The following describes SJVC's practices, policies, and procedures for fulfilling ACCJC's accreditation standards and explains how the College will continue to meet each standard in light of the migration of the CMA, CAMA and AHCM programs to the San Diego Campus.

Standard One: Institutional Mission and Effectiveness

A. Mission.

SJVC's Mission Statement is reviewed regularly by the Board Governors and Executive Council. SJVC recently conducted a college-wide review of its Mission Statement in accordance with governing board policy. The results of the review of the Mission Statement unanimously confirmed that it addresses the broad-based educational purposes the institution strives to achieve and that it identifies the student population the institution seeks to reach with education directed toward career development and advancement. The Board approved the **Mission Statement** as written on January 20, 2011. (**Tab 2**)

The Mission Statement is the foundation for the College's Strategic Plan; both are used as institutional guides to improve the programs and services offered to students. SJVC conducts an on-going review of the Mission Statement and its Strategic Plan to ensure that each clearly defines the goals and educational objectives it seeks to achieve.

As discussed herein, SJVC's request to migrate the CMA, CAMA and AHCM programs to the San Diego Campus directly relates to the College's mission. During the planning process, SJVC's leadership used the educational goals and objectives expressed in the Mission Statement to assist in their determination of whether the addition of these programs was in alignment with the College's mission. The educational goals and objectives expressed in the Mission Statement will be used to assess and evaluate the effectiveness of the San Diego Campus, these programs, and the services offered to students.

B. Improving Institutional Effectiveness

SJVC is committed to continuously improving student learning by providing high quality and effective programs and services. The quality and effectiveness of the College's educational programs and services is regularly reviewed, assessed, and evaluated through ongoing, systematic and participative planning processes such as instructional and non-instructional program review and advisory board and campus operational reviews. These processes provide a forum for ongoing, collegial self-reflective dialogue concerning the improvement of student learning and achievement. The recommendations for improvement that arise out of these processes often serve as the basis for institutional strategic plans.

SJVC's Strategic Plan

Consistent with its mission and vision, strategic planning efforts revolve around improving student learning and success and responding to the educational and employment needs of the communities served by SJVC. To that end, goals and measurable objectives are identified through a collaborative process involving faculty, administrators and support staff. This process begins with the Senior Management who identifies the goals and objectives that the College will

pursue for a designated period of time. Appropriate constituencies are then given the opportunity to review these goals and objectives and provide their input which often informs the revision and further development of the College's plans. The final version of the strategic plan, and the goals and objectives of which it is comprised, is reviewed and approved by the governing board.

In order to support the achievement of the strategic plan, the College employs a continuous process that effectively aligns planning, strategic goals and initiatives. Initiatives that support the strategic plan are tied to the operating/financial plan.

The College's progress in achieving its strategic goals and objectives is measured on a regular basis and the results are communicated to various stakeholders. The extent to which the College achieves its goals is based on the evaluation of both quantitative and qualitative data, which include:

- Student achievement data such as
  - SLO assessment data and success rates
  - Course completion rates
  - Licensure pass rates
  - Absenteeism
  - Grades
- Student Evaluations of Course Instructors
- Student and Employee survey results
- Externship evaluations
- Graduate surveys
- Advisory Board input
- Program Review data

This information provides a snapshot of the College's effectiveness in the delivery of educational programs and student and employee support services. It also serves as the basis for discussions aimed at ways to improve performance in specific areas.

The Senior Management, in conjunction with other members of the College community, conduct a formal review of the effectiveness of the College's strategic planning and resource allocation cycle every two years. The effectiveness of the program review process is reviewed every two years as well. The results of these evaluations may be used as the basis for improvements to these processes.

SJVC will integrate its evaluation processes into the operation of the San Diego Campus. All of the assessment methods described above will be implemented in order to gather the research necessary to assist in the analysis and evaluation of the effectiveness of the campus and its programs and services.

Standard Two: Student Learning Programs and Services

    A. Instructional Programs

The CMA, CAMA and AHCM programs are of high quality and lead to employment in medical assisting and medical office management. SJVC has successfully taught these programs for many years at its other campus locations. In accordance with its mission, these programs reflect the existing employment opportunities and educational needs within the San Diego area. Once this campus is established, research will continue to be conducted at all levels (program, campus, institutional) to identify students' educational needs and assess their progress toward achieving student learning outcomes.

    1) Marketing

The San Diego CMA, CAMA and AHCM programs will be offered to a diverse group of applicants. Advertisements, promotional literature, publications, and recruitment activities will focus on the educational programs and student support services offered at this site. All statements in marketing materials will be factually clear and accurate as demonstrated in the **Program Brochures** provided in **Tab 5** (**Tab 5a** - **CMA Brochure**; **Tab 5b** - **CAMA Brochure**; **Tab 5c** - **AHCM Program Brochure**). Pending ACCJC/WASC approval of this substantive change, all references to accreditation will indicate that the institution is accredited by ACCJC/WASC. The College's publications will be updated to reflect this information after receipt of ACCJC/WASC approval of this change.

    2) Student Recruitment

Recruitment of students for these programs will be guided by well-qualified Admissions Advisor. The Admissions Advisors for the San Diego Campus will not engage in the ACCJC/WASC list of prohibited practices in student recruitment. Every Admissions Advisor receives in-depth, rigorous, comprehensive training to prevent misrepresentation of the College's programs, services, outcomes, etc. Students who meet the institutional **admissions requirements** provided in **Tab 4e** will be considered for enrollment into the San Diego CMA, CAMA and AHCM programs.

    3) Transfer of Credit

SJVC's policy on **Evaluation of Prior Credit** provides students with the opportunity to transfer in credit earned for general education courses. (**See Tab 4e**)

    4) Contractual Relationship

The CMA, CAMA and AHCM programs are sequenced and offered in a manner which will allow students to complete them in a contracted and designated amount of time. This contractual relationship between the College and the student obligates SJVC to offer all courses in a program for the specified length of time regardless of class size. The student's program path is clearly planned in accordance with the institution's predicted, explicit, and methodical scheduling process.

Whenever a student withdraws or is terminated from school, the College performs the calculations described in the **Refund Policy** provided in **Tab 4f**. Each student's

individual circumstances (total time attended, funding sources, tuition paid to date, etc.) will determine whether he/she is entitled to a refund of tuition fees and/or whether the student will be financially obligated to the institution or another government entity for tuition fees paid on his/her behalf.

5) Program Delivery

The CMA, CAMA and AHCM programs have proven to be of high quality and provide the necessary balance of didactic instruction and relevant hands-on training required for achievement of course, program, and institutional learning outcomes and, ultimately, employment as a clinical or administrative medical assistant.

Students are made aware of course, program and institutional learning outcomes through the College Catalog and course syllabi. (See **Tab 4a-c - Program Descriptions: Tab 4a - CMA Program Description**, **Tab 4b - CAMA Program Description**, **Tab 4c - AHCM Program Description** and **Tab 4g - Institutional Learning Outcomes** which have been excerpted verbatim from the College Catalog)   A **Course Syllabus** from the CMA program is provided in **Tab 21** as an example of how 1.) Students are made aware of course learning outcomes, and 2.) Instructional planning is outcomes-based.

Instruction for these programs will be delivered in a face-to-face format. Faculty will utilize a variety of instructional methodologies and strategies to meet the needs and learning styles of the students who enroll in the San Diego CMA, CAMA and AHCM programs.

6) General Education

In accordance with its belief that a well-rounded education is essential to a successful career, students who enroll in an associate degree program are required to complete a component of general education. The general education component consists of 24 units of courses designed to introduce students to the major areas of knowledge. As seen in the CMA, CAMA and AHCM **Program Assessment Plans (Tab 22a-c: Tab 22a - CMA Program Assessment Plan; Tab 22b - CAMA Program Assessment Plan; Tab 22c - AHCM Program Assessment Plan)**, students will be exposed to various learning experiences that will promote their intellectual, professional, and personal development. The plan describes the mechanisms through which these learning experiences will be delivered.

7) Completion of Program

Course credit is awarded to students who successfully complete coursework and achieve course learning outcomes. Successful completion of all of the required program courses culminates in an Associate of Science Degree or Certificate of Completion, as the case may be.

The College recently revised its **Definition of a Credit Hour**, a copy of which is provided in **Tab 4h**, to meet the new Department of Education regulations. The College Catalog will be updated in spring 2012 to include the new definition.

8) Academic Integrity

In order to assure the academic integrity of the teaching-learning process, SJVC has adopted policies on academic freedom and academic honesty, both of which have been approved by the governing board.

The SJVC Statement on **Academic Freedom** provided in **Tab 4i** describes the College's commitment to the free pursuit and dissemination of knowledge that fosters the integrity of the teaching-learning process. Faculty and students alike have the right to express their ideas verbally or in writing, even if these ideas are unpopular; provided that they are expressed within the boundaries of good taste and socially established standards, as set forth in the Student Code of Conduct and the Employee Code of Ethics. (**Tab 4k - Student Code of Conduct** and **Tab 4l - Employee Code of Ethics**)

The College's statement regarding **Academic Honesty** in **Tab 4j** requires all constituencies to uphold the integrity of the educational process by engaging in honest academic pursuits.

College constituencies are made aware of these statements by virtue of their publication in the Catalog and other institutional publications. The statements are also communicated in-person, through the orientation process for all new SJVC employees and students.

Violations of these policies are addressed immediately and equitably as delineated in the codes of conduct. Students and employees alike may employ the grievance process to raise concerns regarding the application of either of these two policies. The College will use these same methods and procedures to communicate and uphold its statements on academic freedom and academic honesty to students and faculty of the San Diego Campus.

9) Quality Assurance

SJVC has established systematic participative processes and practices to ensure the quality and effectiveness of its educational programs and services. Academic quality, rigor, and instructional effectiveness is assured through

- Program Review
- Advisory Board examination and feedback
- Curriculum Conferences
- faculty professional development opportunities
- the monitoring of classroom instruction and student engagement

The Program Review and Advisory Board processes involve collective input from students, faculty, staff, advisory members, and employers. Student achievement and assessment data are reviewed and analyzed to determine the level of student and program performance and to identify any needed improvements.[1] Based upon this cycle of review, improvements are made at the course and program levels including: changes to curriculum, student learning outcomes, course and program assessments, course objectives, outlines, and syllabi, textbooks, lab supplies and any other program equipment. Curriculum conferences also provide the opportunity for

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[1] Data reviewed at instructional program reviews include course grades, retention rates, student attendance, SLO assessment data, graduation rates, licensure pass rates and career placement data.

faculty to collaborate on the effectiveness of various course and program assessment tools and to create new tools or revising existing ones.

In addition to Program Review, faculty is responsible for assessing student learning, collecting and analyzing the resultant assessment data, and using the assessment data to identify and implement improvements to their own instructional strategies and methodologies on an ongoing basis.

In conjunction with providing appropriate professional development to faculty, the College also regularly observes and evaluates faculty to ensure instructional quality and effectiveness. Classroom observations are conducted on a regular basis by the Academic Dean or other members of College administration. After the observation, faculty members meet with the Dean to discuss the results of the observation. During this meeting faculty is often provided tips on how they can improve the quality of instruction delivered.

Faculty members are regularly evaluated by their students at the end of each course. Students participate in an "end of course" survey which provides the opportunity to rate their satisfaction with their instructors, the teaching/learning environment, academic resources, and student services. The survey results are reviewed by College administration, and, where appropriate, may be used as the impetus to affect needed change. Individual results are provided to each faculty member as well.

These processes and practices will be instituted at the San Diego Campus to ensure the quality and effectiveness of the academic programs offered at this location.

B. Student Support Services

SJVC provides comprehensive student support services in four areas: academic, financial, personal, and employment. (See **Tab 18** for an in-depth description of the **support services** that will be available to students of the San Diego Campus)

1) Academic Support

Academic support is available through Student Centers, course instructors, scheduled tutorial sessions, student mentors, and the Deans of Student Services. Students also have access to computers and the internet while on campus. The College's intranet-based portal, InfoZone, provides access to various College departments, such as the Registrar, which allows students to obtain their unofficial transcripts and class schedules.

2) Financial Support

Financial support is available through grants, loans, scholarships, and institutional loans offered through the Financial Aid office. Students may also use InfoZone to access their account balances and billing statements.

3) Personal Support

Several campuses operate fund-raisers and manage special accounts for students to assist them with food, child-care, transportation, and other personal needs. Student support and assistance

for personal issues are offered primarily by the Deans of Student Services who use a community-based referral system to obtain the specific help that a given student might require.

4) Employment Support

Career Services are available to all current SJVC students and alumni.   Career Service Representatives provide organized, in-class, and program-specific instructional seminars covering resume writing, interviewing skills, professional dress, and professional techniques for job searching and obtaining employment. Currently enrolled students may request the assistance of Career Services for obtaining part-time employment.

5) Quality Assurance

The services described above address the identified needs of SJVC's student population and serve to enhance their educational experiences. Services are accessible to students regardless of campus location or delivery mode. The quality and effectiveness of SJVC's student services is regularly assessed using student learning outcomes, faculty and staff input, and other measures.

Research is conducted on a regular basis to identify the learning support needs of SJVC's student population. The results are used to improve and/or modify existing services; they may also inform the development of new student support programs and services.

The adequacy and effectiveness of these services in meeting identified student needs is evaluated through the non-instructional program review process; the results of which, are used as the basis for improvement.

6) Student Awareness

Students are made aware of the availability and accessibility of the services described above through New Student Orientation, the College Catalog, and the Student Handbook.

C. Library and Learning Support Services

As described in **Tab 18 – Description of Student Support Services and Learning Resources** every SJVC campus location features a Library and Learning Resource Center (LLRC) which provides students with fiction and non-fiction books, reference materials, internet resources, periodicals, videos, newspapers, copy machines, and a vast assortment of in-class learning resources which support the various programs offered by SJVC. The Library Resource Coordinators at each campus are well trained and professionally qualified to provide appropriate support to students and faculty who use the libraries. SJVC provides sufficient financial support for the maintenance, security, and improvement of all information resources and technology systems in each LLRC. The LLRC's effectiveness, including any need for improvement, is evaluated through the non-instructional program review process; at which, attendees review data pertaining to the use of program profiles, statistics of reference, library usage activity, and the annual library and learning resource acquisition plan.

Plans for the San Diego Campus include an LLRC. The list of **Library Resources** that support the curricula for the CMA, CAMA and AHCM programs are provided in **Tab 7.**   These

resources will be purchased and incorporated into the San Diego Campus' LLRC prior to enrollment of the first student cohort.

Standard Three: Resources

A. Human Resources
As demonstrated in the **Staffing Matrix** provided in **Tab 9**, the College will hire a sufficient number of qualified full-time faculty to support the instructional requirements of the CMA, CAMA and AHCM programs. These individuals will possess the necessary education and qualifications enumerated within the **Minimum Faculty Qualifications** and **Job Description.** **(Tab 14)** The **Campus Budget** provided in **Tab 11** includes faculty salaries for the first two years of the campus' operation.

Because these programs are expected to have a relatively low census (20-30 FTE students), no additional administrative staff is required for this site. However, if student census rises significantly above this level, the College will hire additional faculty and staff to accommodate the increase in census. The College's staffing guidelines will determine the number and kinds of additional administrators, faculty and staff for this site.

Provided below is a description of SJVC's HR policies, procedures, and practices which will be implemented to assure the hiring and retention of well-qualified faculty for the San Diego Campus.

  1) Employee Recruitment, Retention, and Evaluation
SJVC is committed to equal employment opportunity. It is also committed to selecting faculty, administrative, professional, technical, and other support staff members who have the necessary knowledge, skills, and abilities to support the academic programs, student support services, and the operation of the institution. This commitment to fair hiring, selection, and retention processes will be maintained as the foundation for the San Diego Campus. The employment process will be coordinated through the Senior Managers and the Human Resources Director in order to ensure compliance with all applicable state and federal guidelines and regulations.

Explicit procedures and criteria for staff selection, retention, advancement, termination, and due process are in place and published in the Employee Handbook. The Handbook is provided to all employees and is reviewed annually to incorporate updates. This information is disseminated on a systematic basis through the employment and orientation process and also during regular staff, faculty, and operating meetings. It is also available for review on the SJVC intranet-based portal.

SJVC makes every effort to provide adequate staffing and allocation of human resources to each department and support area. Turnover in all classifications is analyzed and reviewed regularly. SJVC annually evaluates each of its employees and regularly reviews the allocation of resources. SJVC strives to stay competitive in an ever-changing academic and economic environment.

Salaries and benefits are competitive with like institutions of higher education and are adequate and consistent with the purpose of the institution. SJVC is committed to keeping salaries and compensation within the market parameters in order to attract and retain qualified staff, faculty, and administrators.

Performance evaluations are based on identified job duties and responsibilities, mutually agreed upon annual goals and objectives, and overall results. Performance evaluations take place after the first 90 days of employment and annually thereafter based on the date of hire or a significant change in job duties. The evaluations are conducted through one-on-one supervisor/supervisee meetings. Informal evaluations occur frequently in normal daily job performance activities. Faculty members are evaluated regularly by the Academic Dean and their respective Program Director or Division Manager in addition to evaluation through feedback obtained from student surveys.

2) Diversity

As articulated in the Mission Statement, SJVC is committed to serving a diverse student population. SJVC defines diversity to include gender, ethnicity, age, socioeconomic class, sexual orientation, physical challenges, religion, culture, race and national origin. SJVC values the richness of diversity and seeks to have its students, faculty, and staff inclusive of these characteristics. SJVC is firmly committed to providing an educational and work environment free from discrimination. As such, explicit affirmative action, nondiscrimination, and equal employment opportunity policies are contained within the College Catalog and the Student, Employee, and Faculty Handbooks. Any diversity issues that arise are considered in a thorough and professional manner.

In an effort to promote an understanding and appreciation for diversity, SJVC has established a Diversity Committee which involves staff from all SJVC locations. The purpose of the Committee is to create a diverse culture, community, and environment in the SJVC institution. In doing so, the Committee works to promote understanding of different cultures through training and action plans.

3) Professional Development

SJVC supports employees in their continued professional development. Employees are encouraged to attend conferences, seminars, and classes to enhance their knowledge base and skill level appropriate to their current positions within the institution. Employees are also offered in-house training opportunities.

After a faculty member is hired, he/she is trained in an extensive two-day New Faculty Orientation facilitated by the Director of Instruction. Training topics include: an overview of College operations, instructional processes, performance expectations, and methods of evaluation. Instructors perform mock teaching demonstrations, learn how to create daily lesson plans, and are mentored by seasoned faculty members.

Training for the purposes of improving teaching methodologies, classroom management, curriculum development, student learning modalities, and the use of technology in the classroom

occurs regularly. It is offered through corporate and campus-level administrators who have expertise in these respective areas.

The employee recruitment and evaluation procedures described above will be implemented at the San Diego Campus to assure the hiring and retention of qualified individuals to support this site. The faculty, administrators and staff hired for this campus will be provided appropriate opportunities to continue their professional development as described above.

B. Physical Resources

SJVC maintains a safe, accessible, and healthful work environment in compliance with OSHA standards. Custodial service is provided throughout all facilities on a daily basis. SJVC also provides security at each of its facilities.

The facility identified for the San Diego Campus is located at: 333 H. Street, Chula Vista, CA 91910. The College is in the process of finalizing the terms of the lease.

The building will accommodate the classroom and laboratory requirements of the CMA, CAMA, and AHCM programs. The **Space Allocation Plan** provided in **Tab 10** depicts the layout of the facility which will be divided into two areas: administrative office area and the campus/clinic area. The administrative office area is comprised of 1600 square feet which will be constructed into offices, mail/copy room, storage room, server room, reception/lobby area, restrooms, and a break room.

The campus/clinic area will be divided into classrooms, labs, and the Dental Hygiene Clinic. As seen on the **Space Allocation Plan**, the College has allocated classroom and lab space for the CMA, CAMA and AHCM programs on the second floor of the building. Minor construction is required to meet the College's building specifications for this site.

The facility will be properly equipped with the necessary office and classroom furniture, supplies, and equipment as detailed in the Program Equipment Lists provided in **Tab 17a-c: Tab 17a – CMA/CAMA Program Equipment List; Tab 17b - AHCM Program Equipment List; Tab 17c - Classroom Equipment List**.

C. Technical Resources

SJVC provides current technology and technological support that is designed to meet the needs of student learning, teaching and instructional delivery methods, institutional dialogue and communications, research, analysis and assessments, longitudinal record-keeping, and college operational systems. Technology resources are used to support student learning programs and services and to improve institutional effectiveness.

Students and employees of the San Diego Campus will have access to various technology resources. The campus will feature an adequate number of computers with internet access for use by students. Employees will be issued a desktop and/or laptop computer to facilitate their respective job duties and responsibilities. Industry specific software programs will be purchased to support instruction and meet program learning outcomes. In addition, faculty and students will have access to a variety of technology tools such as iClickers, Smartboards, eBooks, etc.

Technology resources have been accounted for in the campus budget provided in **Tab 11** – **Campus Budget**.

Students and employees will also have access to SJVC's intranet-based portal, InfoZone, where they can access email, threaded discussions, grades, campus-specific information, technical help and training materials. InfoZone provides a central location to access a number of the applications and services available to students.

D. Fiscal Resources

SJVC has adequate financial resources to initiate, maintain, and enhance its programs and services. The institution's financial resources provide for financial viability and institutional improvement. The budget process is tied directly to the institution's goals of providing quality education as outlined in the Mission Statement. The budget is developed through a process that invites participation from select program, campus, and corporate employees. Through these channels, annual operating budgets are developed and approved which allow the Chief Financial Officer to conduct long-range financial planning.

As explained in the **Financial Planning** section of this document, the College has made the necessary financial preparations to start and sustain the CMA, CAMA and AHCM programs at the San Diego Campus. The two-year budget properly includes the facility expenses, which include construction costs, student recruitment, employee support services, start-up capital costs, student textbooks and lab supplies, and faculty and administrative salaries and benefits. The budget also reflects the expenditures required to support the educational programs to be offered including student learning outcomes and student services. The budget also provides evidence of the College's projected source of on-going revenue derived from student tuition payments which will sustain the campus and ultimately support the financial stability of the institution.

Standard Four: Leadership and Governance

A. Decision-Making Roles and Processes

SJVC's governance system provides appropriate opportunities for constituency participation in the decision-making and planning process. Constituency input is valued, sought, and relied upon in the formation of College decisions and plans. Written policies and procedures communicate each constituency's role in governance and identify the various mechanisms available for their participation in decision-making and planning. (**Tab 23 – Policy on Constituency Participation in Governance**) College leadership encourages and actively solicits input from constituency groups in order to make informed decisions and plans. College constituencies utilize the governance process and work together to continually improve educational services and programs.

Once the San Diego Campus is established, the faculty, students, management and staff hired for that location will participate in governance as described above.

B.   Board and Administrative Organization

SJVC's Governing Board is comprised of eight voting members who include the College President and Chief Executive Officer and six appointed members from the community. The six

community members are appointed by the President and Chief Executive Officer to serve for three year terms. The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs, services, and financial stability of the institution. In conjunction with the governing board, the Board of Directors is responsible for the quality and effectiveness of the institution as well as the provision of effective leadership in institutional operations and in assessing effectiveness.

Once established, the San Diego Campus will be under the leadership of the Board of Governors and the Board of Directors. The Board of Governors receives periodic reports on the campus' performance in areas of student learning, finances, facilities, and student achievement. The Board will use this information to assess the campus' effectiveness in fulfilling the College mission and vision.