San Joaquin Valley College

Mid-Term Report

Submitted by:

San Joaquin Valley College, Inc.
3828 West Caldwell Avenue
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

March 2016
Certification of the Mid-Term Report

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

From: Michael D. Perry, President/Chief Executive Officer  
San Joaquin Valley College, Inc.  
3828 West Caldwell Avenue  
Visalia, California 93277

I certify that there was broad participation/review by the campus community and believe this Mid-Term Report accurately reflects the nature and substance of this institution.

Signed:

Michael D. Perry, President/Chief Executive Officer  
Mark A. Perry, Chairman of the Board of Directors  
John Swiger, Chair of the Governing Board  
Joseph Holt, Chief Administrative Officer  
Wendy M. Mendes, Vice President of Administration  
Carole M. Brown, Vice President of Academic Affairs  
Michael S. Abril, Vice President of Legal & Regulatory Affairs  
Nick Gomez, Chief Operating Officer  
Russ Lebo, Chief Financial Officer

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Preparation of the Mid-Term Report

Planning for the Mid-Term Report began in January 2015. SJVC’s Director of Institutional Relations and ALO developed a strategy and timeline for completion of the report. The strategy and timeline was presented to the Senior Management on January 21, 2015; who, in turn, gave their unanimous approval to proceed with the preparation of the report as planned.

At the March 25, 2015 Executive Council meeting, the ALO informed attendees of the upcoming report, the required contents, and their involvement in the process. Attendees were directed to share the information with their respective staffs.

From June through November of 2015, the ALO worked directly with key stakeholders to gather pertinent information and evidence for SJVC’s one recommendation and 33 self-identified improvement plans. The following individuals were involved in this process:

Carole Brown, Vice President of Academic Affairs
Wendy Mendes, Vice President of Administration
Joseph Holt, Chief Administrative Officer
Michael Abril, Vice President of Legal & Regulatory Affairs
Russ Lebo, Chief Financial Officer
Nick Gomez, Chief Operating Officer
Kevin Robinson, Vice President of Student Financial Services
Annette Austerman, Director of Curriculum & Assessment
Ash Carter, Director of Instruction
Tammie Zaczek, Director of Human Resources
Anthony Romo, Director of Graduate Services
Greg Osborn, Director of Program Compliance
Steve Miller, Controller
Ralph Ortiz, Director of Purchasing and Facilities
Alyssa Perry, Director of Student Services
Steve Perry, Director of Real Estate Development
Adam LeFaive, Director of Information Management
Rochelle McEvoy, Library and Learning Resource Coordinator (Bakersfield Campus)
Natalia Dominguez, Coordinator of Library and Learning Resources (Modesto Campus)

Information and evidence collected through this process informed the first draft of the Mid-Term Report.

In November 2015, the ALO gave an update on the status of the Mid-Term to SJVC’s Board of Governors and devised a strategy for their participation in the review and approval process.

The first draft of the report was presented to the Senior Management in January 2016. A second draft of the report was developed based upon the Senior Management’s input on the preliminary version.

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1 The Executive Council is comprised of SJVC’s Senior Management and Campus and Corporate Directors. This group meets twice a year.
In February 2016, the Board of Governors acted to create an ad hoc committee to review the Mid-Term Report. A copy of the report was given to each board member for his/her review. Members reviewed the report and provided their feedback and recommendations to the ALO.

Collective input from the Senior Management and the Board of Governors sub-committee informed further revision of the Mid-Term Report.

In March 2016, the Senior Management, Chair of the Board of Governors, and ALO signed the certification page and the report was submitted to the ACCJC.

On March 11, 2016 the Board of Governor’s voted to approve the Mid-Term Report for submission to ACCJC. Copies of the report will be distributed to members of the Executive Council with instructions to share the report with their employees.
Recommendation

**Recommendation #1: Library and Learning Support Services**

“In order to meet the Standards and to more effectively support the quality of its instructional programs with its library collections, the team recommends that the college create and implement a library resources development plan in order to increase the quantity, depth, and variety of library resources.” (IIC.1.a.)

“In order to meet the Standards, the team recommends that the staff provide ongoing instruction to users of library services so that students are able to develop skills in information competency. The team further recommends that the college establish a training program for all library personnel in the fundamental principles of information competency.” (II.C.1.b)

“In order to meet the Standards the team recommends that the College increase equitable access to library materials and services regardless of their location or means of delivery. The team further recommends that the college create a written process that facilitates the sharing of library resources among campuses and provide a means for students and staff to access the library catalogs of each campus.” (II.C.1.c.)

**Executive Summary:** SJVC has developed and implemented a multi-part strategy to better meet the ACCJC’s Accreditation Standards for library and learning support services, as summarized below.

SJVC has created a Library Resources Development Plan and Policy to increase the quantity, depth, and variety of library resources available to users of the SJVC libraries. Separate from this plan, SJVC has substantially increased the quantity, depth, and variety of its library resources during the last three years (2013-2015). More than 1,700 new titles and over 10,700 total copies have been added to SJVC’s library collection. SJVC has also purchased an institutional e-Book subscription that provides library users with access to over 128,000 titles.

SJVC has implemented an information literacy training program to better prepare library personnel and faculty for providing ongoing instruction to students in information literacy. The program is delivered through computer-based instructional software that has been customized to provide the necessary content to expand and deepen the understanding of information competencies within these two groups.

To further support the development of information competencies in its student population, SJVC has incorporated new content on information literacy into the general education curriculum. SJVC has also made the information literacy training program available for use as a student resource.
SJVC is addressing the issue of equitable access to library services and materials. The information literacy training program will ensure that SJVC’s instructional staff has the requisite knowledge and skills to deliver equivalent levels and types of information literacy instruction to students and other users of the libraries.

To increase access to library services, SJVC has added a new feature to the library website that allows library clientele to submit questions, comments, recommendations, etc., to a librarian via an email reporting queue. Essentially, this feature provides library clientele with an additional method of communication with library personnel.

SJVC’s e-Book subscription provides greater access to library materials; especially, for SJVC’s online student population. The library resources development plan will ensure the ongoing acquisition of both digital and physical library resources to support the educational, personal, and professional goals of library clientele and will serve to close the gap with respect to access to library materials.

Provided below is a description of the development of the institutional strategy to better meet the standards for library and learning resources and SJVC’s response to the ACCJC 2013 visiting team’s recommendation. Information is presented as follows:

1. Development of Institutional Plan to Address Recommendation
2. Institutional Response to the Team Recommendation

1. Development of Institutional Plan to Address Recommendation
On March 7, 2014 – as part of the quarterly Library and Learning Resource Center (LLRC) meeting, the Learning Resource Coordinators (LRCs) in attendance engaged in an inaugural discussion of the 2013 ACCJC visiting team’s recommendation regarding library resources and services. Specifically, the LRCs discussed the various elements of the recommendation and began identifying the necessary steps to address the deficiencies identified by the visiting team.

Appendix Rec.1: Quarterly LLRC Meeting Minutes (03.07.2014, see pages 9-11)

This dialogue led to subsequent discussions among the LRCs, and, eventually, the development of an institutional plan to address the recommendation. The plan reflects the collaborative input of faculty, administrators, and the LRCs.

This effort was led by SJVC’s Vice President of Administration (VPA) and Vice President of Academic Affairs (VPAA). The VPA acted as a liaison for the LRCs. In that role, the VPA – representing the Senior Management, served as an advisor to the LRCs as they developed the plan for addressing the recommendation. As the different components of the plan were developed, the VPA brought this information before the entire Senior Management for their consideration and approval.

As approvals to proceed with the plan were given by the Senior Management, the acting LRC coordinated with the other LRCs to ensure appropriate coverage was given to the tasks and timelines for completion identified in the plan.
2. **Institutional Response to the Team Recommendation**  
Provided below is a description of SJVC’s progress to date on this recommendation and anticipated timelines for completion. Information is presented as follows:

A. **Background Information**  
B. **Library Resources Development Plan**  
C. **Ongoing Instruction in Information Literacy to Users of Library Services**  
D. **Equitable Access to Library Materials and Services**

**A. Background Information:** The following information is provided to give the reader general institutional information relevant to this recommendation as well as an overview of SJVC’s library system, the type and variety of resources available to library users, the library resource acquisition and budgeting process, and evaluation and planning.

- **Institutional Information**
- **SJVC’s Library System**
- **Library and Learning Resources**
- **Library Resources Acquisition Process and Budgeting Process**
- **Evaluation of Library and Learning Resources and Services**

- **Institutional Information:** SJVC is a multi-site institution that consists of one main campus (Visalia), 13 branch campuses, and an online division. SJVC offers 23 associate degree and 11 certificate programs in the health, business, and technical career fields. Program offerings vary by campus and modality.

- **SJVC’s Library System:** Every campus has a dedicated Library and Learning Resources Center (referred to herein as “the library (ies)”). Campus libraries vary in size and resources according to academic program offerings, student census, and physical space allocations.

The libraries are overseen by the Learning Resource Coordinators (referred to herein as “librarians or campus librarians”). The librarians are responsible for all aspects of the library as set forth in their job description.

**Appendix Rec. 2: Learning Resource Coordinator (Job Description)**

Additional support for the library is provided by the faculty.

Designated English instructors provide library support services for SJVC’s online programs.

System-wide support and guidance for the SJVC libraries is provided by the Corporate Coordinator of Library and Learning Resources.

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Appendix Rec.3: Corporate Coordinator of Library and Learning Resources (Job Description)

- **Library and Learning Resources**: Campus libraries are stocked with a variety of library and learning resources, including books (program related, general education, personal/professional, fiction), audio-visuals (CDs, DVDs, audiocassettes, videos, slides, pamphlets, games, periodicals (magazines, journals, newspapers), instructor materials, maps, models, equipment (computers, headphones, iPods, calculators, marker sets), and kits (books with CD/ROMs).

SJVC also provides its library clientele with access to digital resources, including:

  - **Library and Information Resources Network (LIRN)**: LIRN is an online consortium of educational institutions that share access to information resources including a database of millions of peer-reviewed and full-text journal, magazine, and newspaper articles, e-Books, podcasts, audio, and video resources to support students’ academic studies, covering a wide variety of topics for general education, business, medical, etc.

  - **EBSCO Information Services**: SJVC subscribes to a variety of magazines and journals (print and electronic) through EBSCO.

  - **Films on Demand**: This subscription provides a robust collection of streaming videos which are available through the eCourses Media Library for instructional use in the classroom.

In addition to these general institutional subscriptions, SJVC subscribes to digital resources for specific programs. A few examples of these program subscriptions are listed below:

  - **Veterinary Technology Program Subscriptions**
    - AtDove.org
    - AVTE.net

  - **Dental Hygiene Program Subscriptions**
    - HygieneTown (Perio Reports)
    - Journal of the American Dental Association for Institutions
    - Journal of Clinical Periodontology
    - Journal of Dental Hygiene
    - Quintessence Publishing International

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3 https://www.lirn.net/
4 https://www.ebsco.com/
5 https://www.atdove.org/
6 http://www.avte.net/about-avte
8 https://secure.ibs.elsevierhealth.com/action/ecommerce?journal=adaj&code=adaj-site
9 http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1600-051X/issues
10 http://www.adha.org/jdh
11 http://www.quintpub.com/journals/journals.php3

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Lastly, SJVC subscribes to the Destiny Library Management System\footnote{http://www.follettlearning.com/webapp/wcs/stores/servlet/en/fssmarketingstore/library-management-system} software which provides users of the library with access to each campus’ online library catalog.

- **Library Resources Acquisition and Budgeting Process:** SJVC employs an ongoing library resources acquisition process that provides ample opportunities for stakeholders to provide input into the selection of library resources, as detailed in Appendix Rec. 4: Current Budget and Acquisition Process. Requests for resources may be submitted year-round using the outlined protocols.

SJVC’s annual operating budget includes fixed expenses for library resources that represent recurring commitment of funds such as periodical subscriptions and library and research databases. For example, the following amounts have been budgeted for 2016:

- LIRN subscription: $35,000
- EBSCO subscriptions: $34,000
- Destiny Subscription: $7,000

Outside of these fixed expenses, SJVC allocates an annual amount for new library purchases. The amount allocated is based upon historical library expenditures, student census, and any new program offerings. This amount may be adjusted, as needed.

Decision-making for library resources is done at the campus-level as detailed in Appendix Rec.4. Purchases are made in the third and fourth quarters of the year unless the resources are needed sooner.

- **Evaluation of Library and Learning Resources and Services:** Library resources and services are evaluated quarterly as part of the Library and Learning Resource Center Coordinator Meetings and then every two years through the non-academic program review process.

**B. Library Resources Development Plan**

As stated above, SJVC has created a library resources development plan to increase the quantity, depth, and variety of resources in the campus libraries – as needed, and to guide the ongoing maintenance and acquisition of library resources. SJVC has also taken measures – independent of this plan, to increase the quantity, depth, and variety of its digital and physical library resources as will be described below. Lastly, SJVC has appointed a head librarian (Corporate Coordinator of Library and Learning Resources) to oversee library operations and provide expertise and guidance in library policy, procedures, and protocols. Information is presented as follows:

- **Library Resources Development Plan**
  - Phase One
  - Phase Two

- **New Library Resource Acquisitions**
• Digital Resources
• Physical Resources

• Coordinator of Library and Learning Resources

• Library Resources Development Plan: The Library Resources Development Plan and Policy (hereinafter “Library Plan”) was drafted by SJVC’s head librarian.

**Appendix Rec.5: Library Resources Development Plan and Policy (Draft)**

The Library Plan reflects the collective input and recommendations of the campus librarians and the Vice President of Administration that arose through a two-year collection development planning process. Specifically, the plan identifies students, faculty, and staff as the intended clientele of the SJVC libraries and articulates the library mission to provide a robust collection of resources to effectively support the academic process and employee professional development.

To better meet the needs of SJVC’s library clientele, the Library Plan also sets forth the collective goal that the libraries will work toward over the next two years – that is, “To build each library’s collections to a level and range of resources – in a variety of formats, to support the instruction and education of students pursuing an associate of science degree or certificate of completion in an allied health, business, or technical profession.”

The Library Plan is currently under review by SJVC’s library staff. This review – which may result in some fine-tuning of the plan, will be completed by spring 2016. Following this review, SJVC’s head librarian will request approval from the Senior Management and Board of Governors to implement the plan. SJVC anticipates that both of these approvals will be received by summer 2016.

SJVC intends to launch the Library Plan in two distinct phases. Phase One will focus on increasing the quantity, depth, and variety of physical library resources to support each campus’ academic program offerings.

**NOTE:** SJVC’s longer-established campuses such as Visalia, Bakersfield, Fresno, and Ontario, have libraries that fully support their program offerings. During Phase One, these campuses will focus on identifying additional resources that will add to the depth and variety of their existing collections rather than increasing the quantity of their library resources.

Phase Two will focus on the application of the collection development policy and the principles iterated in the library resources development plan to SJVC’s collection development process.

Following is a description of the plans and preparations that have been made to implement the plan.

• **Phase One:** In March 2014, SJVC’s librarians, with oversight from the Vice President of Administration, initiated the collection development planning process. Through this
process, the librarians developed the following three-part strategy to “increase the quantity, depth, and variety of library resources.”

**Part One** involves the creation of core collection lists for every academic program,13 the general education component, and for employee professional development purposes. The concept behind creating core collection lists is to provide a robust compilation of the *essential* library resources, as identified by the faculty, to effectively support each academic program and which can be used for collection assessment and decision-making purposes.

**Part Two** consists of a formal assessment of each campus’ library holdings. The core collection lists will be used to identify any essential resources that are not currently available in the campus libraries.

The librarians – in conjunction with academic deans and campus directors, will then determine which of these essential resources will most effectively support their campus’ program offerings and student and employee populations. Each campus’ resource recommendations will be submitted to the Senior Management for review and approval.

**Part Three** involves the Senior Management’s review and approval of the resource recommendations submitted by the campuses and the development of a budget to fund the approved purchases.

Following is a chronology of the actions taken to prepare for Phase One of the Library Resources Development Plan.

**June – December 2015**

- Campus librarians were tasked with creating program resource lists14 as needed, for academic programs and general education courses.

**Appendix Rec.6: Program Resource Lists**

These lists will be used by the faculty to establish core library collections for their respective programs.

- The Bakersfield Campus Librarian developed a list of resources for employee professional and personal development purposes. This list – which is included in Appendix Rec.6 (see *Proposed Professional/Personal Development Collection*), is currently under review by a team of administrators and faculty representatives, including the Vice President of Administration, Vice President of Academic Affairs, the Director of Instruction, and the Director of Curriculum & Assessment.

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13 Some general education courses and academic programs had core collection lists in place prior to this initiative.

14 Program resource lists are compilations of the library resources that have been purchased for each academic program, general education courses, and employee professional development purposes.
January 2016
• On behalf of the librarians, SJVC’s Director of Institutional Relations presented the three-part strategy to increase the quantity, depth, and variety of library resources to the Senior Management. The Senior Management agreed to create a one-time budget to fund the Phase One purchases.

Appendix Rec.7: Senior Management Meeting Minutes (01.22.2016)

Based upon historical library expenditures, an initial commitment of $25,000 - $30,000 is anticipated.

The following actions will serve to fully implement the plan to acquire resources for the campus libraries.

March – April 2016
• Faculty committees will be established for the purpose of developing the core collection lists. One committee will be established for every academic program, the general education component, and employee professional development. The Vice President of Academic Affairs will take the lead in identifying faculty content experts to serve on these committees.

April - June 2016
• Using the core collection lists, each librarian will evaluate the holdings in his/her campus library to identify any missing resources.

The librarians will work with their campus directors and academic deans to determine which of the missing resources should be purchased and when based upon the written resource selection protocol contained in the library resources development plan.

The resources recommended for purchase will be itemized in order of priority based upon each campus’ collective decision-making process.

• The librarians – in conjunction with their campus leadership and SJVC’s Director of Purchasing and Facilities, will evaluate each campus’ library facility to determine whether sufficient space exists to accommodate the missing resources. To the extent possible, additional bookshelves or other means for housing resources will be provided, as needed.

June 2016
• Each campus’ list of recommended purchases will be collected and compiled into one master list by SJVC’s head librarian.

July 2016
• The master list of proposed library purchases will be submitted to SJVC’s CFO; who, in turn, will create a budget and timeline for acquiring these resources.
August 2016
• The list of proposed purchases and budget will be presented to the Senior Management for approval and implementation.

September 2016
• Provided Senior Management approves the budget, the head librarian will work with the other librarians to initiate the process of scheduling the approved purchases over the next six months.

Based upon the timeline provided above, SJVC anticipates that all of the purchases approved for Phase One will be acquired by the spring of 2017.

Once the initial library purchases are made, SJVC will focus on the continued and systematic development of its campus libraries. Phase Two of the Library Plan will inform this process, as described below.

o Phase Two: To further enhance SJVC’s library collections and to ensure proper collection maintenance, the acquisition guidelines and the budgeting and collection maintenance protocols outlined in the library resources development plan will be formally applied to SJVC’s annual library resources acquisition process, effective fall 2017. These guidelines and protocols will provide the framework for strategic planning for new library acquisitions and the maintenance of SJVC’s existing library collection, including the ongoing evaluation of how well existing collections meet the needs of library clientele and align with SJVC’s stated goals for the library.

The following actions are planned for further progress on implementing the Library Plan.

Summer 2016
• To operationalize the protocols, guidelines, and criteria set forth in the Library Plan, a library manual is being developed by the campus librarians. The manual will ensure consistent application of the library policies, procedures, and protocols within the SJVC library system. The first draft of the manual will be prepared by June 2016 for review and approval by the Senior Management.

Spring 2017
• The Library Plan will be reviewed annually to ensure its continued relevancy and appropriateness. The first review will take place in spring 2017. Participants in this review will include the head librarian, the campus librarians, the Vice President of Administration, the Vice President of Academic Affairs, and the Chief Financial Officer.

SJVC anticipates that the Library Plan and Policy will ensure that each campus’ library provides properly supports its academic program offerings, including the general education component. It is further anticipated that the plan will better support and guide future development and maintenance of the SJVC library collections.
New Library Resource Acquisitions: As stated above, SJVC has acquired new physical and electronic library resources outside of the Library Plan as will be detailed below. Information is presented as follows:

- Electronic Library Resources
- Physical Library Resources

Electronic Library Resources: To provide a good balance of access to both print and electronic library resources, SJVC upgraded its LIRN subscription to include ProQuest’s Ebrary Academic Complete15 (hereinafter referred to as “Ebrary”) in October 2015.

Appendix Rec.8: LIRN Renewal Invoice

Ebrary is an online digital library database that provides access to more than 128,000 titles from leading publishers. Titles are selected by ProQuest’s in-house Collection Development Team, which is comprised of three experienced librarians holding master’s degrees in library science.

Appendix Rec.9: Academic Complete Datasheet

SJVC’s Ebrary subscription includes subject collections aligned with the institution’s curricular foci for both core and general education courses. Ebrary provides unlimited user access to all titles within the subscription.

Users may access Ebrary through the library website on InfoZone – SJVC’s intranet, as seen in the screenshot provided below. Students are made aware of Ebrary and other library and learning support services during New Student Orientation and through the library website.

15 http://www.proquest.com/products-services/Academic-Complete.html
With the purchase of Ebrary, library users now have access to a wide range and variety of both e-Books and e-Journals. Access to e-Journals is provided through SJVC’s existing subscription to the Learning and Information Resources Network – an online library consortium.

These resources will be reviewed annually as part of the LLRC quarterly meetings to determine if the subscriptions should be renewed based upon a wide range of stakeholder input and data such as usage statistics. Additional digital resources may be considered for purchase as part of SJVC’s library resources acquisition process.

○ **Physical Library Resources:** SJVC has made substantial investments into its libraries over the last three years (2013-2015). The extent of the acquisitions made during this timeframe is seen in SJVC’s library circulation statistics. A comparison of SJVC’s library statistics as of April 23, 2012\(^{16}\) to those as of December 11, 2015, show an increase of over 1,700 total titles and an increase of over 10,700 total copies during this timeframe.\(^ {17}\)

**Appendix Rec.10: District Library Statistics Snapshots (04.23.2012 and 12.11.2015)**

These acquisitions represent an increase in quantity, depth, and variety of library resources. Based upon SJVC’s current student census (~4,100), this increase represents approximately one new library resource for every 2.5 students.

- **Coordinator of Library and Learning Resources:** In January 2016, SJVC appointed the librarian for the SJVC Modesto Campus to the position of Learning Resource Coordinator (LRC).\(^ {18}\)

**Appendix Rec.11: Employee Status Update (N. Dominguez)**

As seen in the job description, this position is the equivalent to a head librarian position and is referred to as such throughout this document. (See Appendix Rec.3: Coordinator of Library and Learning Resources Job Description)

With the Modesto Campus’ librarian’s recent attainment of her master’s degree in library science along with her continued demonstration of the competencies required for this position, SJVC’s Senior Management identified her as an ideal candidate for this position.

\(^{16}\) The 2012 District Library Statistics (as of 4/23/12) were provided in SJVC’s 2013 Self-Evaluation Report to demonstrate the quantity of resources in the SJVC libraries.

\(^{17}\) **Note 1:** The library statistics for the Hanford Campus are rolled into the statistics for the Visalia Campus. Likewise, the library statistics for the Aviation Campus are rolled into the statistics for the Fresno Campus.

**Note 2:** From 2012-2015, SJVC opened a total of four new campuses (Lancaster, San Diego, Madera, and Delano). These campuses were not included in the 2012 District Library Statistics; therefore, the library statistics for these four locations were excluded from this count.

\(^{18}\) The duties and responsibilities associated with this position have been fulfilled by the campus librarians; however, the position has been vacant since 2014.
Appendix Rec. 12: Resume (N. Dominguez)

Under her direction, SJVC’s library policies, processes, and protocols will be systematically and consistently applied throughout SJVC’s library system.

SJVC meets the standard to provide library resources that are sufficient in quantity, currency, depth, and variety to support its academic program offerings. With its recent physical and digital resource acquisitions, SJVC has substantially increased the quantity, depth, and variety of library resources. These resources - which are aligned with one or more current SJVC program offerings (including the general education component), were recommended based upon the collective input of faculty and librarians. Currency of library resources is ensured through the ongoing library maintenance practices described in the Library Plan (see “Collection Maintenance,” pages 5-7).

The Library Plan will guide further library resource acquisitions and inform ongoing library collection development, assessment, planning, and decision-making. Lastly, the appointment of a head librarian will ensure systematic support for the continued development of the SJVC libraries and consistent application of library policies, processes, and procedures.

C. Ongoing Instruction in Information Literacy to Users of Library Services

To better meet the standard, SJVC has taken measures to support ongoing instruction to students in information literacy across the educational experience. These measures include modification of the general education curriculum to incorporate new content on information literacy and the delivery of an information literacy course. SJVC believes these measures will better support the development of information competencies within its student population.

SJVC has also implemented a mandatory information literacy training program for its librarians. The training program ensures that all librarians have a solid understanding of the fundamental principles of information literacy so that they will be able to more effectively deliver ongoing instruction in information literacy to users of library services.

Information is presented as follows:

- **Student Instruction in Information Literacy**
- **Information Literacy Training Program for Library Personnel**
- **Student Instruction in Information Literacy**: To support student development of information competencies, SJVC provides ongoing instruction in this subject matter as detailed below:

  - **Classroom Instruction**
    - Instruction in academic research is provided by library staff during classroom visits to the library or through presentations given in the classroom.
    - Faculty and librarians collaborate on the use of the library and library services to support research and writing assignments.
Information literacy objectives are included within the general education curriculum.

Tutorial introductions to SJVC’s online academic research database (LIRN) are given by library staff at New Student Orientation. Faculty may also provide this same type of instruction in the classroom.

- **One-on-One Instruction**
  - Library personnel, which include librarians and any instructors providing library support, provide one-on-one consultative services to students on a variety of matters related to the library and its use. These interactions may also occur face-to-face or through phone calls and email.

- **Online Instruction**
  - The SJVC library website provides the following online instructional resources and services:
    - 12 instructional documents on APA citation use (sample essays with citations and references, APA format templates, guidelines, etc.)
    - 8 instructional documents on how to access and conduct a search in LIRN – SJVC’s online library resources database
    - Instructions on how to access and search the online library catalog
    - Google search tips
    - Instructions on how to access eCourses and Student Academic Info, InfoZone (offsite) and the students home folder
    - Printing handouts in PowerPoint
    - Student Technical FAQs
    - Program Internet Resources

  **Appendix Rec.13** provides a screenshot of the library website that demonstrates the depth and breadth of online instructional resources available to library users.

To further enhance and diversify the type of instruction provided in information literacy, SJVC has implemented the following improvements:

- **Modification of the General Education Curriculum:** In spring 2013, SJVC embedded new information literacy content into its English 122 course – a graduation requirement for the associate of science degree. The new content includes academic research principles and processes, critical thinking, and APA documentation skills.

  **Appendix Rec.14: English 122 Course Outline**

  As seen in the English 122 course outline (Appendix Rec.14), the following learning outcome was added to reflect the new information literacy content: “Upon completion of this course, the student will be able to demonstrate information literacy, including analytical use of an electronic environment to effectively research.” This outcome will be referred to hereinafter as Course Learning Outcome (CLO) #5.

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19 Every incoming student must complete New Student Orientation (NSO) prior to the start of their first courses.

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Although some instruction in information literacy was embedded in general education and core curriculum prior to this change, the addition of CLO#5 ensures that the depth, breadth, and rigor of instruction in this subject matter are appropriate to the associate degree.

To effectively measure student learning of CLO#5, SJVC’s English faculty developed assessment tools, including grading rubrics, to evaluate students’ ability to conduct effective research and use the results of their research to present cogent positions in course writing assignments. A threshold of 80% mastery was established for CLO#5.

By way of example, Appendix Rec.15 provides several student research papers that required demonstration of information literacy skills at the mastery level (80%) and the corresponding rubrics that were used to score the assessments.

A review of mastery rates for CLO#5 over the last three years indicates that associate degree students are indeed mastering information literacy skills.

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Course Learning Outcome</th>
<th>CLO Mastery Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013*</td>
<td>ENG122</td>
<td>CLO #5: <em>Demonstrate information literacy, including analytical use of an electronic environment, to effectively research</em></td>
<td>84%</td>
</tr>
<tr>
<td>2014</td>
<td>ENG122</td>
<td>CLO #5: <em>Demonstrate information literacy, including analytical use of an electronic environment, to effectively research</em></td>
<td>79%</td>
</tr>
<tr>
<td>2015</td>
<td>ENG122</td>
<td>CLO #5: <em>Demonstrate information literacy, including analytical use of an electronic environment, to effectively research</em></td>
<td>89%</td>
</tr>
</tbody>
</table>


SJVC will continue to deliver instruction in information literacy to its degree-seeking students through the English 122 course. Program reviews will provide faculty with the opportunity to evaluate the information literacy content and outcomes to ensure that students are receiving appropriate levels of instruction in information literacy to effectively master and utilize this core competency in their personal, professional, and academic pursuits.

- **Information Literacy Courseware:** To provide all students – certificate and degree-seeking, with greater exposure to both the theory and practical application of information literacy skills, SJVC purchased a subscription to Credo’s Information Literacy Courseware.\(^\text{20}\)

  **Appendix Rec.16: Credo Service Agreement**

The courseware – which was developed by educators, librarians, and instructional designers, provides a self-directed learning environment for instruction in information competency and critical thinking; content is aligned to the standards of the Association of College and Research Libraries (ACRL).

The courseware contains 11 instructional modules that consist of approximately 3-5, 20-minute lessons. A pre-test is given prior to beginning the course to benchmark the user’s knowledge. Each instructional module is aligned to learning outcomes and contains both formative and summative assessments. Formative assessments provide reinforcing content as the user progresses through the assessment. A 40-question post-test is taken upon completion of the course. Assessment data is collected and may be used for benchmarking purposes.

Descriptions of the instructional modules, lessons, and the corresponding learning outcomes included in the courseware are provided in Appendix Rec.17 (see pages 3-14).

At the collective recommendation of SJVC’s librarians, the Senior Management agreed to purchase the Credo Courseware. The decision was based primarily on the robust and comprehensive nature of the courseware and the ability to customize it to meet the learning needs of multiple stakeholders; therefore, satisfying the need for additional student instruction in information literacy and an information literacy training program for library personnel.

A descriptive chronology of the actions taken to acquire and purchase the courseware is provided in Appendix Rec.18.

Using the Credo courseware, an information literacy course was created specifically for students. The student course consists of the following instructional modules:

- “Choosing a Topic”
- “Types of Sources” and “How to Read Scholarly Materials”
- “Search Strategies” and “Search Techniques”
- “Evaluating Information”
- “Synthesizing Information”
- “Why Citations Matter,” “APA Citations,” and “Citation Tools”
- “The Research Paper”

These modules were identified by SJVC’s Director of Student Services as providing the necessary instruction in information literacy to support a successful academic experience.

The course will be introduced to students during New Student Orientation as a resource that will prepare them for academic research and critical thinking and analysis. Students will be encouraged to complete the above-referenced instructional modules early in the educational process.
As will be detailed below, SJVC has also made the courseware available to all faculty for instructional use. Given the two intended pedagogical uses of the courseware, students will receive additional instruction in information literacy throughout their educational experience at SJVC.

The following chronology describes the actions taken to prepare for the roll-out of Credo to SJVC’s student population.

**January 2016**
- The Director of Student Services created a “one-sheet” describing the library and learning resources available to SJVC students. The one-sheet – which will be distributed during New Student Orientation, includes information on the resources and services available through the library, including SJVC’s two newest resources: Credo Information Literacy Courseware and Ebrary’s Academic Complete.
- Individual meetings between the Director of Student Services and the Deans of Student Services were held to inform the deans of the Credo Courseware, the new library one-sheet and the intended usage for both.

**February 2016**
- The Vice President of Academic Affairs approved the one-sheet for dissemination to students.

**Appendix Rec.19: Library Resources One-Sheet**
- A widget was added to the eCourses homepage where students go to access their courses. The widget includes links to the Credo Information Literacy Courseware as well as an APA Tutorial, LIRN and Ebrary Academic Complete, and Destiny – SJVC’s library catalog system.

Following is a description of the remaining actions that will be taken to fully implement the student information literacy course.

**March 2016**
- The library one-sheet will be distributed to all incoming SJVC students at the March 11th New Student Orientation. Students were (and will continue to be) encouraged to complete specific lessons in Credo prior to their first research papers.
- A mass email will be sent to all current students with a copy of the one-sheet.
- The library website will be updated to include a rotating banner that will inform users of this new resource and provide a link for accessing the courseware.
- Librarians will refer students to this resource as an additional method of providing instruction in information literacy.
SJVC is confident that the student information literacy course will provide students with the necessary knowledge and skills for academic research and writing and will serve to expand and deepen the level of instruction provided to students in information competency as faculty uses the program to enhance their course curricula.

- **Information Literacy Training Program:** As stated above, SJVC has implemented a mandatory information literacy training program for all library personnel. Using the Credo courseware, SJVC’s head librarian identified training modules and lessons for the librarians to complete as seen in the training schedule provided below.

**Appendix Rec.20: Information Literacy Training Schedule (Librarians)**

Following is an overview of the actions taken to implement the librarian information literacy training program:

**December 2015**
- The Vice President of Academic Affairs notified the SJVC Campus Directors of the librarian information literacy training program and the requirements for completion.

**Appendix Rec.21: Email to SJVC Campus Directors (12.21.2015)**

**January 2016**
- In preparation for launching the librarian training program, the Vice President of Academic Affairs sent out an email to all librarians informing them of the course and the timelines for completion.

**Appendix Rec.22: Email to Campus Librarians (01.26.2016)**

As seen in the training schedule provided in **Appendix Rec.20**, the librarians began the information literacy training program in February 2016 and will complete the course by July 2016. The head librarian will monitor their campus’ librarian’s progress through the program to ensure timely completion of the monthly assignments.

Following is a description of the actions taken to ensure faculty awareness and use of the courseware.

**January 2016**
- The entire information literacy courseware was uploaded into SJVC’s learning management system to provide easy access to the course as well as integration of the software to support collection of student learning outcome data.

- The Director of Curriculum & Assessment met with all Academic Deans to inform them of this resource. A voluntary training schedule that identifies the instructional modules recommended for faculty completion by the Director of C&A was distributed to the deans.
Appendix Rec.23: Information Literacy Training Schedule (Faculty)

The following actions will be taken to finalize preparations for faculty use of the courseware.

February - March 2016
- The librarians will provide their campus faculty with an overview of the courseware, including a live demonstration and information and tips on how to use it as a resource to enhance their courses.

For further, self-directed learning and professional development, all instructional modules in the Information Literacy courseware have been made available to the librarians and the faculty.

In summer 2016, an evaluation of the effectiveness of the librarian training program will be conducted by the Vice Presidents of Administration, Academic Affairs, the Director of Curriculum & Assessment, and SJVC’s head librarian.

SJVC meets the standard to provide ongoing instruction to users of the library to support student development of information literacy skills. As described herein, SJVC has taken measures to increase the depth and breadth of student instruction in information literacy. The general education curriculum now includes instruction in information literacy at the level and depth appropriate for an associate of science degree. In addition, the new student information literacy course will further support the development of information literacy in SJVC’s student population.

The librarian information literacy training programs will ensure that all library personnel have the necessary knowledge to effectively deliver information literacy instruction to students and other users of library services.

D. Equitable access to library materials and services
To better meet the standard, SJVC has taken specific steps to increase user access to library services and materials as described below. Information is presented as follows:

- Access to Library Services
- Access to Library Materials
- Access to Library Services: The following measures have been taken to ensure that students and other users of the library have equitable access to library and learning support services:
  - Librarian Information Literacy Training Program: The Credo Information Literacy Librarian Training program described above will ensure that every SJVC librarian possesses the knowledge and skills to effectively deliver information literacy instruction to SJVC’s student population. While there will undoubtedly still be varying levels of expertise in this competency within the library personnel, the training program will ensure that all librarians are able to effectively provide the same level and type of instruction in the use of the library and information literacy.
“Ask a Librarian”: In March 2015, SJVC added a new feature to the library website which allows users to communicate directly with a librarian via email as seen in the screenshot provided below. Users may submit any questions, comments, or recommendations about library resources and services through this email queue.

The Bakersfield Campus Librarian reviews and responds to all emails received through this reporting queue. A response is given within 48 hours of receipt of the email (excluding weekends).

- **Access to Library Materials**: SJVC has taken the following steps to provide more equitable access to library materials:

  - **Subscription to Ebrary**: As explained above, SJVC’s recent subscription to Ebrary provides library users with access to over 128,000 new e-Book titles. SJVC’s entire distance education student and faculty populations have access to this resource by virtue of the fact that both of these groups must have access to a personal computer with internet access pursuant to the Online Technical Requirements for admission and for online teaching faculty.

      On-ground students have access to computers with internet access while on campus, and, if they have a personal computer, laptop, or mobile device with internet access, they may access Ebrary offsite as well.

  - **Access to Collection Information**
    - **Library Website**: The library website serves as a central location for providing information about the library, library services, and library collections. The website has been improved to provide more visibility for online resources as well as online instruction on accessing online resources, as detailed below:
      - **LIRN**: Information about LIRN is provided on a rotating banner on the library’s homepage along with access codes and information. ([Appendix Rec.24: Screenshot of Library Website](#))
o **Ebrary Academic Complete:** Information about this new resource is also provided on the library website along with access information.

- **Destiny:** Library patrons have been given access to the library catalogs for each SJVC campus through the Destiny Library Management System. Instructions on how to access and search the library catalogs in Destiny is provided on the library website, as seen in the screenshot provided in Appendix Rec.25.

o **Sharing of Library Resources:** Library resources may be shared between the campuses to the extent that all SJVC library patrons are welcome to visit and use resources from any of SJVC’s fourteen campus libraries. Although patrons may only check out library resources from their home campus, this practice of allowing intra-campus library use provides the opportunity for students, faculty, and staff to use other campus’ library resources during operating hours.

o **Access to Internet Resources:** The library website provides a compilation of links to internet resources that align with SJVC’s program offerings or support academic and/or professional success. (See Appendix Rec.13) These resources are thoroughly evaluated by library personnel before they are made available on the website. Resources (professional literature and news sources, professional journals, professional and government organizations, animations, videos, tutorials, and other interactive materials) are grouped by program or subject matter (e.g. medical terminology and health care glossaries, health videos, animations and tutorials).

By way of example, the internet resource list for the Respiratory Therapy Program is provided below.

**Appendix Rec.26: Links to Respiratory Therapy Program Resources**

As seen in the appendix, this list provides an extensive compilation of available resources to support academic and professional success.

Librarians and faculty add new content to these files on a regular basis. Users may access these resources 24-hours a day from any computer with internet access.

SJVC has addressed the visiting team’s recommendation to increase equitable access to library materials and services by SJVC’s student population. As detailed above, SJVC has taken measures to increase student access to library services by providing an additional means for students to connect with library staff through the “Ask a Librarian” reporting queue. Also, the Librarian Information Literacy training course will ensure that all SJVC librarians have the foundational knowledge and skills to effectively instruct students in information competency.

SJVC has increased access to library materials through its subscription to Ebrary and the ongoing acquisition of physical library resources (as detailed on pages 15-16). SJVC has also increased access to library materials by making each campus’ library catalog available to all library users. In addition, the library website centralizes access to SJVC’s electronic resources and serves as the hub of information about the library and its resources and services.
As a result of these new measures, SJVC better meets the standard to provide equitable access to library materials and services.

Notwithstanding, SJVC has given much consideration to the team’s recommendation to create a written process that facilitates the sharing of library resources among campuses. Following is an overview of SJVC’s analysis and decisions with regard to this aspect of the recommendation.

In 2014, a team of librarians were tasked with the responsibility of researching the feasibility of creating an intra-campus library loan system. With the purchase of the Follett Destiny Library Manager system in 2013, the creation of such a system appeared to be a feasible undertaking.

In order to facilitate cross-campus resource sharing, the team recommended that the SJVC campuses be grouped into geographical regions for purposes of resource sharing. The team also recommended that all library users be given access to the electronic library catalogs within their assigned geographic region and that resources requested from a non-home campus be shipped to the requesting user via US mail.

As the team further explored the components of the intra-campus library loan system, a cost analysis revealed that the shipping costs and the amount of time that the borrowed resources would be unavailable to the home campus students far outweighed the potential benefits of expanding user access to library resources in this manner.

After multiple discussions about how best to meet the need for greater access to library resources, the decision was made in July 2015 to purchase an institutional e-Book subscription in lieu of implementing an intra-campus library loan process. As detailed above, a subscription to Ebrary was purchased in October 2015 and has been made available to all library users. While this decision included cost considerations, it was driven by the fact that an eBook subscription would provide greater access to library resources for ground and distance education students and faculty and would not negatively impact student access on the home campus for borrowed resources.

Additional support for the e-Book subscription also lies in the fact that the majority of SJVC’s student population are millennials; most of whom are both familiar and comfortable with using technology-based library resources versus physical library resources.

SJVC meets the standard to provide equitable access to library materials and services.

Conclusion: SJVC has increased the quantity, depth and variety of its physical and digital library resources. The Library Plan will ensure that the campus libraries continue to be developed to meet the needs of library users. SJVC anticipates that the first phase of the Library Plan will be completed by the spring of 2017 and Phase Two will provide ongoing opportunity for further and systematic development of the SJVC libraries. The information literacy training program will ensure that SJVC’s librarians and faculty have the knowledge-base and skills to effectively instruct students in information literacy, including academic research and development of effective strategies for preparing research papers. The new information literacy content embedded in the general education curriculum will support the
development of this core competency in SJVC’s AS degree seeking student population. The Credo courseware will reinforce instruction in this subject matter and will provide opportunities for all SJVC students to receive independent instruction in information literacy.

SJVC’s subscription to Ebrary has served to increase student and faculty access to library materials. The “Ask a Librarian” feature also provides the online and on ground student and faculty populations with immediate access to library personnel and the services they provide. SJVC’s practice of allowing library users to access library catalogs from each of the campuses and utilize materials while on site further satisfies the need for equitable access to materials among library users. Further progress will be made in this area as SJVC acquires additional library holdings during Phase One of the Library Plan.

Lastly, the appointment of a head librarian will help to better ensure that the delivery of library services meets accreditation standards and that the resource acquisition and budgeting process is overseen by a well-qualified individual.

Appendices

Rec.1: Quarterly LLRC Meeting Minutes (03.07.2014, pages 9-11)
Rec.2: Learning Resource Coordinator (Job Description)
Rec.3: Coordinator of Library and Learning Resources (Job Description)
Rec.4: Current Budget and Acquisition Process
Rec.5: Library Resources Development Plan and Policy (Draft)
Rec.6: Program Resource Lists
Rec.7: Senior Management Meeting Minutes (01.22.2016)
Rec.8: LIRN Renewal Invoice
Rec.9: Academic Complete Datasheet
Rec.10: District Library Statistics Snapshots (04.23.2012 and 12.11.2015)
Rec.11: Employee Status Update (N. Dominguez)
Rec.12: Resume (N. Dominguez)
Rec.13: Screenshot of Online Instructional Resources
Rec.14: English 122 Course Outline
Rec.15: Student Research Papers and Grading Rubrics (samples)
Rec.16: Credo Service Agreement
Rec.17: Description of Credo Instructional Modules and Learning Outcomes
Rec.18: Chronology of Credo Acquisition
Rec.19: Library Resources One-Sheet
Rec.20: Information Literacy Training Schedule (Librarians)
Rec.21: Email to SJVC Campus Directors (12.21.2015)
Rec.22: Email to Campus Librarians (01.26.2016)
Rec.23: Information Literacy Training Schedule (Faculty)
Rec.24: Screenshot of Library Website (LIRN Info and Access)
Rec.25: Screenshot of Library Website (Destiny Instructions and Access Info)
Rec.26: Links to Respiratory Therapy Program Resources
Self-Identified Improvement Plans

Standard I: Institutional Mission and Effectiveness

Standard IA: Mission

1. Create benchmarks for institutional survey questions related to mission statement.

Response: SJVC has completed this improvement plan as will be detailed below. Information is presented as follows:

- **BACKGROUND**
- **2015 INSTITUTIONAL SURVEY**

**BACKGROUND:** Per governing board policy #7, every three years a college-wide review of the mission statement is required. SJVC conducts this review through an institutional survey designed to elicit input from administrators, faculty, students, and staff on the mission statement. Survey data is reviewed by SJVC’s Senior Management to determine if any updates and/or revisions to the mission statement are required.

In 2008 and 2011, institutional surveys were conducted for this purpose; however, benchmarks were not identified for either survey. While the data from both of these surveys contributed significantly to the mission statement review process; in hindsight, the review process would have been more effective if benchmarks had been created for the questions related to the mission statement. Learning from this experience, SJVC established this improvement plan to ensure a more effective use of data gleaned through institutional surveys.

**2015 INSTITUTIONAL SURVEY:** In 2014, planning commenced for the next institutional survey, spearheaded by the Director of Institutional Relations. Under her direction, three survey instruments were created: student survey, faculty and academic administrator survey, and non-instructional staff and administrator survey.

Each of the three surveys contained four identical statements designed to inform the institutional review of the mission statement. The Senior Management established benchmarks for each of these statements, as indicated below:
<table>
<thead>
<tr>
<th>Question</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I am familiar with the SJVC Mission Statement.”</td>
<td>90% in the affirmative</td>
</tr>
<tr>
<td>“The SJVC Mission Statement identified our intended student population.”</td>
<td>90% in the affirmative</td>
</tr>
<tr>
<td>“The SJVC Mission Statement accurately describes our educational purpose.”</td>
<td>90% in the affirmative</td>
</tr>
<tr>
<td>“The SJVC Mission Statement expresses our commitment to student learning and achievement.”</td>
<td>90% in the affirmative</td>
</tr>
</tbody>
</table>

Each of these week-long surveys was launched on September 28, 2015.

Copies of the responses to the mission statement questions by each of the three groups surveyed are provided as noted below.

**IA.1: Student Survey Report (Questions 1-5)**
**IA.2: Faculty and Academic Administrator Survey Report (Questions 1-6)**
**IA.3: Non-Instructional Staff and Administrator Survey Report (Questions 1-6)**

The following actions are planned to complete the 2015 review of the mission statement.

**April 2016**
- Senior Management will review the survey results and determine if any updates or revisions to the mission statement are required. They will also re-evaluate the mission statement benchmarks to determine whether any adjustments are required for future surveys.

**May 2016**
- At their next regularly scheduled meeting, the Board of Governors will review the survey results and consider any recommendations given by the Senior Management for revisions or updates to the mission statement. The board will direct the next steps in the process, including any action to alter the mission statement.

**June 2016**
- Senior Management will disseminate the outcomes from the review of the mission statement to the college community.

**Conclusion:** With the establishment of the benchmarks for the mission-statement survey questions, SJVC has completed this improvement plan.

**Appendices**
**IA.1:** Student Survey Report (Questions 1-5)
**IA.2:** Faculty and Academic Administrator Survey Report (Questions 1-6)
**IA.3:** Non-Instructional Staff and Administrator Survey Report (Questions 1-6)
Standard IB: Improving Institutional Effectiveness

1. Publish institutional scorecard to the college community.

Response: SJVC has completed this improvement plan. The Institutional Scorecard has been made available to faculty, staff, and administrators via InfoZone. Information is presented as follows:

- **BACKGROUND**
- **PUBLICATION OF INSTITUTIONAL SCORECARD**

**BACKGROUND:** As detailed in SJVC’s 2013 Self-Evaluation Report, the Kaplan-Norton Strategy Focused Organization (SFO) strategic planning principles were adopted in 2011.21 One of the distinctions of the SFO principles that ultimately drew SJVC to their use is the concept of defining a vision that is tied to quantified goals. In essence, the vision and quantified goals are an embodiment of the organizational mission and values to achieve effective application of the SFO principles.

To that end, SJVC defined and adopted a quantified vision statement, a copy of which is provided in Appendix IB.1: SJVC Strategy Map.

A Strategy Map and Balanced Scorecard are the key tools for application of the SFO principles. A Strategy Map is a compilation and grouping of the strategic objectives critical to strategic success. The map provides a visual depiction of the linear progression of objectives required to achieve the quantified vision goals.

A Balanced Scorecard is a tool used to monitor and assess progress toward strategic vision goals. The scorecard lists the strategic objectives that comprise the Strategy along with the corresponding measures. The frequency by which progress on each measure is assessed is included on the scorecard, as well as the targets that have been established.

During 2011/2012, while SJVC was undergoing its comprehensive self-evaluation process, it was also in the process of defining its quantified vision and creating and implementing its Strategy Map and Balanced Scorecard. As such, the majority of the improvement plans aligned to Standard IB are the result of SJVC’s plans to fully implement the SFO principles throughout the institution and align resources and processes to the Strategy.

**PUBLICATION OF INSTITUTIONAL SCORECARD:** On January 30, 2013, the Balanced Scorecard and other strategic resources (Strategy Map, strategic terms, and strategic objective statements) were made available to the Executive Council via a link on the InfoZone homepage.

Appendix IB.2: Screenshot of links to Balanced Scorecard and other Strategic Documents

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San Joaquin Valley College, Inc.
2016 Mid-Term Report
To promote greater employee awareness and engagement with the SFO principles and process, the strategic resources referenced above were made available to all SJVC employees in the first quarter of 2014.

At that same time, interactive versions of the Strategy Map and Balanced Scorecard were released to the Executive Council. By clicking on the “Strategic Master Plan,” link on the InfoZone homepage, users are taken to a site with links to the strategic documents. One of these documents is a “Strategy Map.”

The Strategy Map is an interactive tool which allows users to obtain detailed information on SJVC’s strategic progress. By clicking on one of the strategic objectives within the Strategy Map, users are automatically routed to the portion of the Balanced Scorecard that corresponds with that objective.

By way of example, a screenshot of the portion of the interactive scorecard for the strategic objective “Achieve Student Learning Outcomes” is provided below.

As previously stated, the scorecard lists the measures for each objective, assessment frequency, progress to date and achievement targets. The scorecard also lists the strategic initiatives aligned with the strategic objectives.

By clicking on a strategic initiative within the interactive version of the Balanced Scorecard, users are routed to the project within SJVC’s project management software. Users can then view the tasks involved in each strategic initiative as well as the timeline for completion, and responsible parties. As an illustrative example, Appendix IB.3 provides a screenshot of the Instructional Coach strategic initiative – which is aligned to the “Achieve Student Learning Outcomes,” strategic objective within the project management software.

The Strategy Map is a powerful tool that allows for greater employee awareness and engagement with the strategy; which, in turn, supports continuous quality improvement and progression on SJVC’s quantified vision goals.

**Conclusion:** As the Balanced Scorecard and the other strategic documents described above have been made available to all college employees, SJVC has completed this improvement plan.
2. Conduct internal marketing campaign to develop awareness and understanding of strategic plan, objectives, and Balanced Scorecard.

Response: SJVC has completed this improvement plan. An institutional strategic awareness campaign was launched in February 2013, as will be described below. SJVC has also taken steps to ensure continued strategic awareness throughout the institution. Information is presented as follows:

- **2013 STRATEGIC AWARENESS MARKETING CAMPAIGN**
- **MEASURES TAKEN TO ENSURE SUSTAINED STRATEGIC AWARENESS**

- **2013 STRATEGIC AWARENESS MARKETING CAMPAIGN:** An internal marketing campaign aimed at increasing strategic awareness was launched on February 4, 2013. A series of videos was produced wherein each Senior Manager defined a single strategic vocabulary term: Vision, Strategy, Objective, Measure, Initiative, and Alignment. Each video was rolled out individually and made available for viewing via the SJVC intranet.

  The videos may be accessed here: [https://www.youtube.com/playlist?list=PLy434sQCXXvSG1ekjnwSZ7mHLUaZrHklj](https://www.youtube.com/playlist?list=PLy434sQCXXvSG1ekjnwSZ7mHLUaZrHklj)

  To promote the campaign, 11x17 sized posters were created for each strategic term. As each video was released, the corresponding poster was displayed in high-traffic areas throughout the SJVC campuses.

  Following the marketing campaign, a voluntary eCourse quiz was made available to all active employees to assess their understanding of strategic terminology. Of those who took the course, over 90% achieved 100% on the quiz.

- **MEASURES TAKEN TO ENSURE SUSTAINED STRATEGIC AWARENESS:**

  Following are the current practices in place to support sustained strategic awareness.

  - Managers regularly review the Strategy Map and Balanced Scorecard with their employees. By way of example, agendas from two different SJVC campus meetings are provided in Appendix IB.4. The alignment of agenda items to the corresponding perspectives of the SJVC Strategy Map clearly show that robust employee dialogue revolves around the institutional strategy.

  - SJVC is aligning employee performance objectives to strategic objectives. As of October 2015, more than 50% of active SJVC employees have one or more performance objectives directly tied to a strategic objective. This alignment practice further supports strategic awareness and greater employee understanding of their individual contributions to and alignment with the Strategy. (See Standard IIIA, #4)

  - All new employees are required to view the strategic term video series and take the eCourse quiz as a component of their New Employee Orientation.
The following strategic documents are available on InfoZone.

- Strategy Map (Appendix IB.1)
- Strategic Terms (Appendix IB.5)
- Strategic Objective Statements (Appendix IB.6)
- Balanced Scorecard (Appendix IB.7)

**Conclusion:** SJVC has completed this improvement plan. The practices described above will be upheld to ensure ongoing strategic awareness and engagement within the SJVC community.

### 3. Implement Balanced Scorecard for each campus.

**Response:** SJVC has extended the timeline for completion of this improvement plan to March 2016. Information is presented as follows:

- **PURPOSE OF CAMPUS-LEVEL SCORECARDS**
- **RATIONALE FOR THE EXTENSION**
- **CREATION AND IMPLEMENTATION OF CAMPUS SCORECARDS**

**PURPOSE OF CAMPUS-LEVEL SCORECARDS:** Creation of campus-level Balanced Scorecards will propel SJVC deeper into the SFO principles and process by providing each campus with a construct and the tools to support their own strategic planning toward the three quantified SJVC vision goals.

**RATIONALE FOR THE EXTENSION:** The SJVC Strategy Map has undergone several revisions since its initial roll-out in 2012. Each iteration of the Strategy Map required revisions to the Balanced Scorecard to ensure proper alignment of objectives and measures to goals. The refinement and implementation of the institutional Strategy and Balanced Scorecard was prioritized over the development of campus-level Balanced Scorecards.

**CREATION AND IMPLEMENTATION OF CAMPUS SCORECARDS:** Campus-level scorecards will be created in conjunction with the roll-out of the Strategy for 2016. (See Standard IB, #5) To support this endeavor, the following actions are planned:

**February - March 2016**

- The Senior Management – with input from the Campus Leadership Teams, will disaggregate institutional targets to the variable corollary at the campuses.

- The Chief Operating Officer (COO) will communicate the targets established for each campus and will initiate training for campus personnel on the use of a Balanced Scorecard and its connection to Project Central SJVC’s project management system.

**Conclusion:** With three years of experience utilizing the SFO principles and process, SJVC has the knowledge and expertise to effectively develop and implement scorecards at the campus level. SJVC will update the Commission on the status and impact of this improvement plan in its 2019 Self-Evaluation Report.
4. Build campus-level initiatives to achieve quantified vision goals.

Response: Strategic campus initiatives have been implemented to support the attainment of the institutional strategy. This effort will continue as part of SJVC’s strategic planning process. Information is presented as follows:

- **DEVELOPMENT OF STRATEGIC CAMPUS INITIATIVES**

- **DEVELOPMENT OF STRATEGIC CAMPUS INITIATIVES:** SJVC’s campuses are deeply engaged in the SFO process and are working toward the achievement of the three quantified vision goals.

As of October 2015, 11 of SJVC’s 14 campuses have implemented strategic initiatives that are aligned with strategic objectives and measures as seen in the table below.

<table>
<thead>
<tr>
<th>Campus Strategic Initiatives</th>
<th>Strategic Objective</th>
<th>Strategic Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Achieve Student Academic Success</td>
<td>Graduation Rate</td>
</tr>
<tr>
<td>1</td>
<td>Achieve Student Learning Outcomes</td>
<td>Mastery Assessment Learning Outcome Achievement Rate</td>
</tr>
<tr>
<td>1</td>
<td>Achieve Graduate Professional Success</td>
<td>Placement Rate</td>
</tr>
<tr>
<td>1</td>
<td>Enroll Capable Applicants</td>
<td>First Module Completion Rate</td>
</tr>
</tbody>
</table>

To demonstrate the types of strategic initiatives in place at the campus-level, Appendix IB.8 provides a screenshot from the Balanced Scorecard highlighting the campus initiatives that support the “Achieve Student Academic Success,” strategic objective.

Campus-level initiatives originate from one of two pathways:

**Pathway One:** The COO engages in regular strategic discussions with Campus Directors to convey areas of institutional focus and elements of strategic initiatives critical to the SJVC Strategy (e.g., student retention rate). By way of example, Appendix IB.9 provides a copy of an email capturing this strategic dialogue between the COO and Campus Directors. Campus Directors are responsible for communicating this information to their leadership teams and formulating campus-specific initiatives to close performance gaps.

**Pathway Two:** Campus-level initiatives also arise organically from a campus’ identification of a defined strategic initiative that aligns with the SJVC Strategy. Following is an illustrative example of an organic campus-level initiative aligned with the Student Success strategic perspective: “Improve Retention Through Culture Change Toward Career Focus.” As indicated by the title, this initiative was identified for the purpose of improving student retention during the first five weeks of instruction. The initiative represents the campus’ Leadership Team’s strategies to address an area of institutional focus at the campus level.
The concept of shifting the culture toward a career focus from day one of the educational experience is based upon the leadership team’s understanding of the unique challenges faced by students enrolled at this site and what they believe may cause a positive change in student behavior. A copy of the Project Statement and the tasks involved in this initiative is provided in Appendix IB.10.

While this initiative is specifically designed to improve 5-week retention at the Hesperia Campus; if it is successful, the initiative will ultimately contribute toward SJVC’s progress on its strategic goals.

Conclusion: SJVC will continue to encourage and support development of strategic initiatives at the campus-level.

5. Evaluate the effectiveness of the institutional planning process.

Response: SJVC has implemented a new institutional process that includes an annual evaluation of the effectiveness of the strategic planning process. To date, SJVC has completed two evaluations of the strategic planning process. Information is presented as follows:

- YEAR-IN-REVIEW PROCESS
- EFFECTIVENESS OF SFO PROCESS AND PRINCIPLES
- 2016 STRATEGY

- YEAR-IN-REVIEW PROCESS: The effectiveness of the SFO process and practices are evaluated annually through the “Year-In-Review” (YIR) process. The YIR process – which was instituted in January 2014, consists of an annual review of key performance indicators and the effects of strategic initiatives on SJVC’s progress toward its strategic objectives and goals from the previous calendar year. A formal report is prepared which provides an executive summary of institutional performance and an objective assessment of SJVC’s progress on its strategic goals.

Both the inaugural and subsequent Year-in-Reviews contained an evaluation of the effectiveness of the Strategy Focused Organization (SFO) principles and Strategy Map. The 2014 and 2015 Year-in-Reviews also included an evaluation of SJVC’s strategic focus.

Copies of the 2014 and 2015 YIR reports are provided in the appendices referenced below.


- EFFECTIVENESS OF SFO PROCESS AND PRINCIPLES: Results from both the 2014 and 2015 strategic planning evaluations confirmed the effectiveness of the SFO process and practices for moving SJVC closer toward achievement of its three quantified strategic goals.
SJVC’s year-over-year progress on its strategic graduation and placement goals substantiates this assertion.

**Graduation (Goal = 70% by end of 2015)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>64%</td>
</tr>
<tr>
<td>2014</td>
<td>63%</td>
</tr>
<tr>
<td>2013</td>
<td>59%</td>
</tr>
<tr>
<td>2012</td>
<td>59%</td>
</tr>
</tbody>
</table>

**Placement (Goal = 75% by end of 2015)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Cumulative</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>74%</td>
<td>70%</td>
<td>76%</td>
<td>75%</td>
<td>74%</td>
</tr>
<tr>
<td>2014</td>
<td>64%</td>
<td>59%</td>
<td>65%</td>
<td>65%</td>
<td>67%</td>
</tr>
<tr>
<td>2013</td>
<td>59%</td>
<td>62%</td>
<td>59%</td>
<td>54%</td>
<td>58%</td>
</tr>
<tr>
<td>2012</td>
<td>67%</td>
<td>62%</td>
<td>67%</td>
<td>68%</td>
<td>73%</td>
</tr>
</tbody>
</table>

**Census (Goal = 5,000 students served by end of 2015)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4,313</td>
</tr>
<tr>
<td>2014</td>
<td>3,849</td>
</tr>
<tr>
<td>2013</td>
<td>4,132</td>
</tr>
<tr>
<td>2012</td>
<td>4,168</td>
</tr>
</tbody>
</table>

Although SJVC’s census goal continues to be a challenge, the SFO principles provide a construct for guiding planning and resource allocation to support attainment of this goal.

- **2016 STRATEGY:** With the completion of the 2012-2015 Strategy, SJVC has defined a Strategy for 2016.  

**Appendix IB.1: SJVC Strategy Map**

The following actions have been taken to prepare for the roll-out of the 2016 Strategy:

**December 2015**

- A draft of the 2016 Strategy Map/Balanced Scorecard was presented to SJVC’s owners for review and approval.

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22 The next strategic plan will cover the 2016 calendar year. Implementation of Federal Gainful Employment (GE) regulations may inform subsequent strategic consideration which will be better known prior to 2017. At that time, SJVC will re-evaluate the strategic plan to ensure alignment with the new GE requirements and may possibly extend it for a longer term.
Appendix IB.13: Senior Management Meeting Minutes (12.09.2015) (see Agenda Item #1)

- SJVC’s Chief Operating Officer (COO) provided an overview of the strategy plan achievement for 2012-2015 to campus directors. Campus Directors analyzed and provided feedback to the COO on SJVC’s successes and challenges with the 2012-2015 Strategy as well as any recommendations for improvement.

Appendix IB.14: Syllabus for Campus Director and Senior Management Meeting (12.15.2015) (see YTD Review: Quantified Vision, Achievement & Opportunity (pg. 1) and 2016 Vision, Map & BSC (pg.3)

February 2016

- The 2016 Strategy was presented to and approved by SJVC’s Board of Governors.

Appendix IB.15: Board of Governors Meeting Minutes (02.06.2016) (see Agenda Item #VI.A., page 4)

- The COO provided an overview of the strategy plan achievement for 2012-2015 to corporate directors. The corporate directors engaged in reflection and analysis of the effectiveness of the 2012-2015 Strategy and identified recommendations for improvement.

Conclusion: SJVC will continue to annually evaluate the effectiveness of the SFO through its YIR process. The previous two evaluations have confirmed the effectiveness of the SFO for strategic planning purposes.

6. Achieve “Developed” level effectiveness in the non-instructional program review process.

Response: SJVC has completed this improvement plan. The non-instructional program review process has been restructured and re-branded as the “Non-Academic Program Review” (NAPR) process. Information is presented as follows:

- EVALUATION OF THE NON-INSTRUCTIONAL PROGRAM REVIEW PROCESS
- IMPLEMENTATION OF THE NAPR PROCESS

- EVALUATION OF THE NON-INSTRUCTIONAL PROGRAM REVIEW PROCESS:
The first cycle of the non-instructional program review process was completed in December 2012. At that time, an informal evaluation of this process was conducted by the Senior Management. The evaluation included input from non-instructional program review chairs/co-chairs. Results of the evaluation identified the need to simplify the process and re-evaluate the service areas under review.

To that end, SJVC’s Vice President of Administration (VPA) was tasked with the responsibility of streamlining and facilitating the non-instructional program review process.
With a vision to restructure the process in such a way that it focuses on evaluation of the effectiveness of the practices that directly impact the student throughout the stages of the educational process, one of the first action items associated with this effort was to identify the service areas that would come under the purview of the restructured process. With the objective to identify only those support service areas that directly impact the student experience, the number of areas of evaluation were reduced from 15 to the following six:

- Student Services
- Graduate Services
- Information Technology Services
- Enrollment Services
- Library Services
- Facilities

Once the service areas were identified, the VPA re-branded the process from NIPR to NAPR in order to better distinguish its purpose and intent.

The VPA collaborated with SJVC’s former Associate Vice President – who was intricately involved in the creation and implementation of the NIPR process, on how best to restructure the process. Based upon their collective dialogue, the following key elements were identified for the NAPR process:

- Evaluation cycle is every two years.
- Each committee is led by the VPA and co-chaired by a content expert.
- Content experts identify up to two of the most frequently performed practices for evaluation.
- Content experts are responsible for reviewing practices for effectiveness, including the identification and delivery of appropriate assessments and engaging with their colleagues on the evaluation process.
- Content experts affirm the practice under evaluation or recommend revision.

**IMPLEMENTATION OF THE NAPR PROCESS:** With these core elements of the NAPR process identified, the following actions were taken to implement the restructured process:

**May – June 2015**

- The VPA appointed and met with content experts selected to serve as co-chairs of the service area sub-committees. The co-chairs were given an overview of the NAPR process, their role and responsibilities, and institutional expectations for ensuring a meaningful and quality program review process.

Co-chairs were tasked with the responsibility to identify the two most frequently performed practices with broadest student impact for the first evaluation. **Appendix IB.16** provides the agenda that was used for these meetings.
June – July 2015
• The VPA met with sub-committee chairs and confirmed the practices identified for evaluation.

October – December 2015
• One-on-one meetings between the VPA and the co-chairs took place. During these meetings, the VPA reviewed and provided input on each sub-committee’s plan for assessing effectiveness of their respective student practices and confirmed the timeline for and progress toward completion of each evaluation by May 2016.

At this time, a total of three of the six NAPR committees had completed their evaluations.

Following is a timeline of actions planned to complete this improvement plan:

January – March 2016
• The VPA will meet with the co-chairs of any committee that has not completed its evaluation to determine if adequate progress has been made and what additional resources may need to be allocated to the process.

May 2016
• The Senior Management will review the inaugural results of the NAPR process and determine if any further revisions are necessary.

June 2016
• The VPA will prepare a handbook illustrating the components of the NAPR process, including a description of the role and responsibilities of the chair and co-chairs.

The handbook will be made available on InfoZone.

Conclusion: SJVC anticipates that the cumulative results of the restructured NAPR process will confirm that SJVC has achieved the development level of this process. SJVC will continue to evaluate this process and make any necessary improvements.

SJVC is confident that the NAPR process will be at the “Sustainable Continuous Quality Improvement” level by the time of SJVC’s next comprehensive evaluation.

Appendices
IB.1: Strategy Map
IB.2: Screenshot of links to Balanced Scorecard and Strategic Documents
IB.3: Screenshot of the Instructional Coach Initiative in Project Center
IB.4: Sample Agendas from Campus Meetings
IB.5: Strategic Terms
IB.6: Strategic Objective Statements
IB.7: Balanced Scorecard
IB.8: Screenshot of the Balanced Scorecard Campus-Level Initiatives
IB.9: Evidence of dialogue on campus-level strategic initiatives
IB.10: Screenshot of Strategic Initiative in Project Center
IB.11: 2014 Year-In-Review
IB.12: 2015 Year-In-Review
IB.13: Senior Management Meeting Minutes (12.09.2015)
IB.14: Syllabus for Campus Director and Senior Management Meeting (12.15.2015)
IB.15: Board of Governors Meeting Minutes (02.06.2016)
IB.16: Agenda for meetings with NAPR Co-Chairs
Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

1. Implement common mastery assessments in 100% of courses.

Response: SJVC has completed this improvement plan. Common mastery assessments have been created for 100% of courses and are being used to assess student learning. Information is presented as follows:

- BACKGROUND
- CREATION OF COMMON MASTERY ASSESSMENTS
- COMMON MASTERY ASSESSMENT USE

- BACKGROUND: In fall 2010, SJVC launched its institutional assessment process which was spearheaded by the Director of Instruction and Assistant Director of Curriculum. To support this effort, Assessment Coordinators were appointed for every academic program and tasked with the responsibility of working with their program faculty to develop assessment plans and tools.

In spring 2011, SJVC underwent a Follow-Up Report Site Visit. One of the visitors suggested that SJVC could improve its assessment practices by using standard assessments for courses taught by more than one instructor and programs taught on more than one SJVC campus. This practice would, in turn, provide greater consistency in the evaluation of student learning across SJVC’s multiple campuses.

- CREATION OF COMMON MASTERY ASSESSMENTS: In response to the site visitor’s suggestion, SJVC shifted its assessment focus toward the creation of common mastery assessments. Over the next two years, Assessment Coordinators and other qualified faculty subject matter experts developed common mastery assessments. By 2013, common mastery assessments were created for 100% of courses.

- COMMON MASTERY ASSESSMENT USE: In spring 2012, SJVC began to transition its focus toward ensuring use of the common mastery assessments. The following measures were taken to support this effort:
  
  o New written requirements that SJVC instructors use all of the common mastery assessments available for their assigned courses.
  
  Appendix IIA.1: Excerpt from Faculty Handbook – Common Assessments (page 16)

  o “Assessment & Instruction” meetings – facilitated by SJVC’s Director of Curriculum & Assessment, held at the SJVC campuses every 10 weeks. As seen in the appendix
referenced below, these meetings included robust discussion on common mastery assessment use and strategies for increasing use rates.

**Appendix IIA.2: Assessment & Instruction Meeting Minutes (sample)**

- Ongoing review of common mastery assessment use rates by the Senior Management to identify any necessary adjustments or new tactics to support achievement of this strategic initiative.

**Appendix IIA.3: Senior Management Meeting Minutes (sample)**

- Creation of a Common Assessment Audit Report that provides an “in the moment” snapshot of common assessment use by instructor, course, program, campus, and the institution. This report is used by Academic Administrators to monitor common mastery assessment use.

**Appendix IIA.4: Common Assessment Audit Report (sample)**

- Creation of a Mastery Assessment Utilization Report. Providing the same type of data as the Common Assessment Audit Report, the Mastery Assessment Utilization Report is updated monthly and used by academic administrators to identify trends in common assessment use, as well as training needs and strategies to rectify program-level challenges with achieving full use and data capture.

**Appendix IIA.5: Mastery Assessment Utilization Report**

In 2014 and 2015, common mastery assessments were used consistently as evidenced by the use rates (71% and 84% against a target of 90%).

**Conclusion:** As common assessment use has been ingrained into SJVC’s academic culture, SJVC is focusing on analysis of mastery assessment data to improve student learning.

2. **Achieve ≥16 points on 80% of program review rubric with no ‘emerging’ ratings.**

**Response:** SJVC has completed this improvement plan. In 2014 and 2015, SJVC achieved aggregate program review scores of 17+ points; and, for the first time (2015), received no ‘emerging’ ratings. Information is presented as follows:

- **BACKGROUND**
- **EFFECTIVENESS OF 2013-2015 PROGRAM REVIEWS**
- **IMPROVEMENTS TO THE PROGRAM REVIEW PROCESS**

- **BACKGROUND:** In 2012, SJVC’s Director of Learning Assessment created a rubric for evaluating the effectiveness of program reviews and to ensure evidence-based decision-making. The rubric – which was modeled after the WASC Junior and Senior program review rubrics, was approved for implementation by the Vice President of Academic Affairs.
Appendix IIA.6: Program Review Rubric

At the conclusion of each program review, members of the Curriculum & Instruction (C&I) Team – who attend and facilitate program reviews, use the rubric to evaluate the effectiveness of the overall process. Ratings are tallied into a composite program score. To provide a baseline for gauging the overall effectiveness of program reviews, the following targets have been established: ≥14 points (composite score) with “0” emerging categories and on-time completion of 85% of program review action items.

In 2013, SJVC began using the rubric to evaluate program reviews. Following is an overview of the institutional outcomes of program review evaluations for 2013-2015.

**EFFECTIVENESS OF 2013-2015 PROGRAM REVIEWS:** As seen in the table below, SJVC has experienced distinct year-over-year improvement in aggregate composite program review scores as well as a continuous decline in emerging ratings.

<table>
<thead>
<tr>
<th>Year</th>
<th>Aggregate Composite Score</th>
<th>Number of Categories Scored at the Emerging Level</th>
<th>*On-Time Completion of Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>17.6</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>2014</td>
<td>17.5</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>14</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Data is not available for 2015 program reviews as some of the program review action items are scheduled for completion in 2016.

In 2014 and 2015, SJVC exceeded the minimum threshold established for program review scores (≥14 points). In 2013 and 2014, SJVC achieved a 100% on-time completion rate for program review action items. These data clearly indicate continuous improvement of SJVC’s program review process, as detailed below.

**IMPROVEMENTS TO THE PROGRAM REVIEW PROCESS:** SJVC attributes the continuous improvement of its program review process to the following developments:

- **Program Review Data Portfolios:** The organization and distribution of key course and program data in the data portfolios was improved. Data portfolios are now frontloaded with a concise and organized overview of program data on institutional performance standards and goals. Also, campus, program, course, and PLO data are organized into individual Excel tabs – thus improving data navigability.

  In addition, program data portfolios are now being made available to program review attendees earlier in the review process. Previously, program review participants had to wait until the Program Review or shortly before the meeting to receive the program data.

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23 Data portfolios are a compilation of key program learning outcome data (course, program, and institutional) as well as statistics designed to support thorough course and program evaluation. The portfolios are made available to program review attendees three weeks in advance of the program review.
Data portfolios are now available on InfoZone for review at least three weeks prior to the scheduled program review.

- **Program Review Guiding Questions:** To better assist faculty analysis of program data, the C&I Team developed “Program Review Guiding Questions.”

  **Appendix IIA.7: Program Review Guiding Questions**

  The questions are designed to prompt thoughtful reflection and analysis of the data provided in the data portfolio and to aid in the identification of evidence-based action items. Since the questions have been in use, SJVC has seen significant improvement in faculty preparedness for program review as well as the level of their data analysis skills and ability to use and identify appropriate, data-based action items.

- **Creation of Master Assessment Learning Outcome (LO) Achievement Reports:** As seen in Appendix IIA.8, these reports provide instructors with access to CLO data for their respective programs. Data from this report is imported into the Program Review Data Portfolios.

  As instructors are given more data and easier access to it, SJVC has seen an increase in instructor engagement in the analysis of learning outcomes and in the program review process.

- **Diversification of Program Review Participants:** The emerging scores assigned to the 2013 and 2014 program reviews were the result of a lack of representation from other program stakeholders such as admissions and career services personnel. To ensure a more holistic evaluation of student learning and program effectiveness, in 2015 – with the assistance and support of SJVC’s Chief Administrative Officer, SJVC saw an increase in broad-based participation in program review from these service areas.

**Conclusion:** SJVC has established an effective process for evaluating program reviews. SJVC will continue to utilize the program review rubric to score program reviews and identify any necessary improvements to this process.

3. **Implement ILO assessment in all academic programs and non-instructional departments.**

  **Response:** SJVC has completed this improvement plan. ILO assessments have been embedded into all academic programs, as will be detailed below. Information is presented as follows:

  - **BACKGROUND**
  - **UNIFORM ASSESSMENT OF ILO’S**

  - **BACKGROUND:** Prior to this initiative, SJVC’s academic and non-academic programs were responsible for identifying and implementing appropriate ILO assessments. For example, many of SJVC’s programs with an externship component linked ILO’s to the
externship evaluation for the purpose of ILO assessment. While individual programs and departments still employ their own unique ILO assessment practices, this improvement plan represents SJVC’s institutional effort to implement a standardized ILO assessment practice throughout the institution.

- **UNIFORM ASSESSMENT OF ILO’S:** In 2013, SJVC undertook an initiative to establish a uniform method for ILO assessment across academic and non-academic departments. A committee of key stakeholders developed an employer-based ILO survey designed to assess graduates’ attainment of SJVC’s six ILOs. The survey - which was launched for the first time in November 2013, consists of twelve questions which are aligned to corresponding ILOs. A three-point Likert scale is used to rate graduates’ performance on each ILO.

**Appendix IIA.9: ILO Survey Instrument**

SJVC has set the minimum threshold for successful attainment of each learning outcome at 85%.

The SJVC Contact Center facilitates the survey process by contacting employers of SJVC graduates, after the first 30 days of employment, and asking that they participate in the survey by answering the survey questions over the phone.

In 2016, ILO assessment data will be included in the program review data portfolios. The survey data will also be provided to SJVC’s non-academic departments (e.g., admissions, career services) to inform the non-academic program review process as well.

**Conclusion:** SJVC anticipates that the ILO survey data will greatly enhance the evaluation of the effectiveness of academic and non-academic programs in producing graduates that are well-prepared for their chosen careers.

4. **Increase RN board pass rate from 60.8% to 75%.

**Response:** SJVC has completed this improvement plan. As seen in the table provided below, SJVC’s Registered Nursing program pass rates for the National Council Licensure Examination (NCLEX) have increased substantially over the last three years. The program now meets the Board of Registered Nursing’s (BRN) requirement of a ≥75% pass rate for first-time NCLEX test takers.

<table>
<thead>
<tr>
<th>Academic Year (July 1st through June 30th)</th>
<th>BRN Reported NCLEX pass rates*</th>
<th>LVN-RN Annual NCLEX pass rate</th>
<th>RN Generic Annual NCLEX pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/2015</td>
<td>85%</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>2013/2014</td>
<td>77%</td>
<td>63%</td>
<td>88%</td>
</tr>
<tr>
<td>2012/2013</td>
<td>68%</td>
<td>62%</td>
<td>74%</td>
</tr>
<tr>
<td>2011/2012</td>
<td>61%</td>
<td>50%</td>
<td>N/A**</td>
</tr>
</tbody>
</table>
* SJVC’s RN program includes one cohort of generic RN students and one cohort of LVN-RN students. The NCLEX pass rate is a blending of these two distinct groups.

**SJVC’s first graduating RN Generic Cohort sat for the NCLEX exam in the 2012/2013 academic year.

A printout of the NCLEX pass rates from the BRN website is provided in Appendix IIA.10.

SJVC attributes the increase in pass rates to several program changes in the areas of curriculum, course scheduling, program policy, and admission requirements. The need for these improvements was identified through a comprehensive evaluation of the program by the RN Program Director, program faculty, the Vice President of Academic Affairs, and consultants from the Assessment Technologies Institute (ATI) for nursing education. The team of ATI consultants evaluated the curriculum to determine its alignment with NCLEX preparedness and made several recommendations for improvement.

Appendix IIA.11: ATI Consultation Summary

In addition to the ATI evaluation, SJVC purchased a subscription to the National Council of State Boards of Nursing (NCSBN) Program Reports which provide detailed information concerning SJVC’s RN graduates’ performance on the NCLEX exam. These reports provide useful data in identifying graduates’ strengths and weaknesses in the topical areas of the NCLEX.

As a result of the evaluation, the RN program submitted two program improvement proposals that recommended specific improvements to both the RN Generic and LVN-RN programs, including a mandatory NCLEX test prep course and remediation activities, as detailed in the appendices referenced below.

Appendix IIA.12: RN Program Improvement Proposal (June 2013)
Appendix IIA.13: RN Program Improvement Proposal (March 2014)

Conclusion: Based upon the year-over-year increase in the aggregate program NCLEX pass rates, the improvements described herein appear to have a direct correlation to graduates’ success on the NCLEX exam. As such, SJVC will continue to support and uphold the new program improvements and any other measures deemed necessary to promote and sustain the success of RN program graduates in passing the NCLEX exam.

5. Regain unhindered programmatic accreditation status for PA program.

Response: As detailed in SJVC’s letter to the ACCJC – dated April 22, 2014, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) took action to withdraw its accreditation of SJVC’s Physician Assistant (PA) program.

Appendix IIA.14: SJVC’s Letter to Dr. Susan Clifford (4.22.2014)
Although SJVC did not regain unhindered accreditation of the PA program, the program was significantly improved – as evidenced by the outcomes and accomplishments of the last graduating cohort, and to the oversight of the programmatic accreditation function.

Information is presented as follows:

- **SUCCESS OF LAST GRADUATING COHORT**
- **IMPROVEMENTS TO THE OVERSIGHT OF THE PROGRAMMATIC ACCREDITATION FUNCTION**

**SUCCESS OF LAST GRADUATING COHORT:** SJVC implemented many changes and improvements to the PA program’s practices, most notably, in the area of assessment. The PA program’s 2015 student achievement data attests to the effectiveness of these improvements: 100% graduation rate; 88% first-time test taker pass rate for the Physician Assistant National Certification Exam.

In addition, the SJVC PA program participated in and won first place in the 2015 National Physician Assistant Challenge Bowl.

**IMPROVEMENTS TO THE OVERSIGHT OF THE PROGRAMMATIC ACCREDITATION FUNCTION:** Historically, program directors have been given a great deal of autonomy to oversee and manage their programs. While program directors still operate autonomously, SJVC has instituted a new layer of administrative oversight and support for its programs with a programmatic accreditation and is creating a new process designed to ensure better communication with program directors and, in general, greater oversight of the programmatic accreditation process, as described below.

- **Director of Program Compliance:** In August 2011, SJVC created a new full-time position – Director of Program Compliance, to provide leadership and oversight of programmatic accreditation and regulatory body matters.

  **Appendix IIA.15: Director of Program Compliance Job Description**

This position, which was filled by a long-term SJVC employee experienced in such matters, provides assistance to the program directors with data collection, analysis, and report writing. The Director of Program Compliance collaborates with the program directors to ensure that the reports submitted to their programs’ accrediting bodies are accurate, thorough, and of the caliber expected by both SJVC and its programmatic accreditors.

With this new level of oversight, SJVC has seen improvement not only in the PA Program’s outcomes but in those of other programs with a programmatic accreditation as well.

- **Programmatic Accreditation Auditing System:** Another initiative planned to improve oversight of programmatic compliance is the creation and implementation of an auditing
system to better measure the “health” of programs with a programmatic accreditation or state approval. The intent of the initiative is to improve planning, communication, and collaboration on the programmatic accreditation process between key stakeholders.

The system will include quarterly reports from program and campus directors on a variety of matters impacting their respective programs. A checklist will be developed to ensure that all relevant areas are covered in the quarterly reports, such as upcoming accreditation reports, site visits, new and pending programmatic legislation, etc. The reports will be submitted to the Director of Program Compliance for review and any necessary follow-up and/or plans for future assistance.

SJVC plans to create and implement this system in 2017.

Conclusion: With the additional layer of programmatic oversight and the planned initiative for auditing programmatic health, SJVC continues to provide and improve upon the institutional support for programs with a programmatic accreditation as evidenced by the significant improvements that were made to the PA program and its high performance in the areas of completion, licensure pass rates, and job placement.

Appendices

IIA.1: Excerpt from Faculty Handbook – Common Assessments (page 16)
IIA.2: Assessment & Instruction Meeting Minutes (sample)
IIA.3: Senior Management Meeting Minutes (sample)
IIA.4: Common Assessment Audit Report (sample)
IIA.5: Mastery Assessment Utilization Report
IIA.6: Program Review Rubric
IIA.7: Program Review Guiding Question
IIA.8: Mastery Assessment Learning Outcome Achievement Report
IIA.9: ILO Survey Instrument
IIA.10: BRN NCLEX Pass rates
IIA.11: ATI Consultation Summary
IIA.12: RN Program Improvement Proposal (June 2013)
IIA.13: RN Program Improvement Proposal (March 2014)
IIA.14: SJVC’s Letter to Dr. Susan Clifford (4.22.2014)
IIA.15: Director of Program Compliance Job Description
Standard IIB: Student Support Services

1. Select an effective admissions assessment for online.

Response: This improvement plan is in progress. As will be detailed below, SJVC has piloted an admissions assessment for distance education programs. The results of the pilot have been analyzed and a decision will be made in spring 2016.

Information is presented as follows:

- DISTANCE LEARNING PROFILE ASSESSMENT

DISTANCE LEARNING PROFILE ASSESSMENT: In spring 2013, SJVC began administering a Distance Learning Profile assessment - published by Wonderlic, to online applicants. Test results were gathered for informational purposes only and were not considered in decisions to accept or deny applications for enrollment.

In spring 2015, SJVC collaborated with the test provider to analyze the relationship between assessment scores and student success. The assessment results are provided in the appendix referenced below.

Appendix IIB.1: 2014 Risk Factor Analysis

While the analysis did show a statistically significant relationship between the number of risk factors and two measures of student success – GPA and persistence, the correlation was relatively weak and not suited for an application cut score.

Concurrent with the assessment research, SJVC was developing strategic and operational improvements in the administration of its Online Division to improve student success. Most notably, SJVC restructured the delivery of online student support services by grouping student support teams into multi-function groups which focused on specific programs and student cohorts. Shortly thereafter, SJVC decided to continue administering the Distance Learning Profile assessment while delivering student support services in the restructured and improved model to reevaluate the predictive ability of the assessment. That analysis is underway currently and the results will lead to a final decision on the application of the assessment in the online enrollment process.

Conclusion: SJVC anticipates that a decision concerning the assessment will be made by spring 2016.
2. Increase student awareness from orientation of whom to contact with a concern from 78% to >85%.

Response: SJVC reconsidered the value of this self-identified improvement plan and eliminated the initiative in favor of more meaningful work to improve the on-boarding process for new students and to improve student success in the first module (see improvement plan #5 below.)

3. Increase student awareness of resource support services from 53% to >85%.

Response: SJVC reconsidered the value of this self-identified improvement plan and eliminated the initiative in favor of more meaningful work to improve the on-boarding process for new students and to improve student success in the first module (see improvement plan #5 below.)

4. Implement ILO assessment in all academic programs and non-instructional departments.

Response: See response to improvement plan #3 (Standard IIA).

5. Improve success (persistence) of students identified by campus constituency groups by 5%.

Response: SJVC implemented a strategic initiative in 2013 to improve student success in the first module of instruction – that is, the first five weeks of enrollment. As seen in the table below, this initiative has resulted in continuous, broad-based improvement in both student success (first module and first term) and graduation over the last three years.

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>First Module Success (first 5 weeks of instruction)</th>
<th>Term One Success (first 15 weeks of instruction)</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>90%</td>
<td>85%</td>
<td>70%</td>
</tr>
<tr>
<td>2014</td>
<td>84%</td>
<td>81%</td>
<td>64%</td>
</tr>
<tr>
<td>2013</td>
<td>84%</td>
<td>81%</td>
<td>63%</td>
</tr>
<tr>
<td>2012*</td>
<td>83%</td>
<td>79%</td>
<td>59%</td>
</tr>
</tbody>
</table>

*Provided for baseline data purposes.

Following is an overview of the first module success initiative, the actions taken to support this initiative, and the impact of this initiative on institutional effectiveness. Information is presented as follows:

- OVERVIEW OF THE FIRST MODULE SUCCESS INITIATIVE
- INSTITUTIONAL PRACTICES
- RESOURCES AND TOOLS
- AREAS OF INSTITUTIONAL FOCUS
- IMPACT OF FIRST MODULE SUCCESS INITIATIVE
OVERVIEW OF THE FIRST MODULE SUCCESS INITIATIVE: Under the direction of SJVC’s Vice President of Academic Affairs and the Director of Instruction, the First Module Success Initiative was launched in the summer of 2013 in an effort to improve the success of students enrolled in one of SJVC’s modular programs. First module success is defined as 90% of students successfully passing their first module courses and progressing into their second module of instruction. SJVC is working towards a 90% institutional first module success rate with no less than an 85% first module success rate in each modular program.

SJVC’s strategy to improve first module success involves the identification of “at-risk” students as early as the first week of instruction. A student is determined to be at-risk if he/she has less than 95% attendance and/or has a grade of 70% or lower for one or more of their current courses.

Early identification of at-risk students also allows faculty and staff to deliver appropriate and timely support services to these students and to focus on relationship building and successfully transitioning students into the collegiate experience – additional factors that have a significant bearing on first module success.

INSTITUTIONAL PRACTICES: SJVC implemented new institutional practices and has made changes to existing practices to more effectively support the First Module Success Initiative, as detailed below:

New Practices
- **Campus Improvement Plans:** Every campus created and implemented a unique strategy – dubbed a “campus improvement plan,” to improve student success. Each campus’ plan reflects its program-mix and the unique challenges faced by the student population at that particular location. Every five weeks, the Director of Instruction and the campus’ academic staff meet and discuss progress on the improvement plans, review and analyze retention data, and identify additional actions to improve first module success at the program and campus levels.

- **Student Deans/Academic Administrator Meetings:** Every ten weeks, the Director of Instruction meets with the Student Deans to discuss efforts to improve first module success at the campus level. These meetings provide valuable opportunities for the deans

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24 Modular programs are characterized by their unique design in that courses are not taken in a linear fashion. This structure allows new students to enter these programs every five weeks. The following programs are considered “modular” programs: Business Administration, Criminal Justice: Corrections, Construction Management, Dental Assisting, Emergency Services & Safety Management, Human Resources Administration, Heating, Ventilation, Air Conditioning, and Refrigeration, Industrial Maintenance Technology, Information Technology, Medical Assisting, Medical Billing & Coding, Medical Office Administration, and Pharmacy Technology.

Compared to SJVC’s linear programs, students in modular programs tend to have greater academic success challenges. The likely reason is the linear programs have general education prerequisite courses that – for the most part, are not offered at SJVC. As such, linear program students have completed these courses at other institutions and have had a successful college experience prior to enrollment at SJVC. This experience greatly impacts students’ ability to successfully transition to college life.
to engage with one another, share best practices, and develop individual and shared campus strategies for student success.

- **Student Identification Badges:** All first module students are issued a new student ID badge that is worn on their required uniforms. The purpose of this badge is to distinguish new students from the rest of the student population so that faculty and staff can create opportunities to engage in relationship building with new students.

### Changes to Existing Practices

- **New Student Orientation (NSO):** Every new SJVC student is required to attend NSO prior to his/her first class session. In an effort to improve first module success, the Director of Instruction evaluated the effectiveness of NSO on student preparedness for first module success. The Deans concluded that – rather than focusing on student policies and procedures that are not as essential to first module success, the content should be revised to focus more on student support services. To that end, the campuses were given autonomy to revise their NSO content to align with this new focus. Many campuses incorporated engagement activities and significantly reduced the amount of information covered in NSO.

### RESOURCES AND TOOLS

- **RESOURCES AND TOOLS:** SJVC provided the following resources and tools to support the success of the First Module Success Initiative.

  - **Academic Operations Dashboard:** New retention data points were added to SJVC’s Academic Operations Dashboard which is available to college administrators and campus leadership. The dashboard provides access to current retention data as well as year over year comparisons. Users can drill down to disaggregate retention data by campus, program, module, instructor, and course, thereby facilitating high-level analysis and diagnosis of retention issues.

  **Appendix IIB.2: Screenshot of Academic Ops Dashboard**

  - **Failing First Module Students Report:** A report is generated for weeks 1 and 2 of each instructional module that identifies at-risk students. The report highlights the areas of concern (grades and/or attendance statistics) for each at-risk student and identifies their courses, instructors, and program.

  **Appendix IIB.3** provides a sample of this report.

  The report allows members of campus leadership\(^{25}\) teams to set-up automatic email alerts that provide notification of when the report is updated (every Friday).

  Campus leadership uses the data to generate cross-campus dialogue with instructors and student support service providers to determine the best course of action to support these students.

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\(^{25}\) Campus leadership teams typically include the following positions: Campus Director, Dean of Student Services, Academic Dean, Division Manager(s), and Program Director(s).
New Student Contact Activity: A new activity was added to CampusVue – SJVC’s Student Database, which allows faculty, staff, and campus leadership to document and view any student progress concerns. By making this information available to key personnel with the most contact with the at-risk student (first module instructors, Student Deans, and Admissions Advisors), SJVC has created a culture of team-based, departmental collaboration to support student success.

Areas of Institutional Focus: Under the direction of the Vice President of Academic Affairs and Director of Instruction, the campuses are assigned areas of focus critical to the First Module Success Initiative. For example, in 2015 the campuses focused on:

- Outcomes-Focused Lesson Planning
- Instructional Effectiveness
- Fostering a Professional Learning Environment
- Incorporating a Learner-Centered Classroom Environment

Training is delivered and new activities or practices are implemented or adjustments are made to existing practices to support the areas of focus.

Impact of First Module Success Initiative: As seen in the institutional statistics provided on page 50, SJVC has experienced a gradual upward progression in first module and term one success and graduation goals. The impact of the first module success initiative is also seen in both campus and program-level data. An overview of the 2014 and 2015 program and campus first module successes and challenges are summarized below.

First Module Successes

- **2014:** During this timeframe, first module success in the Medical Assisting and Medical Office programs rose by 3% percent compared to 2013. The Veterinary Technology program also saw significantly improved student success by 5.5%.

  The Fresno Campus and Online Division also saw an improvement in first module success by 2.3% and 4% respectively.

- **2015:** First module success improved in many of SJVC’s high census programs during this time frame as well. Of particular significance is the fact that almost half of these programs (6 out of 13) either met or exceeded the goal of 85% first module success, as indicated below:
  - Criminal Justice: Correction = 87%
  - Dental Assisting = 94%
  - Heating, Ventilation, Air Conditioning, and Refrigeration = 88%
  - Industrial Maintenance Technology = 90%
  - Medical Assisting = 85%
  - Pharmacy Technology = 85%.
Notable improvement in first module success was also seen in the Business Administration (+4%) and Human Resource Administration (+3%) programs.

Likewise, the following campuses improved their first modules success rate: Bakersfield (+5%), Hanford (+1%), Hesperia (+3%), and Temecula (+1%).

**First Module Success Challenges**

- **2014:** During this time period first module success declined in Business Administration and Pharmacy Technology – two of SJVC’s high census programs.

  The Hesperia Campus experienced a 7% decrease in first module success.

- **2015:** The following programs (mostly low census programs) experienced a decline in first module success: Construction Management (-5%), Computer Support Technology (-10%), and Medical Office Administration (-2%).

  During this period, the following campuses experienced a decline in first module success: Lancaster (-2%), Modesto (-1%), Online (-3%), and Ontario (-4%).

While there have been both successes and set-backs with first module success, the gradual yet continued improvement in first module and first term success and graduation rates indicate that this initiative is having a positive impact on student success.

**Conclusion:** SJVC will continue to apply the processes and practices described herein to improve student success. This initiative will be ongoing for the foreseeable future and led by SJVC’s newly appointed Director of Student Services.

6. **Increase student awareness of diversity events from 77% to ≥85%**

   **Response:** SJVC reconsidered the value of this self-identified improvement plan and eliminated the initiative in favor of more meaningful work. This decision was driven by the subjective nature of the survey question informing the measure, and the modest impact expected from improving the measure from 77% to 85% as originally intended.

7. **Determine opportunity for revision of institutional refund policy or applying conditional enrollment terms to all students.**

   **Response:** SJVC has completed this improvement plan. As detailed in SJVC’s 2013 Self-Evaluation Report, SJVC conducted an admissions assessment pilot for modular program students who started in the first quarter of 2012. The goal of the pilot was to identify, based upon composite admissions assessment scores, at least 75% of failing first module students within a population of 25% of total starts.

   The pilot included a new admissions process that featured six objective assessments intended to predict student success in the first module. For purposes of this pilot, first module success was
defined as persistence to the next module with a grade of “C” or better in one or more courses and no more than three absences.

As SJVC was unable to reach the goal established for the pilot, there was no clear path forward for the selective application of conditional enrollment. Further, first module success rates did not improve indirectly from increased rigor in admissions assessments.

Appendix IIB.4 provides an overview of the admissions assessment pilot, including the results and actions taken.

Results of a cost-benefit analysis to further explore the concept of extending conditional enrollment terms to all students led to the decision to discontinue this effort.

Conclusion: No further action is planned.

Appendices
IIB.1: 2014 Risk Factor Analysis
IIB.2: Screenshot of Academic Ops Dashboard
IIB.3: Failing First Module Students Report
IIB.4: Executive Summary on Admissions Pilot
Standard IIC: Library and Learning Support Services

1. Develop systematic, annual library and learning support services survey.

Response: SJVC has completed this improvement plan. Upon further reflection of the purpose and need for a library survey, the Senior Management made the following determinations: 1.) The frequency of the survey cycle needed to be lengthened, and 2.) The need for the library survey could be satisfied by incorporating questions pertaining to library and learning support services into SJVC’s three year institutional survey. (See Standard IA, improvement plan #1 for more information on this survey.)

As a result of these determinations, the 2015 Institutional Survey included a series of questions designed to elicit satisfaction data from students and instructors on library and learning resources and support services. Results from this survey are provided in the appendices noted below.

Appendix IIC.1: Student Survey Report (Questions 25-27)
Appendix IIC.2: Faculty and Academic Administrator Survey Report (Questions 15-18)

These data will be provided to stakeholders for review and analysis and included in the library services data portfolio for the next NAPR. Survey results will also be used to inform SJVC’s 2019 Self-Evaluation.

Conclusion: SJVC has completed this improvement plan. The three-year institutional survey includes questions specifically designed to support and evaluate the adequacy and effectiveness of library and learning support services. These questions will be included in future institutional surveys.

Appendices
IIC.1: Student Survey Report (Questions 25-27)
IIC.2: Faculty and Academic Administrator Survey Report (Questions 15-18)
Standard III: Resources

Standard IIIA: Human Resources

1. Achieve $\geq 85\%$ of points on the employee selection process for $90\%$ of new hires.

Response: SJVC reconsidered the value of this self-identified improvement plan and eliminated the initiative in favor of more meaningful work to improve the new employee on-boarding process and better assess employee “fit” for their positions within the first 90 days of employment. Information is presented as follows:

- **BACKGROUND INFORMATION**

- **NEW INITIATIVE**

  - **BACKGROUND INFORMATION:** This improvement plan arose out of SJVC’s efforts to improve the new faculty selection process through the use of a rubric designed to evaluate instructional candidates’ performance in two critical components of the selection process: the telephone interview and teaching demonstration. To that end, a faculty committee – under the oversight of the Director of Instruction, created a rubric for that purpose and identified a minimum threshold score of $\geq 85\%$ for more than $90\%$ of new instructional hires. While the rubric was used at some campuses, it was not implemented throughout the institution.

  As stated above, SJVC has implemented an initiative designed to improve the new employee onboarding process, as will be described below. SJVC is confident that this new initiative will produce the result originally intended for this improvement plan – that is, to ensure the hiring and retention of effective instructors.

  - **NEW INITIATIVE:** In support of its strategic objective to “Achieve Employee Learning Outcomes,” SJVC launched an initiative in the summer of 2015 to improve the on-boarding process for the following four categories of employees: instructors, career services representatives, admissions advisors, and financial aid advisors.

    Under the direction of the Vice President of Administration, a syllabus is being created for each of these positions. The syllabi will list the knowledge and skill goals - for each respective position, that the employee needs to learn and demonstrate mastery of during their introductory employment period (first 90 days). The syllabi will also list the assessments that will be used to assess employees’ mastery of the identified knowledge and skills as well as the dates that each assessment will be administered. Results of these assessments will be included in the introductory evaluation process.

    The Senior Management will evaluate the effectiveness of this initiative in summer 2016. Evaluation results will be used to determine whether this process should be incorporated into
ongoing institutional operations. If so, the Senior Management will identify the next job titles for inclusion in this effort.

**Conclusion:** Although the new initiative is still in the early stages of implementation, SJVC is extremely optimistic concerning its effectiveness to ensure retention of effective employees.

SJVC will update the Commission on the results of the evaluation of the new initiative in its 2019 Self-Evaluation Report.

2. **Achieve 100% success rate of hiring managers on reference checkpoint.**

**Response:** SJVC reconsidered the value of this self-identified improvement plan and eliminated the initiative in favor of more meaningful work to improve the new employee on-boarding process (see response to Improvement Plan #1).

3. **Increase aggregate employee evaluation ratings by ≥3%.**

**Response:** SJVC has completed this improvement plan. As will be detailed below, the plan was revised to support the goal of achieving an aggregate composite score of ≥2.0 for 90% of employees evaluated during the time period of July 1, 2014 – June 30, 2015. For performance evaluations conducted in 2014 and 2015, the total evaluation average score was 2.12. Information is presented as follows:

- **BACKGROUND**
- **HALOGEN ROLL-OUT**
- **PROGRESS TO DATE**

**BACKGROUND:** During the last self-evaluation, SJVC was in the process of implementing a new automated competency-based software platform – “Halogen eAppraisal,” to streamline the employee appraisal process and align employee performance objectives to institutional initiatives and goals. With performance management reporting features, Halogen provides users with a continuous “line-of-sight” up and down the reporting chain on how individuals or groups are supporting and working toward department and organizational goals.

One of the eAppraisal tools is a 3-point, electronic scoring rubric which is currently used for employee evaluations. The rubric consists of five institutional core competencies that every SJVC employee is evaluated on as well as job-specific competencies aligned to job titles. Ratings of 1-3 are given for each individual core and job-specific competency. Ratings are aggregated for each competency category (core and job-specific) as well as the cumulative evaluation.

**HALOGEN ROLL-OUT:** Halogen was launched in spring 2012. SJVC employees with an introductory or annual evaluation scheduled during that time up until the end of 2012 had their appraisal process facilitated through the Halogen software. Beginning in 2013, all employee evaluations were conducted through Halogen.
This improvement plan was identified as one of the necessary measures to fully implement and maximize the Halogen eAppraisal process and tools across the institution. In spring 2013, SJVC operationalized this improvement plan by entering it into the SJVC Project Management System as an operational project. The project was revised to reflect the goal to achieve a score of \( \geq 2.0 \) for 90% of employees evaluated July 1, 2014 – June 30, 2015.

Given the 3-point rubric used for employee evaluations, the revised goal served to establish a reasonable baseline for analyzing the results of employee evaluations to determine whether the institution is building strength in core or job competencies, identifying top institutional competencies, and identifying performance trends at the institutional, campus, or departmental level. Analysis of these data is intended to identify the need for employee professional development and better align human resources to the SJVC strategy or areas of operation.

**PROGRESS TO DATE:** As stated above, SJVC has met its goal of achieving an average score of \( \geq 2.0 \) on employee evaluations. Provided below is a break-down of the averaged aggregated scores for core and job performance competencies, completion of past goals, and evaluation totals for the last 3 years (2013-2015).

<table>
<thead>
<tr>
<th>Process</th>
<th>Core Competencies Average</th>
<th>Job Performance Average</th>
<th>Past Goals Average</th>
<th>Total Evaluation Average</th>
<th>Evaluations Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Annual Evaluation Process</td>
<td>2.30</td>
<td>2.30</td>
<td>1.89</td>
<td>2.12</td>
<td>553</td>
</tr>
<tr>
<td>2014 Annual Evaluation Process</td>
<td>2.31</td>
<td>2.31</td>
<td>1.90</td>
<td>2.12</td>
<td>607</td>
</tr>
<tr>
<td>2013 Annual Evaluation Process</td>
<td>2.35</td>
<td>2.35</td>
<td>1.99</td>
<td>2.19</td>
<td>672</td>
</tr>
</tbody>
</table>

**Conclusion:** No further action is planned for this improvement plan. SJVC’s Senior Management will continue to review and monitor employee evaluation performance data to ensure appropriate alignment of human resources to the SJVC strategy and/or operations and that effort is taken to ensure continued employee effectiveness.

4. **Achieve \( \geq 90\% \) of employee evaluations with one or more objectives aligned to institutional objectives.**

**Response:** This improvement plan is currently in progress. Following is a summary of the actions taken to date as well as future plans for completion. Information is presented as follows:
• **ALIGNMENT OF INDIVIDUAL EMPLOYEE GOALS WITH THE SJVC STRATEGY**

• **ALIGNMENT OF INDIVIDUAL EMPLOYEE GOALS WITH THE SJVC STRATEGY:** To support this improvement plan and the new eAppraisal process, supervisory employees were tasked with identifying goals for their direct report employees that align with one or more of the objectives of the SJVC strategy. This process has been ongoing since 2013.

SJVC’s progress toward completion of this improvement plan was reported to the Senior Management on September 23, 2015. The Senior Management analyzed SJVC’s progress to date; which, at that time, was as follows: From January 1, 2015 to September 22, 2015, there were 524 employee appraisals completed. Of these, 307 (56%) had at least one objective linked to one of the institutional strategic objectives.

Discussion at that time brought forth the realization that not all SJVC employees (first contact - equivalent to a receptionist position, custodial employees, etc.) will have an individual objective linked to a strategic objective.

As such, Senior Management determined that further discussion is warranted on the concept behind aligning every SJVC employee to the institutional strategy.

**NOTE:** Objectives (e.g. SMART goals) are established for employees whose job functions are operational rather than strategic in nature. Operational employee goals are excluded from linking.

**Conclusion:** SJVC will continue to drive this improvement plan forward until the goal of >90% or more of employee evaluations are aligned with the institutional strategy. This alignment will help SJVC’s Senior Management and other key decision-makers to more effectively evaluate the impact of human resources on the institutional strategy and better inform human resources decision-making and planning.

SJVC anticipates completion of this plan by the end of the second quarter of 2016.

5. **Achieve ratings of >2 on SLO delivery for 90% of instructors.**

**Response:** This improvement plan is in progress. SJVC has implemented an electronic classroom observation system that measures – among other things, instructor effectiveness on SLO delivery and captures the observation data in a central repository. An overview of SJVC’s progress to date is provided below.

Information is presented as follows:

• **CLASSROOM OBSERVATION PROCESS**
• **CREATION AND IMPLEMENTATION OF AN ELECTRONIC CLASSROOM OBSERVATION PROCESS**
• PROGRESS TO DATE

• CLASSROOM OBSERVATION PROCESS: As explained in SJVC’s 2013 Self-Evaluation Report, student learning outcome achievement is an important component of faculty performance evaluations. Classroom observations are one of three tools used to evaluate instructional effectiveness, including the extent to which the instruction delivered focuses on and supports student learning outcomes.

Historically, classroom observations consisted of the evaluator – typically the Academic Dean, writing his/her observations onto a standardized observation form. Results were discussed between the evaluator and the instructor under observation. While this process was an effective means for providing faculty with immediate feedback on the quality of their instruction as well as recommendations for improvement, SJVC’s Vice President of Academic Affairs identified the need to automate and maximize the process to better support faculty performance on SLO achievement. One of the drawbacks of the previous observation process was the extreme difficulty in accessing the handwritten observation results for use in faculty evaluations in addition to the challenges faced with aggregating the results to identify faculty professional development and audit the evaluation process.

• CREATION AND IMPLEMENTATION OF AN ELECTRONIC CLASSROOM OBSERVATION SYSTEM: A strategic initiative to create a new and comprehensive system to measure instructor effectiveness was implemented in 2012. One of the objectives for this initiative was to create a new electronic observation rubric, with clearly defined evaluation criteria, for integration with a software platform that would support linkage and publication of observation results for use by academic administrators and faculty supervisors.

From October 2012 through May 2015, several pilot programs were initiated to create an effective observation tool and to test the technological resources needed to support the process. During this time, SJVC continued with its former faculty observation process.

The SJVC Fresno Campus conducted the first pilot program in October 2012. The campus’ academic team developed an observation tool and tested it to determine functionality with SJVC’s Human Resource Management System. This pilot was concluded in early 2014 and it was determined that the technology would not effectively produce the functionality to scale the process at the institutional level.

In August 2014, new effort was undertaken to build an observation that could be utilized universally throughout the SJVC campuses. A group of campus academic leadership assembled and collaborated to develop an observation tool.

As seen in Appendix IIIA.1, the observation tool is comprised of nine criteria for evaluation, including a focus on learning outcomes. A three point scale is used to rate each of the evaluation criteria; 0 = skill not observed, 1 = needs improvement, 2 = expectations have been met, and 3 = exceeding expectations. Concise descriptions of the behaviors or actions for each of the nine evaluation criteria are given along with descriptors for each of the three ratings.
In June 2015, SJVC identified survey software that supported integration of the observation tool and provided reporting capabilities that would allow for scalability and effective functionality. SJVC purchased the software program “LimeSurvey,” and rolled it out at the end of June.

SJVC’s Director of Instruction is working with campus management to ensure that the new observation tool is used consistently for classroom observations. The director is specifically working toward the following goals for 2016: 1.) Every instructor will be formally observed every quarter, and 2.) Results of formal classroom observations will be captured electronically through the use of the new observation tool.

- **PROGRESS TO DATE:** From June 2015 to December 2015, a total of 272 eObservations were completed on SJVC’s FTE instructional staff (~315). During this timeframe, an aggregate composite score of 1.66 was achieved for the learning outcome focus.

A summary report of the eObservation aggregate campus results for this period is provided in Appendix III.A.2.

**Conclusion:** SJVC’s Director of Instruction will continue to monitor results of eObservations and take action to ensure that instructional staff is integrating course learning outcomes into classroom instruction. SJVC aims to achieve an aggregate composite score of >2.0 for the learning outcome focus by summer 2016.

**Appendices**

IIIA.1: eObservation Tool

IIIA.2: Summary Report of eObservation Results by Campus (June 2015-October 2015)

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26 Some instructors were observed more than once due to the following factors: 1) Small campuses with fewer instructors thus instructors were observed more frequently (Delano, Lancaster, and Cordova), 2.) Individual instructor challenges identified in inaugural observations were met with coaching and follow-up observations to ensure improvement, and 3.) Individual instructors observed by multiple managers in order to gain additional perspective for the evaluation results.

San Joaquin Valley College, Inc.
2016 Mid-Term Report
Standard IIIB: Physical Resources

1. Evaluate the capital planning process.

Response: SJVC has completed this improvement plan. An evaluation of the capital planning process confirmed that this process supports the advancement of SJVC’s mission and goals and provides ample opportunities for employee participation in capital planning.

Information is presented as follows:

- EVALUATION OF THE CAPITAL PLANNING PROCESS

- EVALUATION OF THE CAPITAL PLANNING PROCESS: In fall 2013, an evaluation of SJVC’s capital planning process was conducted by SJVC’s:

  ○ Chief Financial Officer (CFO)
  ○ Vice President of Academic Affairs (VPAA)
  ○ Director of Purchasing
  ○ Director of Real Estate Development
  ○ Director of Learning Assessment & Curriculum
  ○ Controller

The evaluation was focused on the following two areas:

- Opportunities for Employee Participation in Capital Planning
- Written Policies & Procedures Governing the Capital Planning Process

- Opportunities for Employee Participation in Capital Planning: The committee first examined the processes/mechanisms in place that inform SJVC’s capital planning to determine whether sufficient opportunities are available for employee participation in capital planning. These processes/mechanisms include:

  ▪ Academic Program Review Process: Every three years, a program review is held for every academic program. Program Review provides the opportunity for faculty to evaluate their program’s resources and to plan and request any current or upcoming resource needs.

    ○ Purchase Proposal Process: This process provides opportunity for faculty and other stakeholders to submit requests for curricular and instructional purchases (capital and non-capital) outside of program review. This process is initiated through the submission of a “Purchase Proposal.”

    Purchase Proposals are reviewed SJVC’s Curriculum & Instructional Team to ensure that the proposal contains all of the required elements. The proposal is then submitted to decision-makers; and, depending upon the nature of the request,
it is reviewed by either the VPAA or the SJVC Budget Committee – a sub-committee of the Senior Management for approval.

- **Growth & Development (G&D) Planning Process:** This process is employed to ensure appropriate planning and acquisition of capital resources to support SJVC’s G&D initiatives (e.g., new program offerings, new campuses). SJVC’s Chief Administrative Officer – with substantial input from the Chief Financial Officer, directs G&D planning and resource acquisition. Input from content expert employees is regularly solicited and used to inform G&D planning. This process is ongoing.

- **Submission of Facilities Service Desk Tickets:** SJVC’s Service Desk System allows employees to submit tickets for any needed repair or maintenance of existing equipment (capital and non-capital). Facility Managers monitor and respond to incoming tickets. Depending upon the nature of the request, the Corporate Director of Purchasing and Facilities may become involved in identifying a solution to the issue-at-hand. Employees may submit a service desk ticket at any time.

- **Capital Budget Request (CBR) Process:** Employees may utilize this process to request capital resources. Capital resources are defined as any item over $1,000 with a lifespan of three years or more. CBRs may be submitted year-round.

With a total of four mechanisms in place for requesting capital resources, including a process which allows capital requests to be submitted outside of the program review process, the committee determined that SJVC employees have sufficient opportunities for participation in capital planning.

- **Written Policies & Procedures Governing the Capital Planning Process:** The committee reviewed the following written policies and procedures governing the processes available for employee participation in capital planning to ensure that sufficient information about these processes is provided and that the information is easily accessible:
  - Program Review Handbook (11.2014) [Appendix III.B.1]
  - CBR Policy [Appendix III.B.3]

The committee verified that each of the above-referenced policies/procedures accurately describes each process, and, in some instances, includes an explanation of how the processes support the mission and SJVC’s strategic planning. For example, the Purchase Proposal form in the Program Review Handbook requires a description of how the proposed purchase will improve student learning and achievement – both of which are important components of the SJVC mission, including alignment of the proposed purchase to PLOs/CLOs.

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27 The committee did not review the Growth & Development Policies & Procedures as this process is not intended for use by the general employee population.
The committee also confirmed that the written policies and processes accurately describe the standard criteria used to evaluate and justify CBRs. For example, the CBR Policy lists the standard criteria used by decision-makers to determine which requests are approved and the prioritization of the timeline for purchase and implementation of each approved request. (See Appendix IIIB.3) Standard criteria include, but are not limited to, strategic fit, change in industry standards, accreditation requirements, etc.

**Conclusion:** The committee concluded that the capital planning process is effective and supports the SJVC mission. With a total of four processes in place to inform capital planning, the committee determined that there is ample opportunity for employee participation in the capital planning process.

SJVC will continue to assess the effectiveness of the capital planning process through its continuous cycle of evaluation and planning.

### 2. Define semi-annual capital requests and planning process.

**Response:** SJVC has determined not to pursue this improvement plan. As explained above, SJVC provides a total of four different processes by which an employee may initiate a capital resource request. These processes provide the opportunity for capital requests to be submitted year-round; approval and the timing of capital purchases is based upon SJVC’s rolling budget and future capital expense forecasts.

Annual capital planning is initiated through the creation of a budget for capital expenses for the upcoming year based upon historical spending data and upcoming growth and development initiatives (e.g., rolling out a new program, starting a new campus). Participants in this process include SJVC’s CFO, Controller, and Director of Purchasing and Facilities.

With four distinct pathways for employees to submit requests for capital purchases year round, SJVC has determined that the capital planning process is effective and that no adjustments are necessary.

**Conclusion:** No further action is planned.

**Appendices**

III.B.3: CBR Policy
III.B.4: Facilities Service Desk Support Process
Standard IIIC: Technology Resources

1. Achieve >90% of courses using D2L for content delivery and LO capture.

Response: This improvement is in progress. 100% of courses are using D2L for content delivery and SJVC is working toward >90 learning outcome capture rate (85% in 2015).

Information is presented as follows:

- **BACKGROUND**
- **CONTENT DELIVERY**
- **LEARNING OUTCOME CAPTURE**

**BACKGROUND:** In October 2012, SJVC implemented a new learning management system – Desire2Learn or D2L. Over the past two years, SJVC has worked toward populating D2L with curricular resources and common mastery assessments to ensure maximum utilization by faculty and academic administrators and to support the assessment process.

**CONTENT DELIVERY:** SJVC maintains an electronic curriculum repository in D2L. As stated above, the curriculum repository contains resources and tools for every course taught at SJVC, including:

- Standardized Course Outlines
- Approved Syllabus Templates (content aligned to CLOs)
- Common Mastery Assessments (mastery assessment questions and rubrics)

A screenshot from the curriculum repository is provided below to provide a physical demonstration of the course content available in D2L.
Prior to the start of each course, instructors have the ability to copy course content from the curriculum repository into their individual eCourses. Instructors then customize content to fit their particular style and preferences.

To further enhance the diversity and extent of curricular resources available in the curriculum repository, SJVC instructors have been tasked with creating lesson plans for their respective courses. This effort is being driven by SJVC’s Curriculum & Instruction team. A template has been created for the lesson plans to ensure consistency in style, format and inclusion of necessary content for each topic (e.g., assignment/activity, organization of students, group processing strategy, formative assessments).

Appendix IIIC.1: Lesson Plan Template

Completed lesson plans are submitted to SJVC’s Director of Curriculum & Assessment for review and approval. Approved plans are uploaded into the curriculum repository. As of February 2016, lesson plans have been uploaded into the repository for approximately 20% of courses. By the end of 2016, SJVC intends to have lesson plans in the repository for 50% of courses.

- **LEARNING OUTCOME CAPTURE:** As electronic learning outcome data capture is expressed through common mastery assessment use rates, the reader is referred to the response to Improvement Plan #1, Standard IIA.

  With common mastery assessments available in D2L for every course delivered at SJVC and an 85% common mastery use rate, SJVC will continue to uphold the practices to ensure continued sustainability of common assessment use and learning outcome capture.

  **Conclusion:** SJVC will continue to drive the effort to fully populate D2L with course content, including lesson plans. SJVC will update the Commission on this initiative in its 2019 Self-Evaluation Report.

Appendices

IIIC.1: Lesson Plan Template

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28 Use of common mastery assessments and grading rubrics in D2L automatically captures and stores assessment results in the Learning Management System.
Standard IIID: Financial Resources

1. Increase faculty awareness of SJVC’s budgeting process in program review and curriculum conferences to ≥85%.

Response: SJVC has completed this improvement plan. As will be detailed below, SJVC has taken specific steps to ensure that instructors are well informed of their role and opportunities for participation in institutional budgeting and planning through program review and curriculum conferences and understand SJVC’s financial planning process.

Information is presented as follows:

- **BACKGROUND**
- **INSTITUTIONAL AWARENESS CAMPAIGN**
- **CREATION OF WRITTEN PROCESS AND PROCEDURES GUIDES**
- **ONGOING DISCUSSIONS ABOUT BUDGETING & FINANCIAL PLANNING**
- **ANALYSIS OF THE IMPACT OF ACTIONS TAKEN**

**BACKGROUND:** The 2011 Self-Study Survey – referenced throughout this report, contained specific questions related to faculty awareness of the budgeting process in program reviews and curriculum conferences and their knowledge of SJVC’s financial planning process.

At that time, SJVC had recently implemented a new “outcomes-based” program review model which featured – among other things, a direct link between data-driven decision-making and institutional budgeting and planning. In conjunction with the new program review model, SJVC also created and implemented new processes that provide additional opportunities for faculty to recommend course and program improvements, including those with budgetary implications, outside of program reviews and curriculum conferences. The new processes include:

- Proposals for Improvement
  - Textbook Improvement Procedure
  - Course Improvement Proposal Procedure
  - Program Improvement Proposal Procedure
- Purchase Proposals

While the new outcomes-based program review model and above-referenced processes do in fact provide more effective and direct methods for faculty participation in institutional budgeting and financial planning, these processes were in the infancy stage at the time the 2011 Self-Study Survey. Further, not every academic program had undergone a review under the new program review model by the time the 2011 Self-Study Survey was launched.
It is reasonable to conclude that – due to the timing of the roll-out of these new processes with the launch of the 2011 Self-Study Survey, the faculty survey respondents were not fully aware of the connection between budgeting and program review/curriculum conferences. For example, approximately half of the faculty respondents\textsuperscript{29} indicated awareness of the budget process in program review and curriculum conferences (55\% and 48\% respectively). Further, only a little over half (58\%) of the respondents indicated an awareness of SJVC’s financial planning process.

In response to these data and to meet the already identified need to ensure awareness of the new program review and improvement processes, this improvement plan was established by SJVC’s leadership.

The following measures have been taken to increase constituency awareness of institutional budgeting and financial planning through program review.

- **INSTITUTIONAL AWARENESS CAMPAIGN:** To ensure appropriate levels of awareness of the new program review process and how it is tied to budgeting and planning, the Directors of Assessment and Institutional Relations visited every campus location in 2011/2012 and presented on the governance process, including decision-making and planning. The presentation included an overview of the components of the new program review model, curriculum conferences, and the additional processes available for faculty to recommend improvements outside of the program review process. As the presentations were completed in February 2012, not all faculty had received this information prior to taking the 2011 Self-Study Survey – yet another factor that most likely influenced the level of faculty awareness of budgeting as indicated by the 2011 Self-Study Survey results.

- **CREATION OF WRITTEN PROCESS AND PROCEDURES GUIDES:** To ensure institutional awareness of the new program review process, SJVC published a *Program Review Handbook* in 2011 which provides in-depth descriptions of the following processes and procedures which serve as the primary mechanisms for faculty to recommend academic program improvements, including those with budgetary implications:

  - Program Review
  - Curriculum Conferences
  - Proposals for Improvement
    - Textbook Improvement Proposals (TIPs)
    - Course Improvement Proposals (CIPs)
    - Program Improvement Proposals (PIPs)
  - Purchase Proposals

  See Appendix IIIB.1: *Program Review Handbook (11.2014)*\textsuperscript{30}

\textsuperscript{29} Approximately 71\% of the active SJVC faculty participated in the 2011 Faculty Survey (399 faculty respondents/560 active faculty members = 71\% participation rate).

\textsuperscript{30} The Program Review Handbook has undergone several revisions since its original publication in 2011. However, the contents referenced in this discussion have remained intact throughout the revisions. As such, the current version of the handbook is provided.
The handbook explains the relationship between each of these processes to institutional budgeting and financial planning. For example, page 8 of the handbook explains that, “Program Review reports are forwarded to the Senior Management committee headed by the Vice President of Academic Affairs and to the Board of Governors Academic Oversight Committee. These committees use the results of the Program Reviews for institutional planning and budgeting along with approving recommendations for program improvement.”

Page 39 of the handbook provides an overview of the purchasing process and distinguishes the types of purchase proposals that may be submitted (curricular vs. instructional purchases, capital budget requests). The overview also identifies the decision-makers, the steps in the review/approval process, and the estimated timeline for completion.

The handbook also provides copies of previously approved improvement proposals (TIPs, CIPs, PIPs, and Purchase Proposals) and tips for preparing a proposal that provides the information needed by decision-makers.

The Program Review Handbook is maintained by SJVC’s Director of Curriculum & Assessment who updates the document as needed. All SJVC users can access the handbook through InfoZone.

- ONGOING DISCUSSIONS ABOUT BUDGETING & FINANCIAL PLANNING: To ensure that new SJVC instructors have a solid understanding of the opportunities available for their participation in institutional budgeting and financial planning, the New Faculty Orientation (NFO) – a mandatory 2-day training program, includes a presentation entitled, “The Art & Science of Teaching,” facilitated by SJVC’s Director of Assessment.

The presentation features a “Fiscal Overview,” section. This section provides information on the role and responsibilities of SJVC’s Chief Financial Officer and includes a description of the institutional budgeting process with an emphasis on the role of and opportunities available for faculty participation in budget development. As this section is a sub-topic within a presentation, it does not appear on the NFO agenda. However, a copy of the slide from the PowerPoint Presentation that addresses this topic is provided in Appendix IIIID.1.

Further, every program review and curriculum conference includes a discussion – facilitated by a member of SJVC’s Curriculum Team, on the governance process. Specifically, the discussions include an overview of the instructor role in Program Review. Attendees review the Program Review Handbook and the processes and procedures set forth therein, including those with budgetary implications. These discussions are documented in program review agendas and curriculum conference reports as seen in the below-referenced appendices.

Appendix IIIID.2: Sample Program Review Agenda (See Agenda Item I.)
Appendix IIIID.3: Sample Curriculum Conference Report (See Agenda Item I.A.1.2.)

- ANALYSIS OF THE IMPACT OF ACTIONS TAKEN: The institutional awareness campaign served to orient the faculty and other stakeholders to the new program review model as well as their opportunities for participation in institutional budgeting and financial
planning. The *Program Review Handbook* covers the new program review process, curriculum conferences, and the other improvement processes that provide opportunity for faculty to submit proposals for improvement, including those that are aligned with budgeting and financial planning. Lastly, the Curriculum & Instruction Team reviews this information with the faculty at the beginning of each program review.

A review of faculty participation in budgeting and financial planning over the last four years indicates that they are aware of and are using the processes established for their participation in these areas as seen in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Purchase Proposals Submitted</th>
<th>Number of Purchase Proposals Approved</th>
<th>Number of Textbook Improvement Proposals Submitted</th>
<th>Number of Textbook Improvement Proposals Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>8</td>
<td>8 (4 arose out of program review)</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2013</td>
<td>4</td>
<td>4</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>2014</td>
<td>3</td>
<td>3 (1 arose out of program review and 1 arose out of a curriculum conference)</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>2015</td>
<td>4</td>
<td>4 (2 arose out of program review)</td>
<td>13</td>
<td>10</td>
</tr>
</tbody>
</table>

Further, results from the 2015 Institutional Survey indicate an appropriate level of faculty awareness of participation in financial planning. 81% (n = 364) of faculty respondents agreed with the statement that, “SJVC has effective processes in place for faculty to recommend curricular and instructional purchases (e.g. program reviews, curriculum conferences, purchase proposals).”

**Appendix IIIID.4: Faculty Survey Report (Question 37)**

**Conclusion:** SJVC will continue to cultivate an institutional culture of faculty awareness of financial planning and budgeting and how these processes align with SJVC’s quality assurance processes.

**Appendices**

- **IIID.1 New Faculty Orientation Training Materials**
- **IIID.2 Program Review Agenda (sample)**
- **IIID.3 Curriculum Conference Report (sample)**
- **IIID.4: Faculty Survey Report (Question 37)**
Standard IV: Leadership and Governance

Standard IV.A: Decision-Making Roles & Processes

1. Increase faculty and staff awareness of SJVC’s financial planning process from 58% and 74% respectively, to ≥85%.

Response: SJVC has completed this improvement plan. As indicated by the results of the 2015 Institutional Survey, employee (faculty and non-faculty) awareness of financial planning and budgeting has increased significantly over the last four years.

Information is presented as follows:

- **BACKGROUND**
- **INFORMATION AVAILABLE TO EMPLOYEES ON FINANCIAL PLANNING**
- **YEAR-IN-REVIEW PROCESS**

- **BACKGROUND:** The need for this improvement plan also arose as a result of the 2011 Self-Evaluation Survey. In both the faculty and staff surveys, respondents were asked whether they were aware of, “a process for financial planning at SJVC that supports the mission and institutional goals of the College.” Of the 58% of faculty and 74% of staff who were aware, 95% of faculty and 70% of staff agreed with the statement.

As stated in SJVC’s 2013 Self-Evaluation Report, “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.” (SJVC 2013 Self-Evaluation Report, pg. 346)

To that end, SJVC has taken specific steps to increase employee awareness of the processes in place for requesting resources to support their job duties and responsibilities as described below.

- **INFORMATION AVAILABLE TO EMPLOYEES ON FINANCIAL PLANNING:** As detailed in Standard III.D, #1, SJVC has taken specific measures to increase faculty awareness of financial planning and budgeting.

To ensure that SJVC’s non-instructional employees also have a sufficient level of awareness of financial planning and budgeting, SJVC undertook a review of its written policies and procedures governing resource acquisition processes, including:

- Purchase Requisition System (PRS)
- Capital Budget Request (CBR)
- Facilities Service Desk System
As evidenced in the following appendices, each of the above-referenced systems and processes are governed by written policies and procedures.

**Appendix IIIB.2: Purchasing and Facilities Policies & Procedures Guidelines**

**Appendix IV.A.1: PRS User Instructions**

Each of these publications includes a thorough description of the above-referenced processes and systems and provides detailed, step-by-step instructions for users. These documents are available to all SJVC employees via InfoZone.

Given the depth and extent of information provided in these publications, SJVC has concluded that employees are provided with sufficient and easily accessible information to ensure their awareness of resource acquisition processes, institutional budgeting, and financial planning.

Results from the 2015 Institutional Survey support this assertion. Approximately 90% of faculty and 93% of non-faculty respondents agreed with the statement that, “I am aware of the process for requesting office equipment and/or supplies.”

In that same survey 84% of faculty and 90% of non-faculty respondents agreed with the statement that, “I am provided appropriate office equipment and supplies to support my job duties.”

**Appendix IV.A.2: Faculty Survey Report (Questions 31-32)**

**Appendix IV.A.3: Non-Faculty Survey Report (Questions 23-24)**

- **YEAR-IN-REVIEW PROCESS:** As detailed in Standard IB (#5), the Year-in-Review process provides a framework for a comprehensive annual evaluation of institutional performance. Evaluation results and future plans are captured in the Year-in-Review Reports.

The 2014 Year-In-Review report included a section on Resource Planning authored by SJVC’s Chief Financial Officer. This section included an overview of the various budgets for 2014 (operating, campus, and capital budgets). Specifically, information was given on the methodology used for budget development, the resources allocated for each budget and the expenses, the variables influencing the actual vs. projected allocations, and comparison of the 2014 budget to previous years.

This section also highlighted the 2014 strategic developments with significant budgetary impacts as well as new efficiencies identified for cost savings. The section ended with an overview of the financial planning for the 2015 budget, including a list of the major initiatives impacting the 2015 budget and the plans for reviewing specific areas within the budget to identify potential savings.

To inform stakeholders of this and other Year-in-Review information, the Senior Management delivers Year-in-Review presentations to the Board of Governors and the
Executive Council. Copies of the Year-in-Review report are disseminated to these two bodies prior to the presentation in order to inform dialogue on the contents.

Appendix IV.A.4: Board of Governors Meeting Minutes (02.05.2015) (see Agenda Item III.A, page 2)

Appendix IV.A.5: SJVC Executive Council Meeting Agenda 3.25.15.

In addition, the Senior Management gives a modified version of the Year-in-Review presentation at each SJVC campus as part of the all faculty-staff meetings.

Appendix IV.A.6.

As the 2014 Year-In-Review document and the corresponding presentations have clearly articulated the relationship between financial planning and the allocation of resources to support SJVC’s mission and goals, SJVC has appropriately responded to the need for a greater employee knowledge base in the areas of financial planning and budgeting.

SJVC intends to continue the Year in Review practice, including dissemination of the results to the global college community. As this practice becomes ingrained into the SJVC culture, it is likely to produce even higher levels of employee awareness and engagement in strategic and financial planning.

Conclusion: As the levels of employee awareness of financial planning have risen to an acceptable level, no additional action is planned. SJVC will continue to uphold the practices described herein and in the response to improvement plan #1 (Standard IID) to ensure a sustained level of awareness of financial planning and budgeting within its employee population.

2. Regain unhindered programmatic accreditation status for PA program.


3. Implement policy and procedures for disseminating integrity and effectiveness evaluation results to the college community.

Response: SJVC has completed this improvement plan. A new institutional practice – that satisfies the need for dissemination of the results of the effectiveness evaluation of SJVC’s leadership, has been implemented.

Information is presented as follows:

- EXISTING INSTITUTIONAL PRACTICES
- NEW INSTITUTIONAL PRACTICE
• **EXISTING INSTITUTIONAL PRACTICES:** As documented in SJVC’s 2013 Self-Evaluation Report, SJVC employs the following systematic processes to ensure regular evaluation of institutional governance and decision-making policies, procedures, and processes:
  o Board of Governors Evaluations
    ▪ Evaluation of the President/CEO
    ▪ Board of Governors Self Evaluation
  o Employee Evaluations
  o Process Evaluations (Non-Academic Program Review)

In addition, periodic ad hoc evaluations of policy, processes, and procedures take place as needed.

While these processes have led to actionable improvements, during the last comprehensive evaluation SJVC identified the need to better communicate evaluation results to the SJVC community. Following is an overview of a new institutional practice that serves this purpose.

• **NEW INSTITUTIONAL PRACTICE:** As detailed herein, SJVC instituted the Year-in-Review practice in 2014 (Standard IB, #5). As explained, the Year-In-Review culminates in a report that memorializes the evaluation results for each topical area and future plans for improvement.

See Appendices [IB.11](#) and [IB.12](#)

Each topical section identifies the Senior Manager responsible for that particular area. In essence, the report is a clear reflection of the effectiveness of SJVC’s Senior Management as a whole as well as the effectiveness of individual managers.

The Year-In-Review Report is distributed to members of SJVC’s Executive Council. In an effort to ensure wide-spread communication of SJVC’s performance, the Senior Management presents the outcomes of the review at every SJVC campus.

See Appendices [IV.A.4](#), [IV.A.5](#), and [IV.A.6](#)

Reflection upon the components of the Year-In-Review process led to the Senior Management’s conclusion that this practice meets the spirit and intent of the requirement in Standard IV.A.7 that, 1) The institution regularly evaluate leadership roles to assure their integrity and effectiveness, and 2) The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Conclusion:** Senior Management plans to continue the Year-in-Review practice for the foreseeable future as it provides the college community with a deeper level of awareness and valuable insight into SJVC’s annual performance as well as the performance of individual Senior Managers and the future plans and goals for the upcoming year.

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IVA.1 PRS User Instructions
IVA.2 Faculty Survey Report (Questions 31-32)
IVA.3 Non-Faculty Survey Report (Questions 23-24)
IVA.4 Board of Governors Meeting Minutes (02.05.2015)
IVA.5 SJVC Executive Council Meeting Agenda (3.25.15)
IVA.6 All-Staff/Faculty Meeting Agenda (sample)
Standard IVB: Board and Administrative Organization

1. Conduct an internal marketing campaign to develop awareness and understanding of BoG policies in the wider college community.

Response: This improvement plan is in progress. As will be detailed below, SJVC’s governing board developed and implemented an internal marketing campaign aimed at increasing constituency awareness of the role and responsibilities of the board.

Information is presented as follows:

- DEVELOPMENT OF MARKETING CAMPAIGN
- IMPLEMENTATION OF MARKETING CAMPAIGN

- DEVELOPMENT OF MARKETING CAMPAIGN: At the February 5, 2015 Board of Governors meeting, the chair presented a proposal to conduct a marketing campaign aimed at increasing awareness and visibility of the board at the campus-level. This would occur through presentations given by the board at all 14 of the SJVC campuses. The campaign would be divided into two phases; phase one would focus on presentations to SJVC’s employee base and phase two would be aimed at reaching the student population.

Although the proposal did not require a formal vote, the board members in attendance expressed full support for this initiative.

Appendix IV.B.1: SJVC Board of Governors Meeting Minutes (02.05.2015, see agenda item IV.B)

The board chair and secretary worked together to develop a PowerPoint Presentation for the marketing campaign, which included the following topics:

- Introduction to SJVC’s governing board members
- Role of the BoG
  - Ensuring educational quality, integrity, financial stability, and fulfillment of the institutional mission
  - Institutional Policy-Making
  - Involvement in accreditation processes
- Board responsibilities
  - Annual review of key performance indicators to assess accomplishment of mission
  - Ensure that the college mission statement is reviewed every three years
  - Evaluate the President/CEO
  - Review results of annual audit
  - Review educational and institutional quality and effectiveness
• Review and approve institutional budget

At the March 25, 2015 Executive Council Meeting, the board’s chair announced his intention to visit and present at the campuses. The board’s secretary scheduled presentations at every SJVC campus location.

• IMPLEMENTATION OF MARKETING CAMPAIGN: The first phase of the marketing campaign was launched in June 2015 at the Hanford Campus. To reach as many employees as possible, the presentations were incorporated into the mandatory all-staff meetings.

At the end of the meetings, employees were given the opportunity to speak to the board members in attendance. This one-on-one time allowed employees the chance to ask any questions they may have or bring any concerns or issues to the board’s attention. Feedback received from employees were presented to and discussed at subsequent Board of Governors meetings.

Appendix IV.B.2: Board of Governors Meeting Minutes (11.05.15) (See Agenda Item #VI.B)

To gauge the effectiveness of these presentations, attendees were asked to complete an evaluation designed to elicit information on their overall impression of the presentations as well as their understanding and insight into the BoG’s role and responsibilities in the governance process. Cumulative evaluation results will be reviewed to assess the effectiveness of these presentations.

To date, the presentation has been delivered at 8 of the 14 SJVC campuses. The remaining presentations are scheduled to take place during the first half of 2016.

The second phase will also involve board visits to the campuses; however, these visits will be student focused. Initial plans for these visits include visiting classrooms and interacting with students. Due to the nature of student schedules, each visit will also have two specific time slots carved out for students to meet and speak to the attending board members.

Conclusion: SJVC has completed phase one of this improvement plan and is on track to complete the second phase by the end of 2016. Evaluation results received thus far strongly suggest that SJVC achieved its intended purpose for these presentations.

2. Review and update BoG New Member Orientation materials.

Response: SJVC has completed this improvement plan. A new orientation program has been developed and implemented. Information is presented as follows:

• FORMER ORIENTATION PROGRAM
• DEVELOPMENT AND IMPLEMENTATION OF NEW ORIENTATION PROGRAM

San Joaquin Valley College, Inc.
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• **FORMER ORIENTATION PROGRAM:** Under the former orientation program, new board members training consisted of a meeting with the secretary and chair of the BoG to discuss topics such as SJVC’s history, mission, and educational philosophy, SJVC’s administrative structure, board meetings and voting, the annual BoG evaluations, board bylaws and policies, and the BoG’s Conflict of Interest Policy and Codes of Ethical and Procedural Conduct.

At this meeting, new members were given a copy of the BoG handbook and encouraged to take a tour of a local SJVC campus.

• **DEVELOPMENT AND IMPLEMENTATION OF NEW ORIENTATION PROGRAM:** The Board of Governor’s (BoG) New Member Orientation training program was revamped in the summer of 2014. Revisions were made by the board’s secretary and chair.

Under the new orientation program, board members’ training is front-loaded and self-paced; it includes greater depth and breadth of content in preparation for their role on the board. New features of the orientation program include:

- Completion of ACCJC’s Online Accreditation Basics Course
- Reading assignments:
  - ACCJC’s Guide to Accreditation for Governing Boards
  - SJVC’s Board of Governor’s Handbook
- Voice-activated PowerPoint Presentation that covers SJVC’s:
  - Purpose, history and vision
  - Educational philosophy, academic program offerings, and student support services
  - Organizational Structure and accreditation
  - Governing board members’ role and responsibilities

Upon completion of these requirements, the new member meets with the chair and secretary of the board to go over additional information and answer any questions concerning the role and responsibilities as a board member. A tour of a local campus, which includes time observing instruction and delivery of student support services, completes the program.

A copy of the orientation program is provided in [Appendix IV.B.3](#).

SJVC’s newest board member completed the new orientation program in summer 2015.

In addition to the updated orientation program, SJVC provides ongoing board development opportunities to further support BoG members in their service on the board. For example, SJVC sent two BoG members to the WASC Academic Resource Conference in spring 2015 and an all-board retreat is planned for the first quarter of 2016.

**Conclusion:** SJVC has fully addressed this improvement plan. The BoG’s chair and secretary will periodically review and update the orientation program as necessary to ensure its ongoing effectiveness in preparing new members for their role and responsibilities on the BoG.
Appendices

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IIA.12 RN Program Improvement Proposal (June 2013)
IIA.13 RN Program Improvement Proposal (March 2014)
IIA.14 SJVC’s Letter to Dr. Susan Clifford (4.22.2014)
IIA.15 Director of Program Compliance (Job Description)

Standard IIB: Student Support Services
IIB.1 2014 Risk Factor Analysis
IIB.2 Screenshot of Academic Ops Dashboard
IIB.3 Failing First Module Students Report
IIB.4 Executive Summary on Admissions Pilot

Standard IIC: Library and Learning Support Services
IIC.1 Student Survey Report (Questions 25-27)
IIC.2 Faculty and Academic Administrator Survey Report (Questions 15-18)

Standard III: Resources

Standard IIIA: Human Resources
IIIA.1 eObservation Tool
IIIA.2 Summary Report of eObservation Results by Campus (June 2015-October 2015)

Standard IIIB: Physical Resources
IIIB.1 Program Review Handbook (11.2014)
IIIB.2 Purchasing and Facilities: Policies and Procedures Guidelines
IIIB.3 Capital Budget Asset Request Policy
IIIB.4 Facilities Service Desk Support Process

Standard IIIC: Technology Resources
IIIC.1 Lesson Plan Template

Standard IIID: Financial Resources
IIID.1 New Faculty Orientation Training Materials
IIID.2 Program Review Agenda (sample)
IIID.3 Curriculum Conference Report (sample)
IIID.4 Faculty Survey Report (Question 37)

Standard IV: Leadership and Governance

Standard IV.A: Decision-Making Roles & Processes
IVA.1 PRS User Instructions
IVA.2 Faculty Survey Report (Questions 31-32)
IVA.3 Non-Faculty Survey Report (Questions 23-24)
IVA.4 Board of Governors Meeting Minutes (02.05.2015)
IVA.5 SJVC Executive Council Meeting Agenda (3.25.15)
IVA.6 All-Staff/Faculty Meeting Agenda (sample)

Standard IV.B: Board and Administrative Organization
IVB.1 SJVC Board of Governors Meeting Minutes (02.05.2015)
IVB.2 SJVC Board of Governors Meeting Minutes (11.05.2015)
IVB.3  SJVC Board of Governors Orientation (Revised May 2014)