVA.6	Executive Council Meeting Minutes (8/19/09)
IVA.7	Development and Management of SJVC 2011-2015 Strategic Master Plan
IVA.8	Program Review Action Items - Outcome Tracking
IVA.9	Results from the 2011 Institutional Self Study Survey

IVA.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purposes bodies.

IVA.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The College has developed and maintained clear policy and procedures to ensure the productive participation of faculty, staff, and students in institutional planning and governance. This descriptive summary addresses two topics:

1. Constituency Participation Policy
2. Venues and Channels for Constituent Participation
 - a. Executive Leadership
 - b. Committee Participation
 - c. Purchase Requests
 - d. Surveys
 - e. Campus Clubs

1. Constituency Participation Policy

While the College has always prided itself on the inclusive nature of its governance process, a Commission Concern received in June 2010 prompted the College to reflect upon how well it communicated the roles and responsibilities of constituents in institutional governance and the mechanisms available for their participation in decision-making and planning. As a result of this reflection, the Senior Management adopted the Policy on Constituency Group Participation in College Governance which was ratified by the Board of Governors in January 2011.

The policy specifies the manner in which individuals may bring forward their ideas and recommendations for improvement and delineates the mechanisms available for their participation in decision-making and planning. The policy is published on the College's portal website. Detailed information on each group's role in governance and the mechanisms available for their participation in decision-making and planning were also incorporated into the Student, Faculty, and Employee handbooks. **(IVA.10, .11, and .12)**

Shortly after the policy was adopted, an internal marketing campaign was launched to assure that college constituents were aware of and understood their roles and responsibilities in college governance. From the spring to fall of 2011, the Director of Institutional Relations

gave presentations at every campus location to inform faculty and staff of their roles and responsibilities in the governance process and the opportunities available for their participation. Campus Directors built upon this initiative by discussing the college governance process at their faculty and staff meetings.



2. Venues and Channels for Constituent Participation

Faculty, staff, and students all play an important role in institutional governance and exercise significant authority in their areas of responsibility, experience, and expertise. They are directly involved in planning and budgeting through surveys, committee meetings, program review (instructional and non-instructional), institutional planning sessions, annual campus budget development, submission of purchase proposals and capital budget requests, and by bringing forward their ideas to members of their campus management team.

a. Executive Leadership

Responsibility for the development and execution of institutional policies lies primarily with the Senior Management and Executive Council. To ensure that the policies they develop are sound and that institutional stakeholders throughout the organization embrace the rules that govern SJVC, the team actively solicits constituency input which is given appropriate consideration in the formulation of college policy, decisions, and plans.

b. Committee Participation

Members of the Executive Council solicit employee participation on various committees to ensure a cross section of stakeholders, campuses, and departments are represented in governance. While the College does not generally have standing committees, committee work is a regular and vital part of the institutional decision-making and planning process. Committees identify areas for potential improvement and inform changes in policy and procedure. Improvement proposals are vetted through the committees and presented to the appropriate supervisor for approval.

c. Purchase Requests

As described in detail under **Standard III.B**, SJVC has established processes for employees to have direct input in institutional budgeting and planning. For example, faculty, administrators, and staff are authorized to submit purchase requests at any time. Requests that directly support students' attainment of SLOs are approved and implemented as soon as reasonably possible. The Capital Budget Request process enables college employees to propose purchase requests over \$1,000. **(IVA.13 and .14)**

d. Surveys

Survey participation is another mechanism for employees to voice their opinion and influence decision-making and planning. SJVC regularly surveys employees on a variety of different topics to glean their input and ideas for improvement. Students participate in end-of-course surveys, both as a means of evaluating instructors and offering suggestions for course, program, or institutional improvement.

e. Campus Clubs

Campus clubs and organizations provide additional opportunities for students to contribute to campus and program plans. Each campus has an Associated Student Body (ASB) Club, an organization whose mission is to provide a forum for students to raise concerns and provide input into the College's decision-making and planning processes. The ASB Clubs meet regularly and are open to all students. Every club has a president, elected by student peers, who works with members of the Campus Management Team to represent the student perspective. Students also participate in college governance through focus groups and serving on various committees.

Self-Evaluation

The College meets the Standard. All stakeholder groups have well-defined roles and responsibilities in SJVC's governance system. Faculty, staff, and administrators exercise a substantial voice in decision-making and planning. Evidence is presented in two areas:

1. Policy and Procedures
2. Constituency Participation

1. Policy and Procedures

The Policy on Constituency Group Participation in Governance clarifies the mechanisms by which individuals may provide feedback for institutional improvement and contribute to decision-making and planning. Furthermore, each group's roles are also described in their respective handbooks, namely, the Faculty Handbook, Employee Handbook, and Student Handbook.

Following is a practical example of the policy in action. Faculty, staff, and SJVC graduates were surveyed in July 2012 to determine whether any new general education or program-specific course offerings were required to meet the educational needs represented in the communities served by SJVC. Respondents were given the opportunity to recommend specific course offerings. Survey responses demonstrated consensus interest in continuing

education courses. The findings resulted in an approved proposal to develop an extended education division. **(IVA.15)**

2. Constituency Participation

The most recent institutional survey results indicate generally positive opinions of participation in college governance, with some notable room for improvement in financial planning and budget requests.

- Eighty-seven percent of faculty and staff indicated that they felt “encouraged to submit ideas and recommendations for improvement.” **(IVA.9: Page 9, question 33; page 25, question 23)**
- Ninety-two percent of faculty and staff reported that they know who to contact when they want to be sure their concerns are considered. **(IVA.9: Page 10, question 35; page 15, question 25)**
- Although a majority of both groups stated they were aware that SJVC has a financial planning process, a sizable number noted that they were not: forty-two percent of faculty and twenty-six percent of staff. **(IVA.9: Page 18, question 31; and page 15, question 21)**

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Increase faculty and staff awareness of SJVC’s financial planning process from 58% and 74% respectively, to \geq 85%	Build Strategic Awareness	Dec 2013

Exhibits

IVA.10	Student Participation in College Governance
IVA.11	Faculty Participation in the College Governance System
IVA.12	Employee Participation in the College Governance System
IVA.13	Purchase Requisition Ordering Procedure
IVA.14	Capital Budget Asset Request Policy
IVA.15	Results from 2012 Extended Education Course Options Survey

IVA.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Faculty and academic administrative staff (many of whom served on SJVC's faculty prior to their appointment as administrators) share responsibility for the quality and continuous improvement of SJVC's educational programs and services. Where the Academic Affairs Team creates the institutional structures for strengthening the College's academic programs, faculty provide the substance. This descriptive summary addresses four topics:

1. Statement of Faculty Responsibilities
2. Program Review
 - a. Preparation
 - b. Program Review Meeting
 - c. Program Review Report
3. Curriculum Conference
4. On-going Program Improvement

1. Statement of Faculty Responsibilities

In addition to the Policy on Constituency Group Participation in College Governance, instructor accountability for the quality of SJVC's academic programs is outlined in the Statement of Faculty Responsibilities. The statement is published in the Faculty Handbook and in instructor job descriptions. **(IVA.16 and .17)**

2. Program Review

The primary structure through which faculty members contribute to shaping academic programs' content and pedagogy is the program review process. This process is described in greater detail under **Standard II.A**. Each academic program undergoes a formal review every other year. The review consists of three stages:

a. Preparation

All instructors who teach in a given program are invited to participate in its review. Students in the program and student services staff are also invited. To facilitate attendance, SJVC provides a number of ways for people to contribute: in person, online (via Go-to-Meeting), by video or phone conference.

Academic Affairs staff makes resources available to the invitees three weeks before the scheduled meeting. In particular, the Curriculum Technician uploads a data portfolio to the College's intranet. Portfolios contain the data needed to analyze the program as outlined in course and program assessment plans, including the Course Learning Outcomes (CLO) data for each course; Program Learning Outcomes (PLO) data; Institutional Learning Outcomes (ILO) data; retention and graduation rates; placement rates; and, when applicable, licensure test rates. Participants are expected

to review the data and provide feedback and input through the program review discussion forum.

b. Program Review Meeting

In the next stage, participants meet to examine and analyze the data portfolio, along with Advisory Board minutes, the program’s Biennial Report, and previous Program Review Reports to identify the program’s strengths and weaknesses. Upon completing their assessment, the participants make evidence-based decisions on action items to enhance student learning and program effectiveness, including:

- Refining CLOs and PLOs
- Revising curriculum to enhance student learning or address new accreditation criteria, disciplinary advances, and occupational changes
- Improving student learning assessment by making changes to assignments and the weights given to course grading components
- Updating curriculum maps and Course Learning Outcomes/Program Learning Outcomes/Institutional Learning Outcomes alignment matrices
- Purchasing new equipment or supplies
- Refining course and program assessment processes



c. Program Review Report

In the final stage of the review, the Curriculum Technician collaborates with the participants to generate a program review report over the two weeks following the meeting. Using a template, the report documents the following:

- The committee’s analysis of the CLO, PLO, and ILO data
- An action plan for course and program improvement based on the data-driven proposals
- The predicted impact of each action item on student learning and achievement

Once a first draft is finished, the Curriculum Technician makes the report available for review and comment by the program review attendants and other stakeholders. A final draft incorporating constituent feedback is completed and submitted to Senior Management. **(IVA.18)**

The program review report serves a number of functions. Program administrators use it to document and direct programmatic activities, including improving performance and making budgeting decisions. The Senior Management reviews the report to determine the program's educational effectiveness and the College's progress relative to the institution's strategic plan. Finally, the report is presented at the program's next curriculum conference (held the following year) and its subsequent program reviews in order to track the status of action items and gauge the impact of program improvements on student learning and achievement.

3. Curriculum Conference

Each program has a curriculum conference scheduled in the alternate year of its program review. In contrast to the program review in which multiple stakeholder groups participate, the conferences are facilitated by a Curriculum Technician but are otherwise entirely instructor-centered. The conferences focus specifically on teaching and learning and serve as another forum for faculty to make decisions concerning academic content, pedagogy, assessment tools, teaching strategies, and textbooks. This process is described in greater detail under **Standard IIA**.

Activities that take place during the conferences include:

- Sharing experiences in the classroom
- Developing best practices to address common teaching challenges
- Reviewing and updating assessment plans and curriculum maps
- Creating and evaluating shared assessment methods (e.g., rubrics, exams, projects)
- Writing the program's biennial report

The Curriculum Technician records the decisions made by the program faculty, shares the document with the participants to review, and uploads the finalized document to InfoZone. The Curriculum Technician also assists with carrying out initiatives generated by faculty at the review and updating support documentation (assessment plans, curriculum maps, etc.). **(IVA.19)**

4. On-Going Program Improvement

To provide faculty with an efficient and streamlined process to bring forward proposals for consideration between program reviews and curriculum conferences, the Academic Affairs Team established procedures for instructors to submit recommendations for the following types of educational improvements:

- Program Improvements **(IVA.20)**
- Course Improvements **(IVA.21)**
- Textbook Improvements **(IVA.22)**
- Curriculum & Instructional Purchases **(IVA.23)**

Members of the Curriculum and Instruction team work with instructors as they develop improvement and purchase proposals to ensure that they submit the proper forms and contain the necessary supporting data. (IVA.24)

In addition to the opportunities described above, instructors are invited to participate in the non-instructional program review process to provide recommendations for improvement to student and employee support services. Individuals who lead the non-instructional review committees reach out to the faculty to solicit their involvement in this process. Like the instructional program review process, attendees review and analyze a variety of assessment data identified in the department assessment plan to identify improvements to student support services. A formal report of the committee's findings is prepared and published. (IVA.25)

Self-Evaluation

The College meets the standard, as illustrated in its self-evaluation in three areas:

1. Policy and Procedure
2. Constituent Participation
 - a. Quantitative Analysis
 - b. Qualitative Analysis
3. Continuous Improvement

1. Policy and Procedure

The Policy on Constituency Group Participation in College Governance, the Statement of Faculty Responsibilities, instructor job description, Program Review Handbook, and sample reports and improvement proposals provided clearly demonstrate the role and responsibilities of faculty in evaluating and planning academic programs and student support services. Institutional support of the faculty is seen in the multiple opportunities provided to engage in dialogue about program quality and submit recommendations for improvement.

2. Constituent Participation

Improvements to the instructional program review process have facilitated the productive participation of faculty. Program review dialogue and resulting action items are focused on improving student learning and achievement. Instructors are making evidence-based decisions and plans for program improvement that align with the College's mission, vision, and values.

a. Quantitative Analysis

The action items produced from program review (33 in 2010, and 25 in 2011) demonstrate that instructors are taking advantage of this opportunity to improve SJVC's academic programs. (IV.A.26)

b. Qualitative Analysis

Evidence suggests that faculty find these processes effective. The most recent institutional survey found that ninety-two percent of the 399 instructors who responded to the questionnaire agreed that "SJVC supports and encourages faculty efforts in making instructional improvements." (IVA.9: Page 6, question 7)

3. Continuous Improvement

A formal evaluation of the instructional program review process occurred in October 2012. Results are being reviewed by the Senior Management and other decision-makers to determine what, if any, improvements or changes are required to refine this process. An evaluation of the non-instructional program review process is slated for December 2013. Results will be used to continually refine these processes to ensure their continued effectiveness for garnering faculty input and recommendations for improvements to programs and services.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

- IVA.16 Statement of Faculty Responsibilities
- IVA.17 Faculty Job Description
- IVA.18 Sample Program Review Report (Registered Nursing program)
- IVA.19 Sample Curriculum Conference Minutes - Criminal Justice: Corrections program (10/28/11)
- IVA.20 Program Improvement Proposal Procedures
- IVA.21 Course Improvement Proposal Procedures
- IVA.22 Textbook Improvement Procedures
- IVA.23 Curriculum and Instruction Purchasing Overview and Process
- IVA.24 Sample Program Improvement Proposal (Aviation Maintenance Technology program)
- IVA.25 Sample Non-Instructional Program Review Report (Library and Learning Resource Center)
- IVA.26 Program Review Action Items



IVA.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Faculty, students, staff, and administrators form an effective partnership to improve student learning and increase institutional effectiveness. As detailed above, SJVC's governance process includes mechanisms for key stakeholder groups to collaborate and effect change for the good of the institution. This descriptive summary addresses three topics:

1. Constituency Group Meetings
2. Communication Technology
 - a. Videoconference
 - b. Online Meetings
 - c. Learning Management System
 - d. Meeting Workspace
 - e. InfoZone
 - f. SMS Text
3. Social Media

1. Constituency Group Meetings

Because communication within and across stakeholder groups is vital to institutional improvement, SJVC regularly holds meetings that are designed to include various configurations of its constituents. These meetings provide a forum for participants to examine longitudinal trends in the College or department academic and operational effectiveness and to develop solutions to any problems revealed by the data. Attendees also inform each other of the state of the institution from their vantage point: what from their experience is working well, what needs attention, and what recommendations they have for improvement. Students are invited to participate in these meetings when appropriate. These include meetings of the following:

- Board of Governors (four times per year)
- Senior management (weekly)
- Senior management and campus directors (every five to ten weeks)
- Campus management (weekly)
- Campus management, faculty, and staff (monthly)
- Program/department (monthly)
- Executive Council (twice a year)
- Advisory Board (annually)

2. Communication Technology

Because SJVC has many campuses located throughout California, the College has devoted considerable resources to communication technologies that supplement and support onsite meetings. The primary technologies the College has put in place to facilitate communication and decision-making among its constituents are:

a. Videoconference

In fall 2008, the College acquired videoconferencing equipment to facilitate face-to-face communication between the campuses and the Corporate Office. This system was upgraded substantially in 2012 to reduce technical difficulties, and expand access to faculty and staff, including support for hand-held tablet devices.

b. Online Meetings

The purchase of the GoToMeeting software has enabled constituents to conduct and participate in web-based meetings. This technology, which allows attendees to view a shared computer screen, has been particularly valuable for enhancing communication among administrators and faculty who work on different sites. The Online division uses it for monthly meetings of its faculty and staff who are located throughout the country.

c. Learning Management System

The College's Learning Management System (LMS), hosts faculty members' electronic discussions. By facilitating inter-campus communication among instructors, it enhances the development of a college-wide faculty community. One particularly valuable function of the LMS is that it enables faculty to make collective curricular decisions quickly. Instructors submit proposals for course changes and textbook substitutions to their colleagues on the LMS, and then use the platform's voting feature to determine consensus opinion.

d. Meeting Workspaces

Meeting Workspaces in Microsoft Outlook provide a central location for employees to get up-to-date information about upcoming meetings in which they are to participate, such as the agenda and documents for review and discussion. Attendees can then use the workspace to record decisions and assign action items. The program has features that facilitate post-meeting activities, such as circulating the minutes and tracking the status of assigned tasks.

e. InfoZone

The College uses InfoZone, its intranet, as a platform for conducting electronic surveys of its constituents and for publishing results. It is also used to communicate institutional information, make announcements, and provide easy access to publications, documents, and related resources.

f. SMS Text

In 2012, the College acquired an SMS Text tool which allows users to send text messages to students. The software is currently being used by the Admission and Career Services Departments and the Deans of Student Services. The College anticipates that this progressive approach to communicating with students will spread to other departments as the effectiveness of this software is confirmed.

3. Social Media

Serving a student population that consists primarily of the millennial generation; the College has embraced the use of social media to enhance communication and community. SJVC has expanded its presence in several social media platforms, with a strong emphasis on Facebook. Social media accounts are monitored by the College's Online Community Manager, who generates and monitors discussions and announcements.

Content is solicited from each campus in order to inform students of the activities and events taking place across the College. The SJVC Facebook page (facebook.com/sjvcs) is also used to post information about upcoming activities and events. Students use the site to express their opinions and voice their concerns. The Online Community Manager connects students with the appropriate local contact to address any concerns or issues.

SJVC San Joaquin Valley College
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SJVC San Joaquin Valley College shared SJVC Bakersfield's photo.
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Our Bakersfield campus is helping other this holiday season!

Students, staff and faculty worked together to nominate members of the SJVC family who might need a little extra help this holiday season buying gifts for their families. Each ornament on the tree represents a nomination.

The SJVC family ... See More

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Self-Evaluation

The College meets the Standard, as illustrated in its self-evaluation in two areas:

1. Venue and Resources
2. Collaborative Initiatives

1. Venue and Resources

The College community offers a substantial number of meetings that foster communication of vital information and collaboration of constituents on a regular basis. The College has invested in technology and resources to facilitate these cross-functional assemblies using a variety of effective communication tools.

2. Collaborative Initiatives

The following initiatives, completed during this accreditation cycle, demonstrate how key stakeholders are using the College's governance structures and processes to improve educational quality and institutional effectiveness:

- Identification of course, program, student and employee support, and institutional outcomes
- Establishment of a faculty-based Assessment Learning Community and the creation of a sustainable assessment process including the transition to an outcomes-based program review process
- Formalization of the process for the evaluation of non-instructional programs and departments
- Establishment of new campuses in Hesperia, Temecula, Lancaster, and San Diego
- Creation of an institutional Vision Statement and the 2011-2015 Strategic Plan
- Creation and adoption of Core Values statements
- Adoption of revised Mission Statement

As detailed throughout this report, each of these initiatives involved substantial participation from the College's key stakeholder groups and demonstrates how these groups work together for the good of the institution.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

IVA.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations by the Commission.

Descriptive Summary

SJVC is committed to honesty, integrity, and transparency in its relationships with the public and external agencies. This descriptive summary addresses three topics:

1. Accreditation
 - a. ACCJC-WASC
 - b. Programmatic
2. Response to Disciplinary Action
 - a. ACCJC Warning
 - b. ARC-PA Probation
3. Regulatory Compliance

1. Accreditation

San Joaquin Valley College has an established track record of responsiveness and candor with its accrediting agencies. The institution devotes resources and attention to fulfill all requirements and adhere closely to standards. The College works in close partnership with its accrediting bodies.

a. ACCJC-WASC

The College has a Director of Institutional Relations whose full-time position is dedicated to ensuring the College's compliance with the Commission's standards, requirements, and policies and to maintaining ongoing communication with ACCJC. During the last re-accreditation cycle (2007-2013), the College submitted progress reports in October 2007 and March 2008, a focused mid-term report in March 2010, and follow-up reports in March and October 2011.

The College acted to address each concern and recommendation put forth in ACCJC's action letters and sought to document these changes in each subsequent report. During this period, the College also provided evidence that it fulfilled ACCJC/WASC Eligibility Requirements, Accreditation Standards, and Policies in the substantive change proposals it submitted to the Commission: six in 2009, two in 2010, three in 2011, and four in 2012.

b. Programmatic

SJVC also maintains accreditation for its programs that require approval from specialized accrediting bodies, as well as any required certifications or approvals to deliver courses or content in subject areas governed by a state or federal entity. Similar to the Director of Institutional Relations' position in relation to WASC, the

Director of Program Compliance is charged with overseeing the process for obtaining and maintaining programmatic accreditations. **(IVA.27)**

Since submitting its ACCJC re-accreditation report in 2007, SJVC has secured the following:

- One new, first-time programmatic accreditation
- One approval from programmatic accreditors for the College to establish an accredited program from one SJVC campus to another
- Eight accreditation renewals from programmatic accreditors

2. Response to Disciplinary Action

Despite the resources and concentrated attention that the College devotes to its accreditation activities, two matters arose during the six-year ACCJC re-accreditation cycle that bear noting: one regarding the Junior Commission, and one regarding the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

a. ACCJC Warning

In January 2008, ACCJC issued a Warning to SJVC because the College's October 2007 progress report failed to provide a section devoted specifically to a Concern that the Commission raised in its June 2007 reaccreditation action letter. Because the report was deemed incomplete, the Commission indicated that the College was in violation of Eligibility Requirement 21: Relations with the Accrediting Commission.

SJVC's omission was based on an honest misunderstanding. The College believed that the Commission's Concern regarding Eligibility Requirement 11 was subsumed under one of its Recommendations on general education, and that it was acceptable to address the Concern within the progress report's response to the Recommendation rather than as a distinct section of the document.

Upon receiving the January 2008 action letter notifying SJVC of the Commission's decision to place the College on Warning, the College responded immediately with a letter to Dr. Barbara Beno, ACCJC President, describing the basis for its confusion. It followed up the issue in its March 2008 progress report. Persuaded that SJVC's intent had always been to provide accurate and comprehensive information to the Commission, ACCJC removed the College's Warning status in June 2008.

b. ARC-PA Warning

The second matter that bears on SJVC's compliance with its accrediting agencies is ARC-PA's decision to place the College's Physician Assistant program on probation until its next comprehensive review in March 2014. The program continues to be approved while on probation, and students retain all associated benefits.

The College appreciates the gravity of this measure and is in the process of addressing the concerns ARC-PA raised. SJVC will make all changes needed to comply with the spirit and letter of the agency's standards.

3. Regulatory Compliance

SJVC also takes appropriate steps to foster an open and honest relationship with the Department of Education. The College provides reports and institutional data to the Department on a regular basis and responds promptly to their requests for information. Members of the Senior Management are responsible for staying current on the Department's regulations that pertain to their areas of responsibility and expertise.

The Vice President of Student Financial Services oversees the administration of Title IV funds awarded to SJVC students and stays abreast of any legislative or regulatory changes in this area. The CFO monitors regulations pertaining to financial responsibility and provides financial reports to the Department on an annual basis. The Vice President of Enrollment and Graduate Services is responsible for ensuring the College's compliance with the Department's program integrity regulations. The Vice President of Academic Affairs monitors proposed and pending changes or additions to Department regulations that may impact academic policies and procedures.

Consistent with the Program Integrity regulations enacted by the Department of Education in July 2011, the College discloses consumer information for each academic program on its public website. Information provided includes tuition, median debt of graduates, on-time completion rate, graduate placement rate, and the occupation classification of placed graduates, including appropriate links to U.S. Department of Labor profiles. The College also annually publishes a Student Consumer Guide that discloses graduation, placement, retention, and diversity data. **(IVA.28)**

Self-Evaluation

The College meets this standard, as illustrated in its self-evaluation in two areas:

1. Accreditation Approvals
2. Effective Response

1. Accreditation Approvals

The number of applications SJVC submits to accrediting agencies suggests that the College welcomes the scrutiny of, feedback from, and accountability to external authorities. That it has garnered numerous approvals and maintains a variety of independent programmatic accreditations indicates that the College has repeatedly been found to comply with these bodies' requirements. **(IVA.29)**

2. Effective Response

SJVC acts with "honesty and integrity in its relationships with external agencies," and responds quickly to address problems or issues identified by these bodies. The College's response to ACCJC's January 2008 Warning resulted in the Commission removing SJVC's Warning status in its next meeting in June 2008.

The College was in compliance with the Department's program integrity regulations on their effective date of July 1, 2011. Further, the College has consistently met the Department's regulations concerning loan default rates and standards of financial responsibility.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Regain unhindered programmatic accreditation status for PA program	Secure and Maintain Accreditation	May 2014

Exhibits

IVA.27	Student Consumer Guide (2012)
IVA.28	List of Programmatic Approvals and Course Certifications
IVA.29	Board of Governors' Annual Self Evaluation Form

IVA.5.

The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The College embraces accountability, transparency, integrity of leadership, and continuous improvement in all areas of operation. Consistent with this commitment to quality, SJVC has developed ongoing systematic processes for regular evaluation of the integrity and effectiveness of college leadership and its governance and decision-making structures and processes. This descriptive summary addresses three topics:

1. Board of Governors Evaluation
2. Employee Evaluation
3. Process Evaluation

1. Board of Governors Evaluation

The Board of Governors Handbook directs the BoG to engage in the routine assessment of the institution’s governance and leadership. Specifically, the BoG is required to “regularly evaluate its procedures, bylaws, policies, and codes and revise them as necessary” (Bylaw 4.10.11), “annually assess the Board’s performance and improvement” (Bylaw 4.10.12), and “annually evaluate the President and Chief Executive Officer” (Bylaw 4.3.2).

The criteria that the BoG uses to judge its performance and that of the Board of Directors are found in the Board of Governors Handbook. The matters on which the board members assess themselves include the degree to which they believe that the board as a whole “ensures the [institution’s] quality, integrity, [and] effectiveness”, “confirms the financial stability of the institution”, and “affirms that the mission is being carried out”, among 15 other criteria. When appraising the BoDs’ work, the BoG assess the extent to which the president and CEO “provide effective leadership in planning, organizing, budgeting, selecting, and developing

personnel, and assessing institutional effectiveness”, in addition to 12 other criteria. **(IVA.30 and .31)**

2. Employee Evaluation

The evaluation of the school’s leadership does not fall exclusively to the BoG. On an individual basis, all college employees, including those in leadership positions, participate in the College’s annual performance evaluation process. One of the key components in the evaluation of individuals within the College’s leadership structure is an assessment of their leadership skills and abilities. Results are used as the basis for the development of individual employee goals and plans for improvement.

In addition to these formalized evaluations, the College periodically conducts ad hoc evaluations of its leadership groups and processes and uses the results to identify any necessary improvements. For example, in fall 2010, Senior Management conducted a self-evaluation to determine its effectiveness. The evaluation focused on the group’s efficiency in fulfilling its assigned duties and responsibilities to the institution.

The evaluation results prompted three additions to the Senior Management team from spring 2011 to fall 2012. The Corporate Director of Instruction was promoted to the Vice President of Academic Affairs. A campus director was promoted to the Assistant Vice President of Administration. After one year in the position, the Assistant Vice President of Administration was promoted to Chief Operating Officer. The College also brought in an attorney from outside the institution to serve as the Vice President of Regulatory and Legal Affairs.

Based upon these promotions, some of the essential duties and responsibilities of the Senior Management Team were reassigned to the newly promoted Senior Managers. The College filled the vacated director positions and added the following new positions to ensure the effective operation of the institution: Director of Assessment, Director of Call Center Operations, and Director of Admissions.

3. Process Evaluation

In addition to the evaluation of individuals and groups, formal evaluation of decision-making processes occurs on a regular basis. The effectiveness of the College’s instructional program review process was evaluated in 2010, resulting in the development and implementation of a new framework for an outcomes-based review process. An evaluation of the new process took place in October 2012. As detailed in **Standard IB.7**, the College is in the process of reviewing the results of this latest assessment, which will be used to identify additional improvements. An evaluation of the non-instructional program review and strategic planning processes will be conducted in December 2013.

Self-Evaluation

The College meets the Standard, and has identified needed areas of improvement, as illustrated in its self-evaluation in two areas:

1. Policy and Procedure
2. Institutional Communication

1. Policy and Procedure

As demonstrated in its policies and consistent practice, the College has a sustained culture of employee, team, and process evaluation. Evaluation leads to action for improvement, as illustrated in the 2011 structural changes to the Senior Management team and the 2012 improvements to the Board of Governor's policy and resources.

2. Institutional Communication

In its self-evaluation for this Standard, the College has identified a need to improve communication and distribution of evaluation findings in general. This improvement is consistent with the Standard that the institution "widely communicates the results of these evaluations."

Evaluation results lead to improvement; however, constituencies are generally not informed of the basis for said improvements. In order to meet the spirit and intent of the Standard, the College needs to develop procedures governing the frequency, content, and methods for the publication of evaluation results and related action items.

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Implement policy and procedures for disseminating integrity and effectiveness evaluation results to the college community	Build Strategic Awareness	Dec 2013

Exhibits

- IVA.29 Board of Governors' Annual Self Evaluation Form
IVA.30 Board of Directors' Annual Evaluation Form



IVB. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IVB.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board

adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IVB.1.d.

The institution or the governing board publishes board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IVB.1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

IVB.1.f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IVB.1.g.

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

IVB.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

SJVC's Board of Governors (BoG), President, and CEO have clearly designated responsibilities to provide the guidance, structure, and leadership necessary to support the continued fulfillment of the College's mission. The BoG has established policies to ensure educational and institutional quality, the College's fiscal sustainability, and communicate its expectations to the college community at-large.

This descriptive summary addresses four topics:

1. Board Composition
2. Board Policies
3. Professional Development
4. Board Evaluation

1. Board Composition

The size, structure, and membership requirements of SJVC's governing board are determined in its Bylaws. The Board is comprised of eight members: two members of the Board of Directors (BoD) and six appointed community-at-large members. **(IVB.1, pages 11)**

The BOD members serve non-expiring terms of office and are responsible for appointing community members to the board. Community members are appointed for three year terms, and may be reappointed by the BoD for consecutive terms of office. The bylaws require that the board select a Chair Person from among the community members, by simple majority vote, to serve a three year term. A college employee serves as the board's Secretary.

The names of SJVC's governing board members, along with a brief biography on each, are provided with this report. **(IVB.2)**

As detailed in Bylaw 3, the board meets in closed session no less than twice a year. A total of five members must be present to constitute a quorum. Voting is typically conducted in closed sessions at board meetings but may be conducted by telephone or email with approval from the BoD. The Board has authority to establish committees to better fulfill its responsibilities and facilitate communication. **(IVB.1, pages 12)**

2. Board Policies

The bylaws and policies pertaining to the size, duties, responsibilities, structure, and operating procedures of the governing board are published in the Board of Governors Handbook. It articulates the Board's responsibility, "for ensuring SJVC's educational quality, financial stability, ethical integrity, and the fulfillment of its mission" by "setting institutional policies and delegating authority to implement said policies to the president and Chief Executive Officer." **(IVB.1, page 7)**

Board bylaw 1 sets forth the board's responsibility for the following:

- Mission
- Educational Quality and Student Success
- Managerial Oversight
- Institutional Goals, Plans, Policies, and Initiatives
- Budget
- Financial Integrity and Sustainability
- Legal Matters
- Institutional and Programmatic Accreditation
- Self-Governance
- Ethical Integrity

The board duties in each of these areas of responsibility are enumerated within the related bylaws. **(IVB.1, pages 11-18)**

The BoG is responsible for selecting, managing, evaluating, and replacing, as necessary, the President and CEO. These responsibilities and related procedures are described in detail in the descriptive summary under **Standard IVB.1.j. (IVB.1, page 15; IVB.3)**

The Handbook also contains the following operational policies: **(IVB.1, page 19-23)**

- Conflicts of Interest Policy
- Code of Ethical Conduct
- Violations to the Code of Ethics
- Code of Procedural Conduct

The Code of Ethical Conduct was revised in 2008 to focus on behavioral rather than procedural standards. The Code provides a framework of best practices to ensure that the Board's business is conducted with ethics and integrity. The policy for handling violations to the Code provides a clear process for reporting and addressing violations. **(IVB.1, page 22)**

The Board's actions are consistent with its policies and bylaws. Planning for board meetings includes consultation of the Handbook to ensure all cyclical duties and responsibilities are fulfilled. Agenda items are mapped to the board's bylaws and policies. Meetings are conducted in an orderly manner, and produce documented outcomes.

3. Professional Development

As stated in the Code of Procedural Conduct, "Each member is responsible for having knowledge of and support for the mission and philosophy of SJVC, to have knowledge of the fiscal and legal responsibilities of the College, to commit the time and energy required to be an effective member of the Board to support the College in the community." To that end, board members are provided regular professional development in a variety of subjects, including: student learning and achievement, college operations, student support and learning services, and accreditation. Presentations are given by faculty, campus directors, corporate directors, and staff. **(IVB.4)**

SJVC provides an orientation for all new members. At orientation, new members meet with the chair and secretary of the board and cover a variety of topics including: **(IVB.5)**

- History, Philosophy and Mission Statement of SJVC
- Accreditation information and ACCJC contact information
- Management Structure and Organizational Chart
- Board Bylaws
- Duties and Responsibilities of the Board
- Conflict of Interest Policy
- Codes of Ethical and Procedural Conduct
- Violations to the Code of Ethics
- Methods of Evaluation
- Meeting procedures and requirements
- Voting

Professional development for continuing board members has been focused over the last several years on increasing direct communication with the SJVC campuses and their constituents, college-wide SLO implementation, and institutional accreditation.



4. Board Evaluation

Bylaw 4.10.11 requires that the Board regularly evaluate its procedures, bylaws, policies, and codes and revise them as necessary. The Board engages in both formally scheduled and ad hoc reviews of its bylaws and policies.

In 2010 and 2011 the Board devoted a portion of its meetings to this review and evaluation. Board policies and bylaws were reaffirmed without change, but the evaluation prompted candid dialogue on the Board's performance, and identified ways in which the members could better fulfill their responsibilities. These discussions resulted in the Board's request for quarterly meetings and more presentations by college faculty. **(IVB.6)**

In summer 2012 the Board again engaged in a comprehensive evaluation of its bylaws, codes, and policies. This latest evaluation was prompted in part by the ACSCU's Policy on Independent Governing Boards and the ACCJC's article on "Accreditation and Governing Board Responsibilities," which appeared in its summer 2012 newsletter. Over the course of three meetings, the Board reviewed its bylaws and policies and evaluated itself against the accreditation standards and eligibility requirements as articulated in ACCJC's draft "Guide on Accreditation for Governing Boards."

The evaluation identified a need for specific improvements in the areas of board policies, committees, and bylaws. The Board established explicit policies concerning educational quality and integrity to more effectively communicate its expectations to college constituents. Bylaws were also revised and expanded to better articulate and clarify fulfillment of member duties and responsibilities. **(IVB.1)**

SJVC's governing board also has a process in place to support the evaluation of its performance. Prompted by an ACCJC recommendation to further clarify the evaluation procedures for the BoG members, the Senior Management drafted a bylaw and an evaluation form to facilitate the Board's self-assessment. The Board adopted the bylaw, process, and

evaluation instrument in March 2008. Shortly thereafter, the board's handbook was updated to include the new bylaw, description of the process, and evaluation form. **(IVB.1, pages 18, 30-31)**

The performance evaluation process was first conducted in April 2008 and has been executed annually thereafter. The Board's secretary is responsible for scheduling and facilitating this process. Individual board members complete the evaluation form and the secretary distributes the results for discussion at the next regularly scheduled meeting. Strengths and weaknesses are identified and serve as the basis for plans for improvement.

Self-Evaluation

The College meets the standard and has identified opportunity for improvement. This self-evaluation illustrates compliance in two areas:

1. Board Policy
2. Board Practice and Actions

1. Board Policy

Bylaws and policies specify Board size, duties, responsibilities, structure, operating procedures, and ethical obligations in leading the College. These explicit standards and responsibilities are consistent with the ACCJC Standards for governance. The Board's strong commitment to the fulfillment of its duties and responsibilities through policy governance is demonstrated in its efforts to evaluate and revise bylaws, establish new institutional policies, and communicate its expectations to the college community.

As a result of its evaluation in summer 2012, the board established a total of 19 policies. The newly established board policies address the quality, integrity, and effectiveness of the College's academic programs, student support services, and the financial stability of the institution:

- BP 2 sets forth its expectations that the College develop a fiscally sound budget that supports the college mission and student success. **(IVB.7)**
- BP 3 requires that every academic program undergo a comprehensive outcomes-based program review every two years to ensure that it meets acceptable levels of quality and is continuously improved. **(IVB.8)**
- BP 5 requires that student support service departments and administrative units undergo a program review every two years, and that the President and CEO annually provide the Board with a report highlighting the results of each non-instructional program review held during the previous year. **(IVB.9)**
- BP 11 sets forth the Board's responsibility to select and appoint the President and CEO and to annually evaluate their performance. **(IVB.10)**

2. Board Practice and Actions

Board business is conducted with ethics and integrity, as evidenced by the fact that the College has had no cause to enforce the Policy for Handling Violations to the Code of Ethical Conduct. Board members review the Code as part of their process for reviewing and evaluating board policies and bylaws, effectively renewing their commitment to uphold standards of ethical conduct. **(IVB.6)**

Since 2008, the Board has held meetings at various SJVC campus locations to facilitate connection and dialogue with a variety of constituent groups. These meetings have included student, faculty, and staff receptions; presentations from the campus' faculty and staff; classroom observations; and campus tours. **(IVB.11)**

Individual board members have also attended campus functions to increase exposure to campus life and operations. In September 2012 the Chairman of the Board accompanied the Senior Management on their routine visit to the Visalia Campus.

The College is very responsive to the Board's requests or suggestions for professional development. Every meeting includes at least one presentation aimed at equipping members for effective college governance. Multiple presentations, for example, have been given on the purpose and function of SLOs and SLO assessment along with regular updates on the College's progress with its SLO Implementation Project. **(IVB.4)**

In 2012, members of the governing board took the ACCJC's online "Accreditation Basics Course." Additional presentations on accreditation standards, eligibility requirements, and the ACCJC self-evaluation process have been given at regularly scheduled meetings.

The 2012 revisions to the bylaws include a requirement that the Board annually identify its professional development needs to the President and CEO. In doing so, the Board will have a clear plan for continuous improvement. **(IVB.1, page 18)**

Improvement Plans

	Plan	Strategic Plan Objective	Completion
1.	Conduct internal marketing campaign to develop awareness and understanding of BoG policies in the wider college community	Build Strategic Awareness	June 2014
2.	Review and update BoG New Member Orientation materials	Develop Strategic Competencies	June 2013

Exhibits

IVB.1	Board of Governors Handbook (11.2012)
IVB.2	Board of Governors' Biographies
IVB.3	Selection and Evaluation of President and CEO, BP 11
IVB.4	List of Presentations to the Board of Governors (2008-2012)
IVB.5	Board of Governors Orientation Guide
IVB.6	Schedule of Board of Governors' Evaluation of Board Bylaws and Policies
IVB.7	Principles of Budget Development, BP2
IVB.8	Program Review and Educational Effectiveness (Academic Programs), BP3
IVB.9	Program Review (Non-Instructional), BP5
IVB.10	Selection and Evaluation of President and CEO, BP11
IVB.11	Sample Minutes from Board of Governors' Campus Visit (Bakersfield Campus – 10/18/11)

IVB.1.a.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Board of Governors is a policy-making body that represents the interests of students, the wider public, and the business communities served by SJVC. It sits at the top of the institution's governance hierarchy. This descriptive summary addresses three topics:

1. Board Composition
2. Conflict of Interest Policy
3. Meeting Procedures and Content

1. Board Composition

Six of its eight members are from the community and have no financial interest in the College. The BoG has independence to assess the integrity of SJVC's mission, policies, and operations and the institution's strategies for their execution.

The board member biographies demonstrate the broad range of backgrounds and expertise represented in SJVC's governing board. Two members are in the educational field, one is an alumnus of SJVC, and all members represent local businesses in California's San Joaquin Valley. The diversity represented in the board's composition brings a myriad of different perspectives to board activities and decision-making. **(IVB.2)**

2. Conflict of Interest Policy

To ensure impartiality in its membership and decision-making, the Board has adopted a Conflict of Interest policy which is annually reviewed and signed by each member. The

Policy protects the College, and supports fidelity to the College’s academic and financial integrity. Board members review the policy on an annual basis and sign an acknowledgement of their agreement to abide by its terms. The community-at-large members have no employment or financial stake in the institution, and no family or personal connections to the College’s two owner-managers, Mark and Michael Perry. They also provide a list of any organizations with which they are affiliated. The list is reviewed by the BoD for potential conflicts of interest. **(IVB.1, pages 19-20, 32-35)**

3. Meeting Procedures and Content

Board meetings are governed by parliamentary procedures which facilitate fair and open dialogue about matters of importance and decisions that need to be made. To support unity, consensus, and order, the Code of Procedural Conduct states that the Board shall, “Strive to follow the established rules of order for each meeting,” and “Work with fellow Board members to support an environment where differing views and opinions may be voiced.” **(IVB.1, page 23)**

Members receive regular reports on matters pertaining to student learning and achievement, performance of academic programs and services, college operations, and federal and state legislation that impacts SJVC. Because they are kept apprised of these matters, members are well qualified to make decisions that reflect public interest and align with the College’s mission, vision, and values. **(IVB.4)**

Self-Evaluation

The College meets the Standard, as illustrated in its self-evaluation in two areas:

1. Board Composition
2. Board Policy

1. Board Composition

SJVC’s board is an accurate reflection of the communities it serves. Its community-at-large members are independent of the College but committed to the institution’s mission, values and vision. Their backgrounds, expertise, and community involvement support effective institutional governance. **(IVB.2)**

The Board has had a long-standing practice of achieving consensus in its decision-making. Board members work together to support an environment where differing views and opinions may be voiced. The Board’s decisions support fulfillment of the College’s mission, and consider the best interest of students.

2. Board Policy

Board bylaws protect the Board’s independence by prohibiting the members of the BoD from serving as the BoG Chair, and requiring a minimum of five votes to achieve a quorum. **(IVB.1, page 12)**

Board bylaws require members to “Advocate for and protect the College from undue influence or pressure,” and “Uphold and advance SJVC’s good reputation.” **(IVB.1, pages 17-18)**

Additional measures to ensure its integrity include having members annually review and sign the Conflict of Interest policy; certify that they have no employment, family, or financial interest in SJVC; and update the list of organizations with which they are affiliated. **(IVB.1, pages 17, 32-35)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

IVB.1.b.

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

SJVC's governing board represents the interests of students, the business communities served by the institution, and the public at-large by establishing policies and adopting formal statements that promote the College's mission. This descriptive summary addresses two topics:

1. Mission and Vision
2. Educational Quality

1. Mission and Vision

First and foremost, the Board has adopted the College's Mission Statement which sets forth its purpose to "prepare graduates for professional success in business, medical, and technical career fields," and its commitment to student learning through "the achievement of student learning outcomes." The Mission Statement is widely published to the college community and the public-at-large. The Board routinely reviews the College's Mission Statement to ensure that it accurately reflects SJVC's educational purposes, intended student population, and commitment to student learning, in accordance with BP6 which requires that it monitor and evaluate the College's fulfillment of its mission on an annual basis. **(IVB.12)**

The Board has also adopted SJVC's Vision Statement, which is a specific articulation of the college mission, and expresses the College's commitment to "high education standards and in placing the needs of students at the center of all decision-making." The Vision includes the following three institutional goals:

- Seventy-five percent graduate placement by 12.2013
- Seventy percent graduation rate by 12.2014
- 7,500 students being served by 12.2015

2. Educational Quality

The Board's expectations concerning educational quality and continuous improvement of student learning and achievement is expressed in the Statement of Faculty Responsibilities and Assessment Statement; both of which have been adopted and published to the college community. **(IVB.13 and .14)**

The new policies communicate the Board's expectations for educational quality and allocation of sufficient resources to support academic programs, services, and student success. Other new policies that support and promote continuous educational quality include BP4 which requires faculty to participate in the program review process and BP19 which reinforces the Board's support of the college mission, vision, and minimum standards of performance. **(IVB.15 and .16)**

Self-Evaluation

The College meets the Standard. The Board has established policies, processes, and institutional standards for educational quality. These clear expectations support the fulfillment of the institutional mission, and require academic programs and services to be appropriately funded.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IVB.12	Institutional Effectiveness Reviews, BP6
IVB.13	Student Participation in College Governance
IVB.14	Assessment Statement
IVB.15	Faculty Participation in Program Review, BP4
IVB.16	College Mission, Vision, and Standards, BP19

IVB.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board understands and fulfills its responsibility for educational quality, legal matters, and financial integrity. This descriptive summary addresses two topics:

1. Educational Quality
2. Legal Matters and Financial Integrity

1. Educational Quality

The BoG has consistently fulfilled its responsibility for the educational quality of the institution. This has been accomplished primarily through its participation in regular presentations given by administrators, faculty, and staff on a variety of issues pertaining to student learning and assessment, retention, graduation, and placement.

In years past, BoG recommendations for improvement were generally given ad hoc in response to these presentations. This process was formalized to better fulfill the Board's responsibility for educational quality through BP3 and the creation of the Academic Oversight Committee (AOC) in the summer of 2012.

The AOC is comprised of two community board members whose primary responsibility is to regularly review student success and education effectiveness data provided by the Vice President of Academic Affairs and to make recommendations for improvement. The committee's duties and responsibilities are enumerated in board bylaw 3.4.1, which include reporting its findings and recommendations to the full Board. **(IVB.1, page 13)**

2. Legal Matters and Financial Integrity

Under California Corporation laws, the BoD has ultimate responsibility for the College's financial integrity and legal matters. While this fiduciary duty cannot legally be transferred to the governing board, policies and processes are in place to ensure the Board's substantial involvement in these two areas of responsibility.

The President and CEO keep the Chair informed of any anticipated or pending legal matters which meet the criteria outlined in BP10. The Chair, at his/her discretion, may inform the full board of any such legal matter. **(IVB.17)**

a. Finance Committee

The Board fulfills its responsibility for the College's financial integrity through the work of its Finance Committee, which was formerly named the Audit Review Committee (ARC). Two community board members serve on this committee along with the College CFO, Controller, and an independent third-party banker. The committee reviews the College's annual audited financial statements to ensure that the College is fiscally sound, is meeting its financial obligations, and is in compliance with the Department of Education's financial responsibility requirements. The committee reports its findings to the full Board.

The Board recently identified the need to expand the scope of responsibility of the committee to include new duties, including review of the College's two-year budget projections, and to report their findings and recommendations to the full Board. The new scope of responsibility led the Board to change the name of the committee from the Audit Review Committee to the Finance Committee. **(IVB.1, page 13)**

Self-Evaluation

The College meets this Standard. SJVC's governing board continues to improve its processes and practices for ensuring the quality of academic programs and the execution of its responsibility for legal matters and financial integrity.

The AOC met in July 2012 to review educational effectiveness data and presented its findings to the board at their November 2012 meeting. **(IVB.18)**

Since its inception in 2008, the ARC has convened annually to review the College's audited annual financial statements and report their findings back to the entire board. **(IVB.19, page 3)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

- | | |
|--------|---|
| IVB.17 | Legal Matters, BP10 |
| IVB.18 | Academic Oversight Committee Meeting Minutes (7/2/12) |
| IVB.19 | Board of Governors' Meeting Minutes (9/17/12) |

IVB.1.i.

The governing board is informed about and involved in the accreditation process.

Descriptive Summary

SJVC provides Board development on the accreditation process and involves the Board in accreditation activities. As part of the new member orientation, incoming board members are given an overview of the purpose of institutional accreditation, and are encouraged to read the accreditation standards, eligibility requirements, and commission policies. SJVC's Accreditation Liaison Officer (ALO), CEO, Vice President of Academic Affairs, and other members of the college community regularly present to the Board on accreditation-related matters. **(IVB.4)**

The CEO and ALO keep the board informed of upcoming accreditation reports, as well as any recommendations or concerns received. Commission action letters are distributed and the ALO provides updates on the College's progress in addressing any Commission recommendations or requests for information.

All substantive change proposals are presented to the Board for their review and approval prior to submission to ACCJC. SJVC requests that the entire board review the Mid-Term, Progress/Follow-Up, and Self-Evaluation accreditation reports prior to submission to the Commission.

In an effort to further develop individual board members' understanding of accreditation processes and standards, all members were asked to complete the ACCJC's online "Accreditation Basics Course" in 2012. SJVC also provides the opportunity for Board members to attend various ACCJC-sponsored trainings and conferences.

Self-Evaluation

The College meets the Standard. SJVC's governing board is well-informed of accreditation-related matters, and is appropriately involved in accreditation processes as demonstrated in the examples cited above.

Formal presentations were given to the Board in October 2010 and July 2011 on the preparations for the self-evaluation process, timeline, and outcomes. Informal updates on the process were given to the board throughout the duration of 2011 and 2012. **(IVB.4)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

IVB.1.j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The BoG has delegated authority to the President and CEO to administer its policies, and provide the day-to-day leadership necessary to effectively manage the College. BP 11 and bylaw 4.3.1 outline the governing board's responsibility for selecting, managing, evaluating, and replacing the President and CEO. BP 1 delegates authority to the president and CEO to reasonably interpret and administer Board policies, and to execute its decisions. The policies and bylaw were developed as a result of the Board's self-assessment which identified the need to expand its responsibilities in this area, and to include substantial involvement in the selection, and replacement of the President and CEO. **(IVB.1, page 15; IVB.3 and .20; IVB.19)**

The Board annually evaluates the performance of the President and CEO. Board bylaw 4.3.2, and the evaluation instrument created for this purpose, are included in the board's handbook. The evaluation instrument was revised in 2008 to include assessment criteria that reflect the requirements of this office as set forth in Standard IV.B.2. **(IVB.1, pages 15, 28-29)**

Self-Evaluation

The College meets the Standard. Policies and procedures are in place to facilitate the Board's responsibility to select, evaluate, and replace the President and CEO. Evaluation results are on file with the Director of Institutional Relations, including minutes documenting the Board's discussion of its most recent evaluation of the President and CEO. **(IVB.20)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IVB.20 Delegation of Authority to President and CEO, BP1

IVB.2.

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IVB.2.a.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities as appropriate.

Descriptive Summary

SJVC's President and CEO provide effective leadership which enables the College to fulfill its mission. The President and CEO are co-owners of SJVC, and equally share responsibility for institutional quality. The CEO takes responsibility for the day-to-day internal operations of the College, while the President attends to the role of the institution in the community-at-large.

The President and CEO have developed an effective administrative structure that reflects SJVC's purpose, size, and complexity. They delegate authority to college administrators consistent with their responsibilities and expertise. Each area of administrative responsibility focuses on providing the resources necessary to support student success.

Following is a list of the members of the Senior Management Team with whom this authority is vested:

- Vice President of Administration
- Vice President of Academic Affairs
- Vice President of Enrollment and Graduate Services
- Vice President of Student Financial Services
- Chief Financial Officer
- Chief Operations Officer

The Senior Management Team is qualified and experienced, with more than 100 years of combined tenure. The vice presidents, COO, and CFO delegate authority, and responsibility to directors who oversee education, and manage the day-to-day operation of the campuses.

Working with an effective administrative structure, the President and CEO are able to direct College initiatives and operations to support continued fulfillment of SJVC's mission. The President and CEO periodically review and evaluate the effectiveness of SJVC's organization and administrative structure.

Self-Evaluation

The College meets the standard. The President and CEO effectively lead SJVC. Through their joint efforts, SJVC is managed by groups of dedicated and well-qualified administrators. As discussed under **Standard IVA**, evaluations of the leadership structures in 2010 resulted in additions to Senior Management, and a related redistribution of responsibilities.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

IVB.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- 1. establishing a collegial process that sets values, goals, and priorities;**
- 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- 4. establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

SJVC's President and CEO effectively guide institutional improvement of the teaching and learning environment. This descriptive summary addresses three topics:

1. Participation in Institutional Planning
2. Communication of Institutional Direction
3. Support of Evaluation and Planning Processes

1. Participation in Institutional Planning

As the institution's chief administrators, the President and CEO participate in institutional planning by contributing to the development of the Strategic Plan. They regularly assess the College's success in achieving its objectives, and direct adjustments or modifications to the Plan. Their commitment to the continuous improvement of teaching and learning is demonstrated by the number of strategic plan objectives and initiative aimed at improving the quality of education and student success. **(IVB.21, page 9; and B.22)**

The CEO and Senior Management meet weekly to review the College's progress on the Strategic Plan. The team devotes a substantial portion of their meeting to review and assess progress on one or more strategic objectives and related initiatives. Their review includes analyses of outcome assessment, student achievement, and other institutional data to

determine whether any adjustments need to be made to existing initiatives or whether any new initiatives are required for continued improvement.

The CEO and Senior Management also regularly review Program Review Reports, which include faculty analyses of outcome assessment, student achievement data, and any recommended action items. The team carefully scrutinizes the data analyses contained in the reports to ensure that educational planning is based on high-quality research and thorough analyses of evidence. **(IVB.22)**

The President and CEO have established a collegial governance process to ensure that local stakeholders have multiple opportunities to provide input into institutional decision-making, and are appropriately represented at planning sessions. They frequently encourage college constituents to recommend improvements to the teaching and learning environment. This process has proven to be an effective method for establishing institutional goals, as demonstrated in the participatory events leading up to the development, adoption, and implementation of the Strategic Plan.

2. Communication of Institutional Direction

The President and CEO take appropriate measures to assure that the college community is well informed of the institution's direction. Institutional values, goals, and objectives are incorporated into college planning documents, and internal publications, such as the college catalog, student, and employee handbooks. **(IVB.16)**

The President and CEO also serve as a liaison between the governing board and the college community by implementing Board policies which set forth the expectations for continuous improvement, and their support of the college mission and vision. In meetings and other informal communications, the CEO consistently emphasizes the college mission, ILOs, values, and vision.

Internal marketing campaigns develop constituency understanding of the principles which guide the College's pursuit of its mission. For example, the InfoZone homepage provides a link to information on the purpose and development of the College's ILOs, along with a list of descriptors which define the qualities, and characteristics associated with each outcome. **(IVB.23)**

3. Support of Institutional Evaluation and Planning processes

During the last two years the President and CEO have focused their attention and efforts on establishing an institutional culture of evidence-based decision-making. Their intention is to ensure that evaluation and planning is based upon high quality research, and analyses of external and internal conditions.

Recognizing the critical relationship between outcome assessment and continuous improvement of the teaching and learning environment, the President and CEO allocated significant resources to ensure the success of the following initiatives: SLO Implementation Project, Outcomes-Based Program Review Process, and the establishment of an Assessment Learning Community. These initiatives have resulted in an institutional assessment process which supports the ongoing analyses of outcome data, and uses findings as the bases for institutional planning.

The President and CEO employ well-qualified personnel to support the process of evaluation and planning for improvements to teaching and learning. For example, every academic program has an Assessment Coordinator responsible for coordinating and overseeing the program's research function and assessment of student learning and achievement. On an institutional level, SJVC employs a full-time Director of Assessment whose duties include oversight of the instructional program review process, and providing support to the faculty on assessment-related matters. A full-time Director of Instruction continually assesses the quality of instruction through data analyses to identify faculty professional development needs.

Self-Evaluation

The College meets the Standard. The President and CEO provide effective leadership and guide institutional efforts for continuous improvement. Evidence of their effectiveness in this area is demonstrated through following the institutional improvements accomplished during this accreditation cycle:

- Identification of SLOs for all courses, programs, support services and departments, and the institution (See Response to **Recommendation #3**)
- Establishment of a faculty-based Assessment Learning Community (See Response to **Recommendation #3**)
- Transition to an Outcomes-Based Program Review Process (See **Standard I.B.**)
- Formalization of Procedures for Evaluating Non-Instructional Programs and Departments (See **Standard I.B.**)
- Development of procedures that tie instructional and non-instructional program review results to institutional planning and budgeting (See **Standard I.B.6**)
- Creation of new administrative positions which provide leadership and support in the areas of curriculum, instruction, assessment, and faculty professional development: Vice President of Academic Affairs, Director of Assessment, and Technology Coaches
- Establishment of the Report & Dashboard Library (See **Standard III.C**)

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IVB.21	Development and Management of 2011-2015 Strategic Master Plan
IVB.22	Sample Leadership Meeting Minutes (10/29/12)
IVB.23	Screenshot of InfoZone ILO awareness campaign

IVB.2.c

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The President and CEO are responsible for ensuring that SJVC is in compliance with local, state, and federal statutes, regulations, and governing board policies. To ensure that this responsibility is fulfilled, the President and CEO have empowered the Senior Management to reasonably interpret and implement Board and institutional policy in their areas of responsibility. The team is also responsible to monitor pending and current legislation and regulations. **(IVB.20)**

As the Senior Management meets weekly to discuss various aspects of college operations, any pending or new legislation that impacts college operations are discussed. Team discussions lead to recommendations to achieve or maintain compliance, and the development of plans to implement new or revised statutes. Final recommendations and plans are submitted to the President and CEO for approval. **(IVB.24)**

College constituents are informed of new and pending legislation that will impact institutional practices, policies, and procedures. Regular updates on policy and procedure development are given by members of the Executive Council. Major policies and procedures are published in internal college documents such as the College Catalog; the Student, Employee, and Faculty Handbooks.

Self-Evaluation

The College meets the Standard. The President and CEO fulfill their responsibility to assure that Board policies are implemented and that statutory or other legal requirements are met either by their own direct action or through delegation to other staff. For example, when the Department of Education's program integrity regulations were confirmed, the Senior Management Team reviewed the new reporting requirements, discussed their impact on SJVC's practices, and developed the strategy which resulted in full compliance on July 1, 2011.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IVB.24 Sample Senior Management Minutes (6/22/11)

IVB.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The President and CEO effectively control SJVC's budget and expenditures. Both are active participants in the budgeting process and meet regularly with the Chief Financial Officer and Controller to review the College's finances and plan for the future. Prior approval of the President or CEO is required for major expenditures. Budgeting policies and procedures have been established to guide institutional, program, and department expenditures. **(IVB.7, and .25 through .29)**

As detailed in **Standard III.D**, the budget and expenditures are based on enrollment forecasting and program or department resource needs. The CFO and Controller, with substantial input from the Campus Management Teams, develop annual campus budgets that will support institutional goals and objectives. Final budgets are reviewed and approved by the President and CEO. If changes in income or expenditures impact the operating budget, plans are adjusted throughout the year.

SJVC has sustained good fiscal health. The President and CEO have made appropriate plans and adjustments to maintain the high quality of SJVC's academic programs and services. Expenditures are weighed carefully with an evaluation of their contribution to student learning.

Self-Evaluation

The College meets the Standard. The President and CEO are fiscally responsible, and have instituted policies and procedures that support the College's financial stability. They are well informed of the College's fiscal state, and make decisions that promote the quality of education and service to students.

SJVC has always met the Department of Education's financial responsibility requirements outlined in 34 CFR section 668.171 (2010). This compliance is evidence of the President and CEO's sound fiscal management of the College.

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

IVB.25	Faculty Participation in the College Governance System
IVB.26	Faculty Job Description
IVB.27	Sample Program Review Report (Registered Nursing program)
IVB.28	Sample Curriculum Conference Minutes - Criminal Justice: Corrections program (10/28/11)
IVB.29	Program Improvement Proposal Procedure

IVB.2.e

The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President and CEO work and communicate effectively with the communities served by SJVC. Both are active members of local, state, and national organizations, and throughout the years have served in various offices within these organizations. They are also active in the local community and are well respected for their service and generosity.

Both the President and CEO have received recognition awards, among them the Family Business Award in 2008 by the Visalia Chamber of Commerce. The CEO currently serves on the Board of Directors for the California Association of Private Post-Secondary Schools (CAPPS), and was awarded the Hall of Fame Star in 2010 from that organization.

Through their close community connections, and those of the campus and corporate directors, the President and CEO stay abreast of the evolving needs of the communities served by SJVC. This connection informs their plans to fulfill the college mission by developing programs and services to meet local needs.

The College regularly identifies educational and employment needs in communities within the College's current service areas. For example, the Heating, Ventilation, Air Conditioning, and Refrigeration program was added to four campuses in 2011 based upon input from local industry representatives, market studies, and recommendations from College faculty and staff.

Within the institution, the President and CEO are diligent in effort to strengthen connections with students, faculty, and staff. Their relationship with the campuses is sustained through the Campus Director and Senior Management meetings which take place every five to ten weeks. The CEO visits the campuses on a regular basis. He periodically schedules informal meetings with the faculty and staff. Employees are encouraged to come with any questions or suggestions. They are given the opportunity to speak freely about any topics of interest or concern. **(IVB.30)**

During his campus visits, the CEO observes classrooms and speaks with the students. These informal interactions with students is a valuable way for the CEO to connect with the student body, and identify ways to improve programs and services. In 2011 and 2012, the CEO has traveled with SJVC students to the Career College Association "Hill Day" in Washington D.C. Students had the opportunity to speak to California members of the House of Representatives about their experience attending a career college.

Self-Evaluation

The College meets the Standard. The President and CEO are effective in communicating with, and are responsive to the needs of, the communities served by SJVC. The community-at-large members of the Board of Governors have consistently given high ratings to the President and CEO on their annual evaluations for their effectiveness in working and

communicating with the communities served by SJVC. They both received the highest rating available for this job duty in the last two evaluations. Evaluation results are on file with the Director of Institutional Relations.

Campus leaders emulate the community involvement modeled by the President and CEO. Members of the campus management teams work closely with advisory boards to ensure that the College effectively meets the needs of local communities. Advisory board recommendations are given appropriate consideration and are used to continuously improve SJVC's service to students and communities it serves. **(IVB.31)**

Improvement Plans

The College has not identified any improvement plans as the result of its self-evaluation.

Exhibits

- IVB.30 Sample Minutes from Senior Management Campus Visit – Aviation Campus (10/31/12)
- IVB.31 Sample Advisory Board Meeting Minutes – Dental Hygiene program (1/25/12 and 3/14/12)



IVB.3.

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

- a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**
- b. The district/system provides effective services that support the colleges in their missions and functions.**
- c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**
- d. The district/system effectively controls its expenditures.**
- e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**
- f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**
- g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting their educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

San Joaquin Valley College is a single college with 11 campuses, one extension center, and an online division. This standard does not apply to SJVC.

Comprehensive Evidence List

Introduction

INT.1	Academic Programs by Campus
INT.2	Screenshot of Operations Report & Dashboard Library (Rancho Cucamonga Campus)
INT.3	Strategy Map and Institutional Scorecard
INT.4	SJVC Timeline
INT.5	List of Programmatic Accreditations
INT.6	Mission and Core Values Statements and ILOs
INT.7	SLO Toolkit (August 2011)
INT.8	2011/2012 Program Review Schedule
INT.9	Policy on Constituency Group Participation in Governance

Certification of Continued Compliance with Eligibility Requirements

ER.1	Board of Governors Meeting Minutes (7/23/08)
ER.2	Board of Governors Meeting Minutes (1/29/11)
ER.3	Board of Governors Handbook (November 2012)
ER.4	Program Review Report
ER.5	Program Review Report (General Education)
ER.6	Faculty Qualifications
ER.7	Statement of Faculty Responsibilities

Certification of Continued Compliance with Commission Policies

CP.1	Sample Contracts with Non-Regionally Accredited Entities
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Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

RR.1	Excerpt from the March 2010 Focused Mid-Term Report (pgs. 8-12)
RR.2	Survey Results from the 2010 Review of the Mission Statement
RR.3	Executive Council Meeting Minutes (11/10/10)
RR.4	Board of Governors Meeting Minutes (1/20/11)
RR.5	Results from the 2011 Institutional Self Study Survey
RR.6	Board of Governors Meeting Minutes (9/17/12)
RR.7	College-Wide Review of the Mission Statement, BP7
RR.8	Institutional Effectiveness Reviews, BP6
RR.9	Excerpt from the March 2010 Focused Mid-Term Report (pgs. 13-16)
RR.10	2007 Master Plan
RR.11	Institutional Strategy Map
RR.12	Program Assessment Plan (template)
RR.13	Program Review Handbook (April 2012)
RR.14	Excerpt from the March 2008 Progress Report (pgs. 19-25)
RR.15	Excerpt from the March 2010 Focused Mid-Term Report (pgs. 17-32)
RR.16	Excerpt from the March 2011 Follow-Up Report (pgs. 6-22)

RR.17	Excerpt from the October 2011 Follow-Up Report (pgs. 8-12)
RR.18	Electronic Collection of Learning Outcome Assessments – Summary
RR.19	Excerpt from the October 2007 Progress Report (pgs. 1-7)
RR.20	Excerpt from the March 2008 Progress Report (pgs. 6-11)
RR.21	Excerpt from the March 2010 Focused Mid-Term Report (pgs. 33-44)
RR.22	Board of Governors Handbook (March 2010)
RR.23	Board of Governors Handbook (November 2012)
RR.24	General Education Course Outlines
RR.25	Excerpt from the March 2008 Progress Report (pgs. 12-14)
RR.26	Excerpt from the March 2010 Focused Mid-Term Report (pgs. 52-60)
RR.27	Excerpt from the March 2011 Follow-Up Report (pgs. 23-33)
RR.28	Policy on Constituency Group Participation in Governance
RR.29	Statement of Faculty Responsibilities
RR.30	Policy on Program Review of Non-Instructional Programs and Services
RR.31	Non-Instructional Program Review Schedule
RR.32	Department Assessment Plan and Report (templates)

Standard I: Institutional Mission and Effectiveness

Standard IA: Mission

IA.1	Board of Governors Meeting Minutes (7/23/08)
IA.2	Board of Governors Meeting Minutes (7/20/11)
IA.3	Screenshot of InfoZone homepage
IA.4	Excerpt from the 2011 College Catalog
IA.5	Program Review Handbook (April 2012)
IA.6	Advisory Board Handbook (September 2012)
IA.7	Faculty Handbook (2012)
IA.8	Employee Handbook (2012)
IA.9	Board of Governors Handbook (November 2012)
IA.10	2011-2015 Strategic Master Plan
IA.11	Program Chart by Campus
IA.12	Parent and Student Education Level Chart
IA.13	Placed Graduates in Health Professional Shortage Areas and/or Medically Underserved Areas
IA.14	Board of Governors Meeting Minutes (9/17/12)
IA.15	Results from the 2011 Institutional Self Study Survey
IA.16	Policy on Academic Program Review (Advisory Board)
IA.17	New Sites, Programs, Transfer Programs Flowchart
IA.18	Program Improvement Proposal (template)
IA.19	Course Improvement Proposal (template)
IA.20	Purchase Proposal (template)
IA.21	Textbook Improvement Proposal (template)
IA.22	Campus Community Service Activities 2009-2011
IA.23	List of Student Support and Advising Activities by Campus (2011)
IA.24	Institutional Scorecard
IA.25	Development and Management of SJVC 2011-2015 Strategic Master Plan

IA.26 Program Review Action Items - Outcome Tracking

Standard IB: Improving Institutional Effectiveness

- IB.1 Excerpt from March 2011 Follow-Up Report
- IB.2 Chronology of SLO trainings
- IB.3 2012/2013 College Catalog
- IB.4 Sample Course and Program Assessment Plans
- IB.5 Program Review Handbook (April 2012)
- IB.6 Policy on Program Review of Non-Instructional Programs and Services
- IB.7 Development and Management of SJVC 2011-2015 Strategic Master Plan
- IB.8 Electronic Collection of Learning Outcome Assessments – Summary
- IB.9 Results from the 2011 Institutional Self Study Survey
- IB.10 Screenshot from Operations Report and Dashboard Library (Rancho Cucamonga Campus)
- IB.11 Sample Instructional Program Review Report (Respiratory Therapy Program)
- IB.12 Sample Non-Instructional Program Review Report (Library and Learning Resource Center)
- IB.13 Sample Purchase Proposal (Respiratory Therapy program)
- IB.14 Policy on Constituency Group Participation in Governance
- IB.15 List of Report and Dashboard Library Reports and Usage Information (8/2012-9/2012)
- IB.16 Sample Program Review Data Portfolio (Respiratory Therapy program)
- IB.17 Sample Biennial Report (Respiratory Therapy program)
- IB.18 Screenshot of Report and Dashboard Library Survey Site
- IB.19 Board of Governors Meeting Minutes (2/9/2012)
- IB.20 Advisory Board Handbook (September 2012)
- IB.21 Non-Instructional Program Review Report (Evaluation of Program Review process)
- IB.22 Screenshot of Microsoft Workspace Tracking of Program Review Action Items
- IB.23 Program Review Action Items - Outcome Tracking

Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

- IIA.1 Program Assessment Plan (Clinical and Administrative Medical Assisting)
- IIA.2 Program Chart by Campus
- IIA.3 Course Reflective Analysis (sample)
- IIA.4 Syllabus Rubric
- IIA.5 Assessment and Instruction Meeting Schedule (2012)
- IIA.6 Assessment and Instruction Agenda (April-May 2012)
- IIA.7 Sample Assessment and Instruction Meeting Minutes – Rancho Cucamonga Campus (7/5/12)
- IIA.8 Program Review Handbook (April 2012)
- IIA.9 Sample Program Review Data Portfolio (Respiratory Therapy program)
- IIA.10 Program Review Agenda (template)

IIA.11	Sample Course Improvement Plan (Economics 1)
IIA.12	Sample Program Improvement Plan (Respiratory Therapy program)
IIA.13	Sample Program Review Report (Respiratory Therapy program)
IIA.14	Program Review Rubric
IIA.15	Sample Curriculum Conference Minutes - Respiratory Therapy program (10/21/11)
IIA.16	Sample Biennial Report (Respiratory Therapy program)
IIA.17	2011/2012 Program Review and Curriculum Conference Schedule
IIA.18	Sample Capstone Project Syllabus (BUS400)
IIA.19	Common Assessment FAQ
IIA.20	List of Assessment Coordinators by Program and Campus
IIA.21	Assessment Report Guide
IIA.22	2011 Enrollment by Campus and Award Type
IIA.23	Electronic Collection of Learning Outcome Assessments – Summary
IIA.24	Program Review Action Items - Outcome Tracking
IIA.25	Results from the 2011 Institutional Self Study Survey
IIA.26	Non-Instructional Program Review Report (Instructional Services)
IIA.27	Student Demographic Data (2008-2011)
IIA.28	Student Income Level Chart (2008-2011)
IIA.29	Parent and Student Education Level Chart (2008-2011)
IIA.30	English and Math Readiness Assessment Scores (2011)
IIA.31	Documentation of Math Readiness Curriculum Revisions
IIA.32	Transfer of Care Admissions Referrals (2009-2011)
IIA.33	Documentation of presentations on “A Framework for Understanding Poverty”
IIA.34	Results of Student Course Surveys (2011)
IIA.35	Sample Course Outline (BUS400)
IIA.36	Sample Course Outline (MAP105)
IIA.37	Faculty Qualifications
IIA.38	Faculty Handbook (2012)
IIA.39	New Faculty Orientation Handbook (December 2012)
IIA.40	Classroom Observation Form
IIA.41	Faculty Appraisal Form
IIA.42	Faculty Professional Development Calendar
IIA.43	Student Course Survey Instrument
IIA.44	Process Guide for Assessment of Student Learning
IIA.45	SLO Tool Kit (August 2011)
IIA.46	Curriculum Map (Dental Hygiene program)
IIA.47	Screenshot of Institutional Learning Outcomes Graphic
IIA.48	Advisory Board Handbook (9/2012)
IIA.49	Sample Advisory Board Minutes – Surgical Technology program (1/13/11)
IIA.50	Advisory Board Meeting Schedule
IIA.51	Syllabus Template
IIA.52	Licensure Pass Rates (2006-2012)
IIA.53	Sample Program Schedule
IIA.54	Graduation Statistics (2008-2011)

- IIA.55 Overview General Education Faculty Learning Community Project
- IIA.56 List of Programmatic Approvals and Course Certifications
- IIA.57 Sample Program Brochure – Visalia Campus (Medical Assisting)
- IIA.58 Articulation FAQ's
- IIA.59 CSU General Education – Breadth Certification List
- IIA.60 Sample Course Equivalency Chart (Medical Assisting and Clinical & Administrative Medical Assisting programs)

Standard IIB: Student Support Services

- IIB.1 Student Demographic Data (2008-2011)
- IIB.2 Non-Instructional Program Review Schedule
- IIB.3 Policy on Program Review of Non-Instructional Programs and Services
- IIB.4 Student Resources Brochure
- IIB.5 CSS100 Course Outline
- IIB.6 Sample Non-Instructional Program Review Report (Library and Learning Resource Center)
- IIB.7 Admissions Audit – October 2011
- IIB.8 2011 Student Support and Advising Activities by Campus
- IIB.9 Results from the 2011 Institutional Self Study Survey
- IIB.10 Retention Rate by Week (2006-2011)
- IIB.11 MyLabs Study Plan Completion and Math and English Pass Rates (2009 - March 2012)
- IIB.12 Math Pass Rates Disaggregated by Course, Modification to Readiness CLOs, and Faculty Professional Development
- IIB.13 Graduation Rate by Assessment Level and Award Type (2008-2011)
- IIB.14 Career Services Seminar 100 Achievement Data
- IIB.15 Standards for Defining and Calculating Graduate Placement
- IIB.16 Library and Learning Resource Center and Library & Information Resources Network Gate Count Summaries
- IIB.17 English 122 Learning Outcome Achievement Data
- IIB.18 Information Services Help Desk Response Times (1/1/2012 – 9/18/2012)
- IIB.19 Report and Dashboard Library Reports accessed during 8/4/2012 – 9/4/2012
- IIB.20 2012/2013 College Catalog
- IIB.21 Student Handbook (Rev. 2012)
- IIB.22 Student Disability Accommodation Policy (Rev. 3/2012)
- IIB.23 Substance Abuse Prevention Program (2012 – 2013)
- IIB.24 Campus Security Report and Safety Procedures (2012 – 2013)
- IIB.25 Campus Community Service Activities 2009-2011
- IIB.26 List of Student Clubs and Organizations by Campus
- IIB.27 Mid-Term Milestone Assessment (Form)
- IIB.28 Academic Probation Progress Plan (Form)
- IIB.29 Mid-Term Advising Activities (9/2011 – 9/2012)
- IIB.30 New Faculty Orientation – Summary of 2010-2011 Trainings
- IIB.31 Institutional Diversity Plan
- IIB.32 Course Syllabus (Sociology 1)
- IIB.33 Culture Project Assignment – Sociology 1

- IIB.34 Results from the 2010 Institutional Diversity Survey
- IIB.35 Wonderlic SLE Validation Study (July 2009)
- IIB.36 Admissions Assessment Pilot for Conditional Enrollment Study (October 2011 – May 2012)
- IIB.37 Summary of Faculty Input - Admissions Selectivity
- IIB.38 Input from individual faculty members – Behavioral Survey
- IIB.39 Summary of Faculty Input – Situation Judgment Test
- IIB.40 Results of Action taken by Admissions Assessment Committee
- IIB.41 Executive Summary: Admissions Assessment Pilot for Conditional Enrollment
- IIB.42 Records Retention Policy

Standard IIC: Library and Learning Support Services

- IIC.1 Crew Weeding Manual for Modern Libraries (2008)
- IIC.2 LIRN Brochure
- IIC.3 LIRN Translation and Audio Screen Shots
- IIC.4 Snapshot of Destiny District Library Statistics (4/23/2012)
- IIC.5 InfoZone Screen Shot - Library Nuggets
- IIC.6 Job Description - Learning Resource Coordinator
- IIC.7 LLRC Administrative Policy Manual (Draft 2012)
- IIC.8 American Library Association Membership
- IIC.9 Ask a Librarian (SJVC Online)
- IIC.10 National Center for Education Statistics
- IIC.11 Sample Screen Shot of Subscription to Educational Resources and Journals (American Association for Respiratory Care Catalog)
- IIC.12 Sample Publisher Generated Suggested Library List (Brandon-Hill Select List for the Small Medical Library)
- IIC.13 Computer Count (November 2011)
- IIC.14 LLRC and LIRN Gate Count Summaries
- IIC.15 LIRN Gate Counts
- IIC.16 LIRN Contract
- IIC.17 Destiny Contract
- IIC.18 Results from the 2011 Institutional Self Study Survey
- IIC.19 Sample Curriculum Conference Minutes - Business Administration program (6.28.12)
- IIC.20 Library and Learning Resource Evaluation Sheet
- IIC.21 Quarterly Requisition Form
- IIC.22 Acquisitions Budget
- IIC.23 COMDA Essentials
- IIC.24 Sample Agenda – New Student Orientation (Fresno Campus)
- IIC.25 LIRN Training Screen Shots
- IIC.26 Screenshot of Recommended Internet Resources
- IIC.27 LIRN PowerPoint Presentation
- IIC.28 LIRN Skills Test
- IIC.29 Faculty Training Log
- IIC.30 Destiny Basics – Part 1

IIC.31	Destiny Basics – Part 2
IIC.32	Sample ENG122 Syllabus - Online
IIC.33	ENG122 Course Syllabus Template - CLOs
IIC.34	Surgical Technology LLRC Assignment
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