



SAN JOSÉ · EVERGREEN
Community College District

BIANNUAL REPORTING BOARD'S ENDS POLICIES – STUDENT SUCCESS

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OCTOBER 25TH 2022



1 STUDENT SUCCESS (Oct 25, 2022)

Degree & Certificate Completion, Transferability, College Experience and College Readiness

Measurement

Degree & Certificate Completion

- 1.1 Number of AA, AS, ADT Degrees
- 1.2 Number of Certificates

Transferability

- 1.3 Transfer Level Course Success Rate
- 1.4 Percent Transfer Prepared

CSU/UC Acceptance Rates

- 1.5 Number of Transfers

- 1.7 Transfer Rate

College Readiness

- 1.8 Completion of Basic Skills
- 1.9 Remedial Rate for English/Math
- 1.10 Successful Transfer Level Math/English in Year 1
- 1.11 Students with 12+ units in Year One

College Experience

- 1.12 Diversity of staff and faculty
- 1.13 Employee Satisfaction
- 1.14 Clergy Act reporting
- 1.15 Student Engagement

2 COMMUNITY IMPACT (2022)

Career Development, Community, Business, Industry and Trades Partnerships / Collaborations

Measurement

Career Development

- 2.1 CTE Success Rate
- 2.2 CTE Course Completion Rate
- 2.3 Number of CTE Degrees/Certificates
- 2.4 Skills Builder Metric
- 2.5 Employed After Exit
- 2.6 Job Related to Program of Study
- 2.7 Median Earnings After Exit/Award
- 2.8 Success in passing licensing exams

Community, Business, Industry and Trades Partnerships/Collaborations

- 2.9 Number of Dual Enrollments
- 2.10 Number of internships/work experience
- 2.11 Number of apprenticeships
- 2.12 Number of partnerships/collaborations
- 2.13 Amount of grant funding
- 2.14 Amount of fundraising (Foundation)

FRAMEWORK FOR BIENNIAL REPORTING

ENDS POLICY MEASUREMENTS

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A few things to understand before we begin.

1. These are the official data by which the district assess its performance. Ends Policy is a foundation which statement should inform Board decisions. Are these the right ones? Are they all informative? Are we missing vital measures?

2. The measures themselves are not enough for decision making but they can tell us where to investigate. But these measure alone, are not the whole story nor are they adequate to tell us why and what to do about it. And I'm not necessarily the right person to answer why or what to do unless it is the Higher Education/economic literature lens.

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ROLE IN ACCREDITATION

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ACCJC Standard 4.C.8

"To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality."

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Let's review the accreditation standard which this presentation partial fulfills. This is in fulfillment of the "regularly reviews" part. This presentation is a review of data points. These metrics are known to and are part of the college planning processes that shape institutional plans. There are other meetings when the Board reviews those plans. This presentation is just the first part of that. The Board's follow-up action would be to keep these metrics and trends in mind when reviewing institutional plans and to request updates on the implementation of plans and initiatives. This presentation as a stand alone events is not useful. At it's best it 1) Creates a shared understanding of students and student outcomes which becomes the basis for planning and action, 2) Is the backdrop that allows the Board-level action to prioritize initiatives and mange meeting agenda. Public Boards are highly constrained in terms of time and how they spend meeting time.

Its critical that these metrics be understood in the context of institutional plans aimed at impacting these metrics.

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PLANS, POLICIES AND PROGRAMS

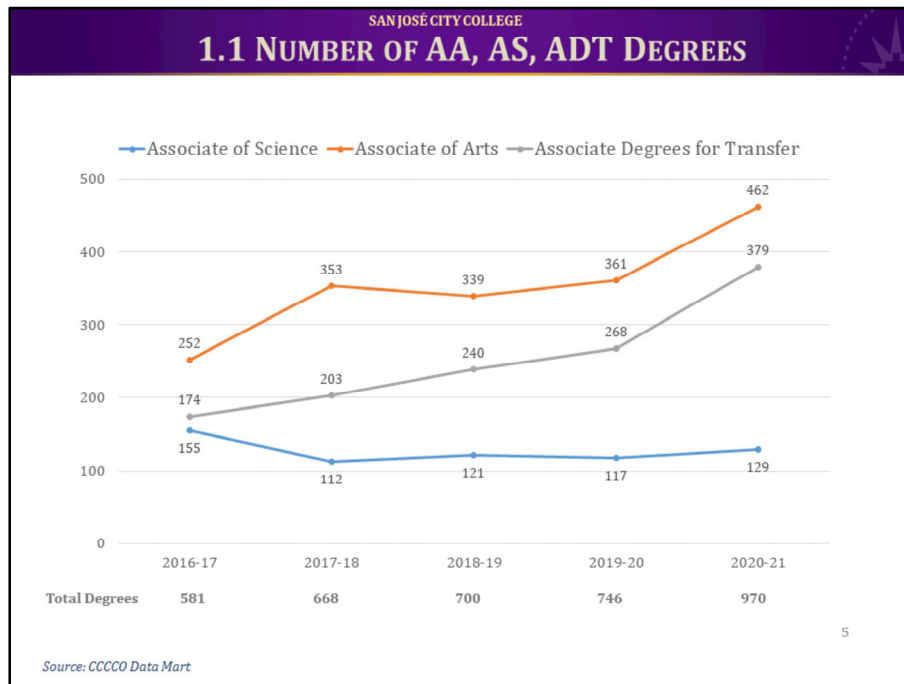
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- Dual Enrollment
- East San Jose Initiative
- Student Equity Plans 2022-2025
- Guided Pathways
- Community Impact Programs

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Here are just some of the programs and initiatives that are aimed at improving the End's Policies. This presentation is a check-in on where we are. For a deeper understanding of specific causes and solutions to unfavorable metrics, the Board may ask for reports about these or other programs being implemented by the Colleges and District Services.



The number of awards are still increasing despite the pandemic. This is likely to be due to the fact that those students started many years ago and were very close to graduating by the time the pandemic hit. There may have also been efforts at the college to find students who were close to graduation and help them get over that finish line.

SAN JOSÉ CITY COLLEGE				
1.1 TOP 5 DEGREES BY ETHNICITY				
<u>Associates Award Count by Program – 2020-21</u>				
	Asian	Latinx	All Else	Total Award Count
Liberal Arts:Social and Behavioral Sciences, AA (SJCC)	2) 42	1) 125	53	220
Liberal Arts:Scientific Inquiry & Quant. Reason., AA (SJCC)	1) 47	3) 40	22	109
Business Administration AS-T CSU (SJCC)	3) 23	4) 33	22	78
Liberal Arts: Arts and Humanities, AA (SJCC)	5) 11	2) 43	10	64
Psychology AA-T CSU (SJCC)	7) 6	4) 33	14	53
Sociology	9) 5	6) 24	10	39
Mathematics AS-T CSU (SJCC)	4) 19	18) 3	3	7) 25
Economics AA-T CSU (SJCC)	6) 9	18) 3	2	14
Medical Assisting: Clinical, AS (SJCC)	7) 6	10) 6	5	17

Source: SJECDD CROA data warehouse

Overall, Liberal Arts: Social and Behavioral Science (AA), Liberal Arts: Quantitative Reasoning (AA), and Business Administration (AST) are the top 3 degrees overall.

For Asian Students the top 3 are the same except in a different order with Liberal Arts: Quantitative Reasoning as the top degree followed by Liberal Arts: Social and Behavioral Sciences and Business Administration.

For Latinx Students there are a lot more Liberal Arts: Social and Behavioral Sciences (125) with Liberal Arts: Arts and Humanities 2nd (43). Liberal Arts: Quantitative Reasoning is 3rd (40).

Here we see Asian students more likely to earn degrees in Quantitative Reasoning where Latinx student are much more likely to earn degrees in Social and Behavioral Sciences, Art and Humanities.

What implication could the type of Associates degree have on a persons earning potential? This finding could be implication for the Metrics in The Community Impact End's Report where we find Latix graduates earning less than their white and Asian peers



It is interesting to note that certificates have increased and stayed steady during the pandemic years, when many courses were likely cancelled. It's possible that those close to the end of their program persisted and graduated. It's also possible that the entry pipelines saw decreased new enrollments and that we will see a decrease in certificates in future years.

SAN JOSÉ CITY COLLEGE				
1.2 TOP 5 CERTIFICATES BY ETHNICITY				
Certificate Award Count by Program – 2020-21				
	Asian	Latinx	All Else	Total award count
CSU: General Education Transfer, Cert of Achv L3 (SJCC)	1) 41	1) 75	37	153
Cosmetology, Cert of Achv L3 (SJCC)	6) 6	2) 20	17	43
Air Conditioning & Refrigeration, Cert of Achv L2 (SJCC)	3) 7	6) 17	14	38
Cosmetology: Esthetics, Cert of Achv L2 (SJCC)	6) 6	5) 18	13	37
Medical Assisting: Clinical, Cert of Achv L3 (SJCC)	6) 6	3) 19	9	34
UC: IGETC Transfer Studies, Cert of Achv L3 (SJCC)	2	3) 19	6	27
Air Conditioning & Refrigeration, Cert of Achv L3 (SJCC)	3) 7	8) 8	7	22
Dental Assisting, Cert of Achv L3 (SJCC)	3) 7	7) 11	2	20
Construction: Residential Carpentry, Cert of Achv L1 (SJCC)	3) 7	10) 4	6	17
Machine Technology: CNC, CAD, CAM Machinist, Cert L3 (SJCC)	2) 10	1	0	16) 11
ECE: Master Teacher, Cert of Achv L3 (SJCC)	2	9) 5	0	20) 7

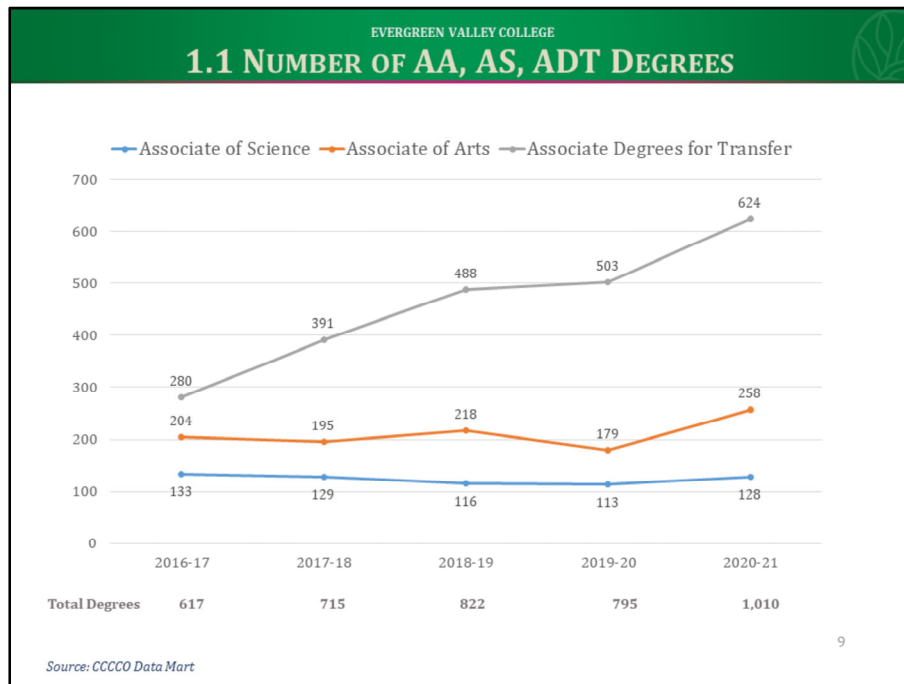
Source: SJECED CROA Data Warehouse

Overall, CSU General Education Transfer Certificate of Achievement L3, Cosmetology, and Air Conditioning are the top 3 certificates.

For Asian Student CSU General Education Transfer Certificate of Achievement L3 is 1st with Machine Technology: CNC, CAD, CAM 2nd.

For Latinx Students: 1st is CSU General Education Transfer Certificate of Achievement L3, 2nd Cosmetology 3rd is a tie between Medical Assisting/IC IGETC Transfer Studies, 5th is Cosmetology: Esthetics, and 6th is Air Conditioning.

As with Degrees, the impact that program choice has on future earnings should be considered.



EVC had an increase in Associates Degrees during the early pandemic terms. This could be due to outreach efforts by the college to find and support student close to graduation.

1.2 TOP 5 DEGREES BY ETHNICITY

Associates Award Count by Program – 2020-21

Program	Asian	Latinx	All Else	Total
Business Administration AS-T CSU (EVC)	1) 34	2) 16	8	58
General Studies: Health Science, AA (EVC)	2) 23	5) 8	7	38
Nursing Education, AS (EVC)	3) 12	4) 15	11	38
Psychology AA-T CSU (EVC)	5	1) 17	3	25
Administration of Justice AS-T CSU (EVC)	2	2) 16	4	22
AA-T in Child and Adolescent Development	4	6	3	13
AA-T in Economics (EVC)	4) 8	2	1	11
General Studies: Sociology, AA (EVC)	2	6	3	11
Mathematics AS-T CSU (EVC)	5) 6	1	3	10

Source: SJECCD CROA Data Warehouse

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The top Associates Degrees are Business Administration AS-T-CSU, General Studies: Health Science, AA, and Nursing Education, AS, Psychology AA CSU, and Administration of Justice.

Asian students have the same top 3, since they make up the majority of all Associate degree at EVC. The 4th and 5th ranked degrees by number are Economics and Mathematics.

For Latinx (which make up a smaller proportion of degrees than at SJC) the top ranked degrees are: 1: Psychology, 2 is tied between Business Admin and Administration of Justice, 4: Nursing and 5: General Studies Health Science.

Again we see differences between Asian and Latinx population in areas of study which might be linked to different earning potential.



Here is an example of a data point which just has to have a story behind it. EVC implemented an effort to increase opportunities for students to realize acknowledgement of certification. This was a proactive outreach effort to particular students. It'd likely an increase lie this will not sustain since the students receiving certificates were realizing acknowledgement of already completed coursework.

1.2 NUMBER OF CERTIFICATES

Certificate Award Count by Program – 2020-21

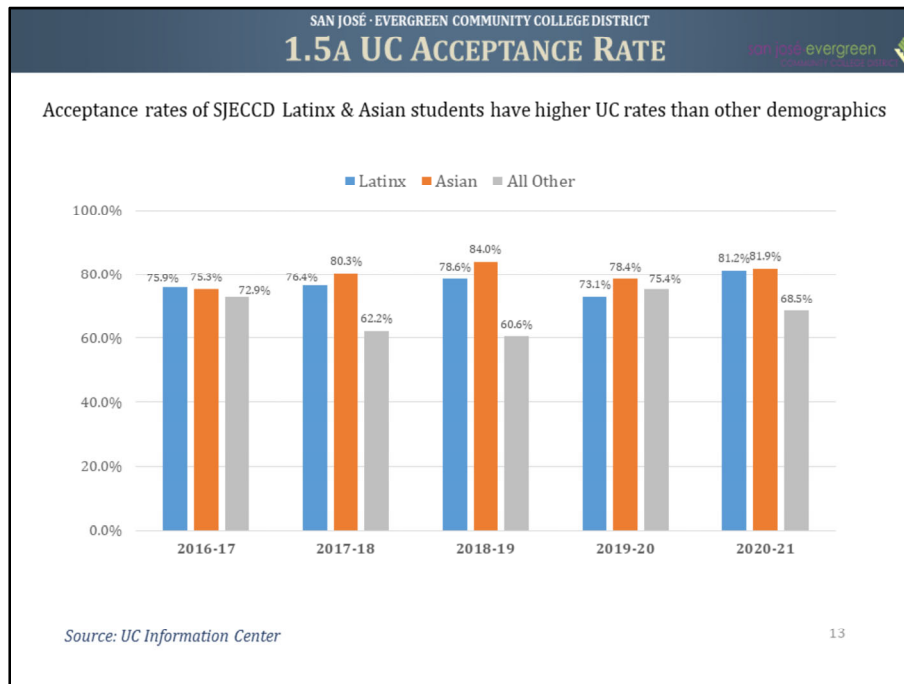
Program	Asian	Latinx	All Else	Total Award Count
CSU GE-Breadth Certificate of Achievement	19	12	9	40
Automotive Foundational Skills - Certificate of Achievement	4	2	1	7
Paralegal Studies, Certificate of Achievement (EVC)	3	3	0	7
Accounting, Certificate (EVC)	3		0	3

Source: SJECCD CROA Data Warehouse

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EVC offers fewer certificated programs than SJCC.

Here Asian and Latinx, and all else trend are the same with CSU-GE Breadth Certificate of Achievement, Automotive Foundational Skills, paralegal Studies, and Accounting being the top 4.



It's worth noting that only 270 students district-wide applied to a UC.

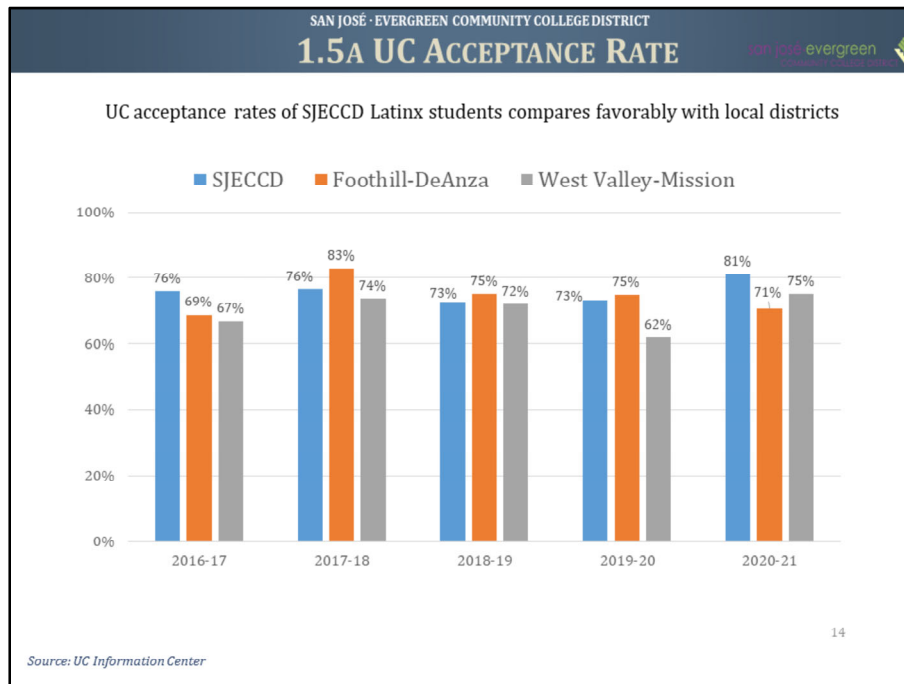
In 2020-21

Latinx – Total Applied = 101

Asian – Total applied = 116

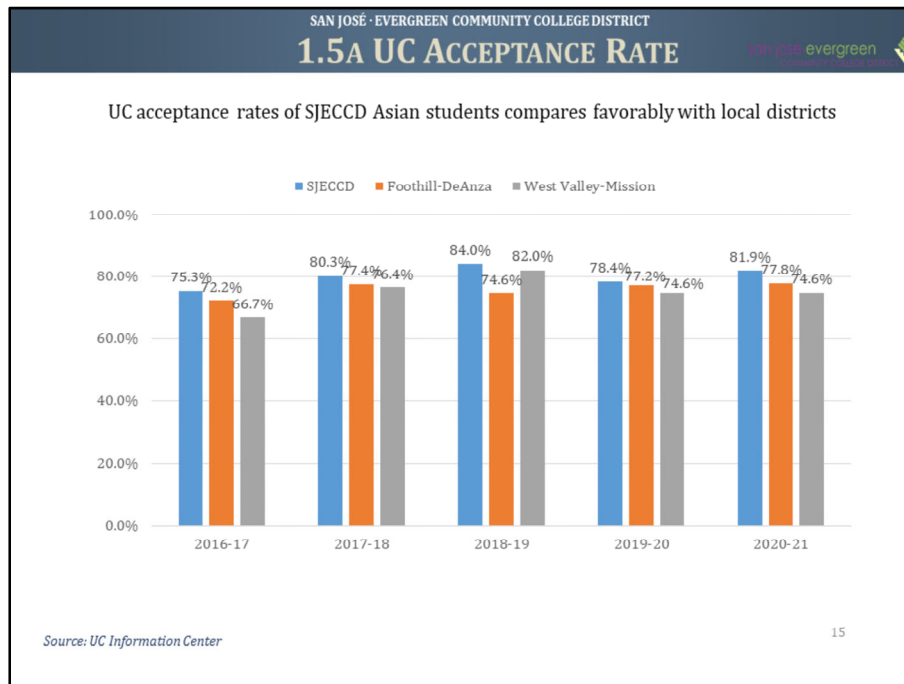
Other - Total applied = 54

Total - 271



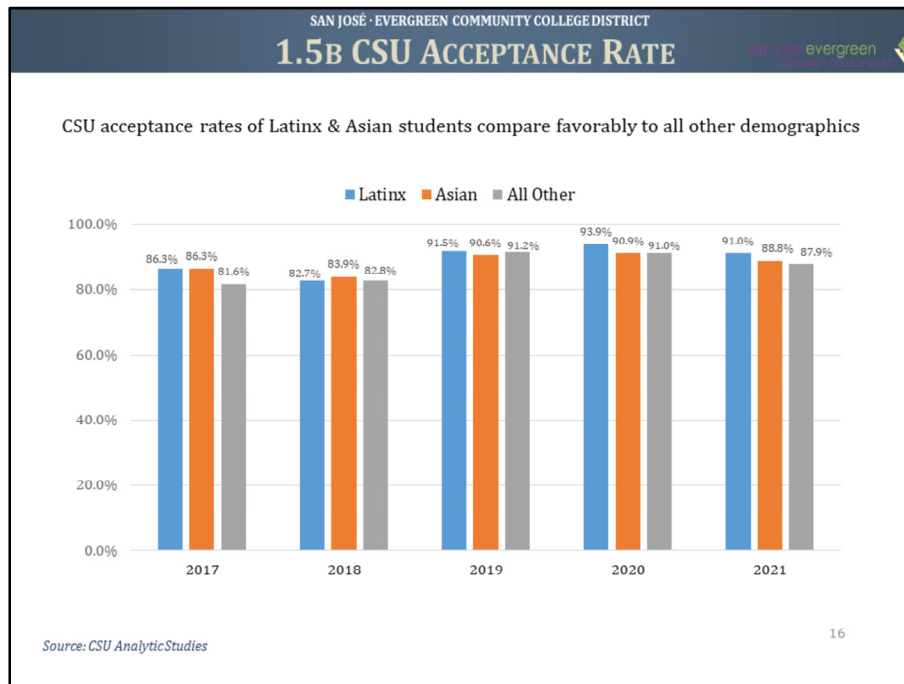
Latinx acceptance rate compares favorably with our peers, but our numbers are small.
Latinx. applied in Fall 2020 214

SJECCD – 214 / 14,513 (Fall 2020)
Foothill-DeAnza – 1421 / 30,172
West Valley-Mission – 232 / 13,503



Asian acceptance rate compares favorably with our peers but our numbers are small
Asian applicants in Fall 2020 95.

SJECDD – 95/ 14,513 (Fall 2020)
Foothill-DeAnza – 750 / 30,172
West Valley-Mission 150 / 13,503



A total of 1341 student from SJECCD applied to CSU in 2020-21.

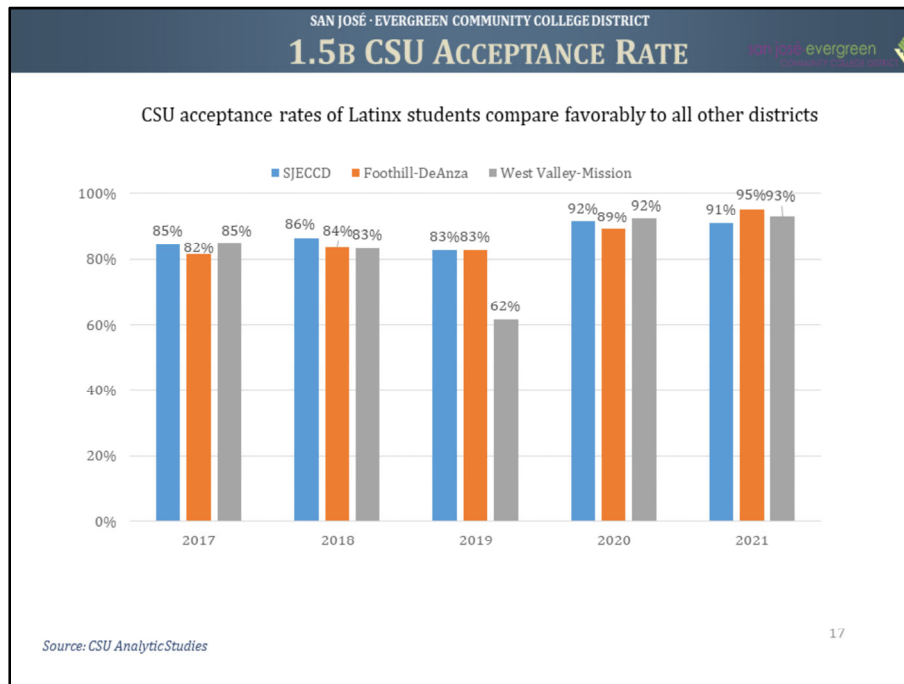
In 2020-21

Latinx – Total Applied = 520

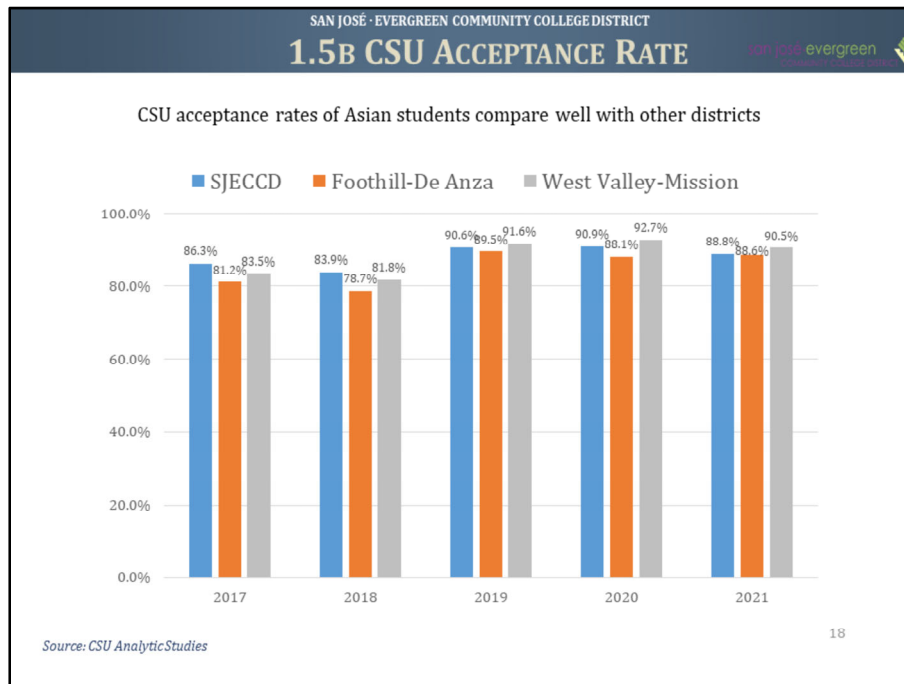
Asian – Total applied = 516

Other - Total applied = 305

Total - 1341



SJECCD – 2021 Fall
Latinx admitted 579 to CSU.



A total of 516 Asian Students applied to CSU.

SJECCD – Total number of students – 14,513 (Fall 2021)

Overall – Applied – 1341. Admitted – 1199

Asian – Applied – 516. Admitted – 458

West Valley-Mission

Overall – Applied – 1170. Admitted – 1066

Asian applied - 294. Admitted – 266

Foothill-De Anza:

Overall – Applied – 3253. Admitted – 2864

Asian - Applied – 1197. Admitted - 1061

1.6 NUMBER OF TRANSFERS

Measure	2018-19	2019-20	2020-21
Transfer to UC	60	57	62
Transfer to CSU	291	407	332
Transfer to In-State Private	31	15	18
Transfer to Out-of-State	78	76	77
Total Transfers	460	555	489

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Source: UC Info Centre / Cal-State Data Dashboard / CCCCCO Datamart

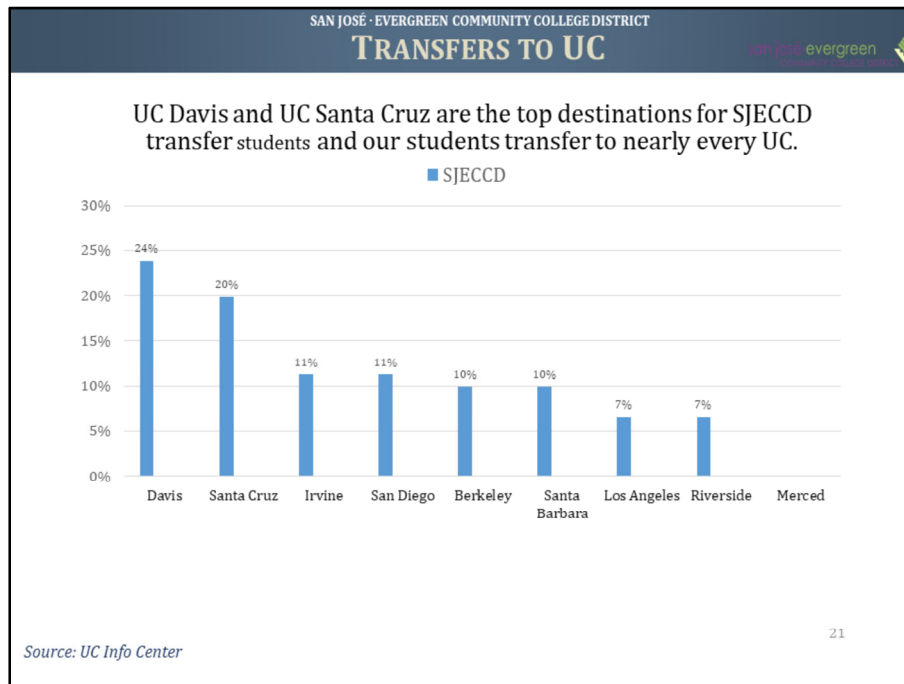
1.6 NUMBER OF TRANSFERS



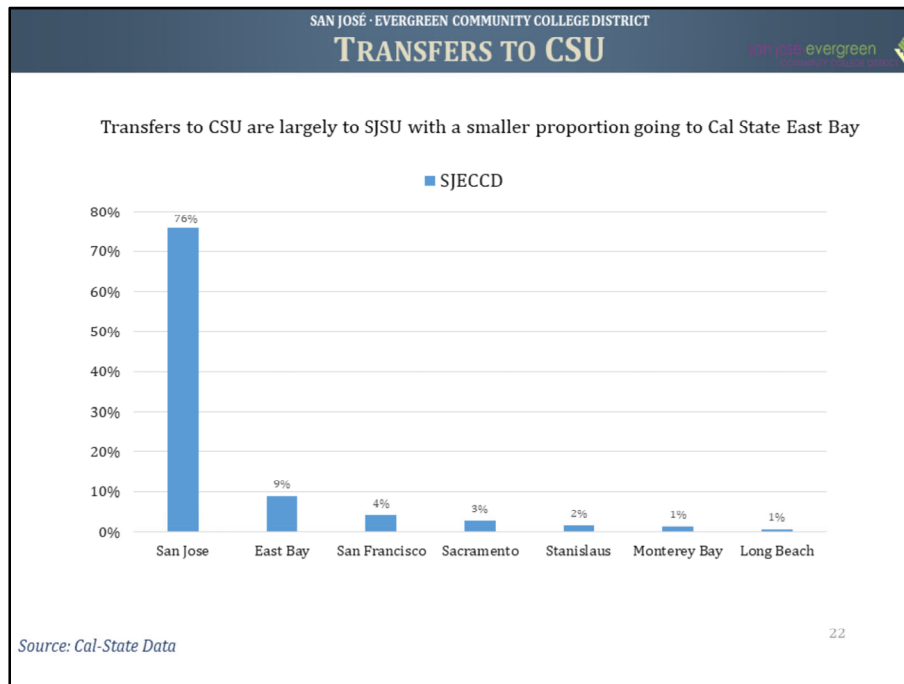
Measure	2018-19	2019-20	2020-21
Transfer to UC	71	73	89
Transfer to CSU	506	532	658
Transfer to In-State Private	34	26	28
Transfer to Out-of-State	71	91	100
Total Transfers	682	722	875

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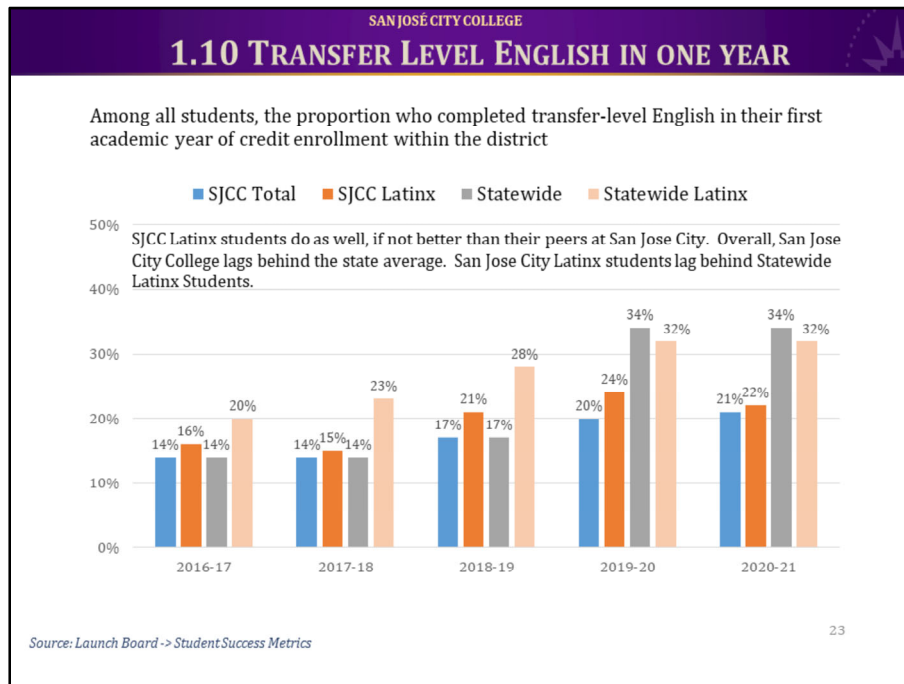
Source: UC Info Centre / Cal-State Data Dashboard / CCCC Datamart



SJECCD most often transfer to UC Davis and Santa Cruz. Around 10% transferred to Irvine, San Diego, Berkeley and Santa Barbara. Our students may be less likely to apply to UC given how far most UC campuses are from San Jose.



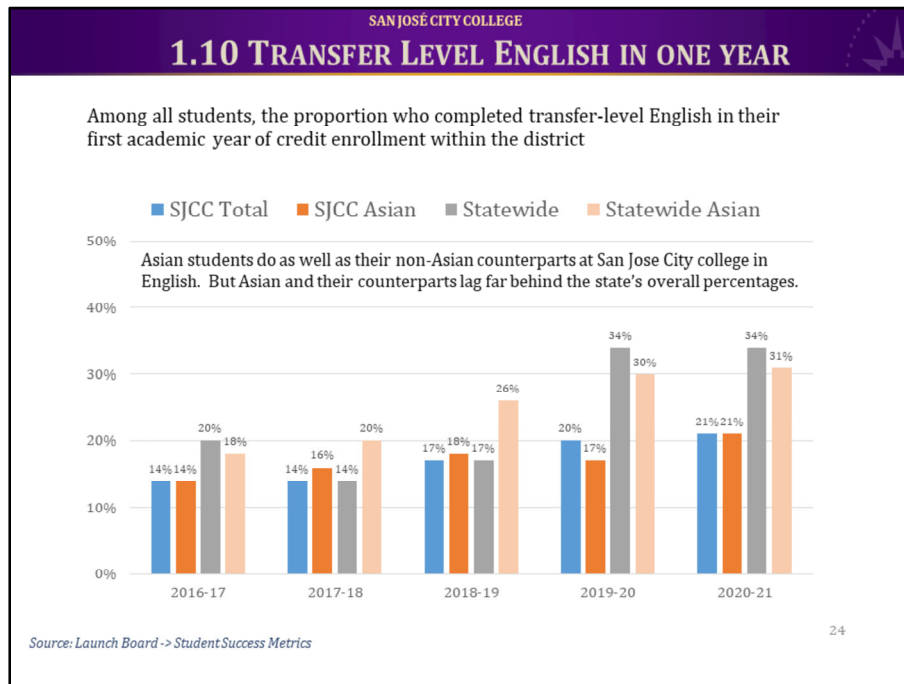
The vast majority (76%) transfer to SJSU with another 9% going to Cal State East Bay.



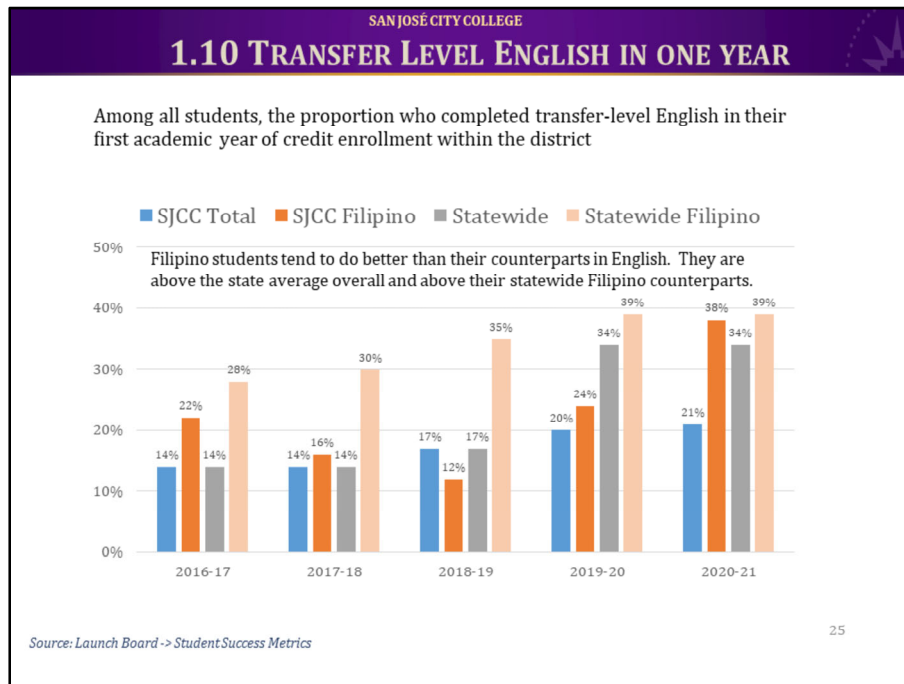
Focus on Latinx

SJCC Latinx students do as well, if not better than their peers at San Jose City. Overall, San Jose City College lags behind the state average. San Jose City Latinx students lag behind Statewide Latinx Students.

One potential explanation may be if SJCC has certificate programs that do not require transfer level English or Math. The state-wide metric includes all student regardless of program requirements.

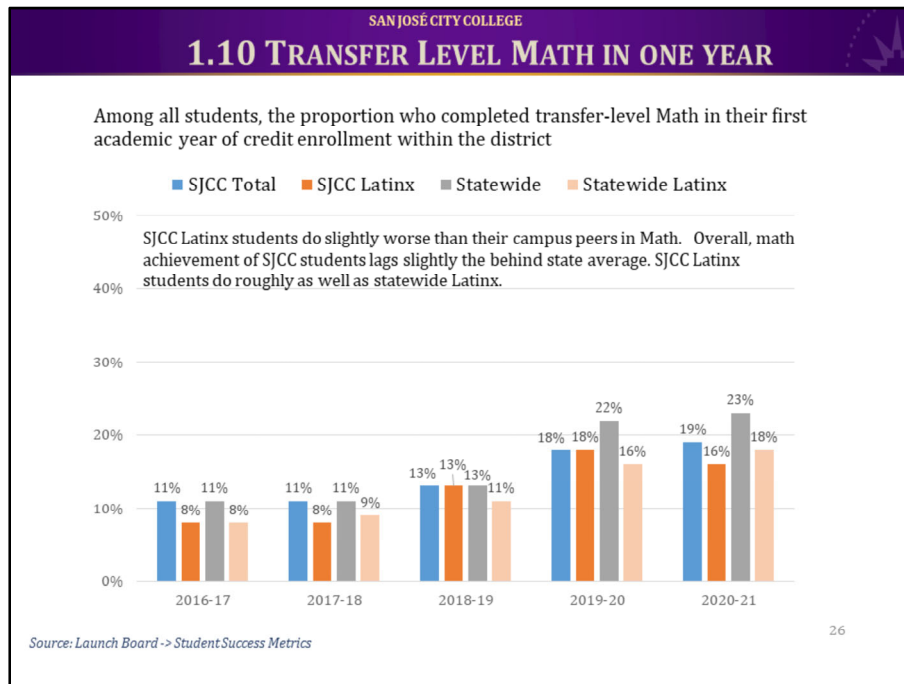


Asian students do as well as their non-Asian counterparts at San Jose City college in English. But Asian and their counterparts lag far behind the state's overall percentages. Again, one potential explanation may be if SJCC has certificate programs that do not require transfer level English or Math. The state-wide metric includes all student regardless of program requirements.

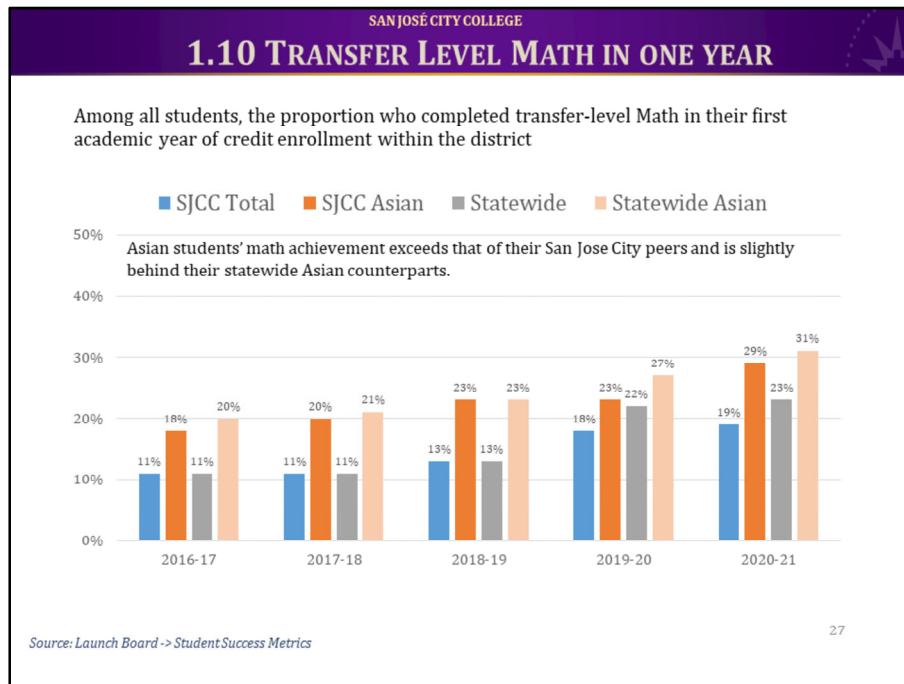


Filipino – 2020-21 – 30 / 78
 2019-20 – 31 / 129

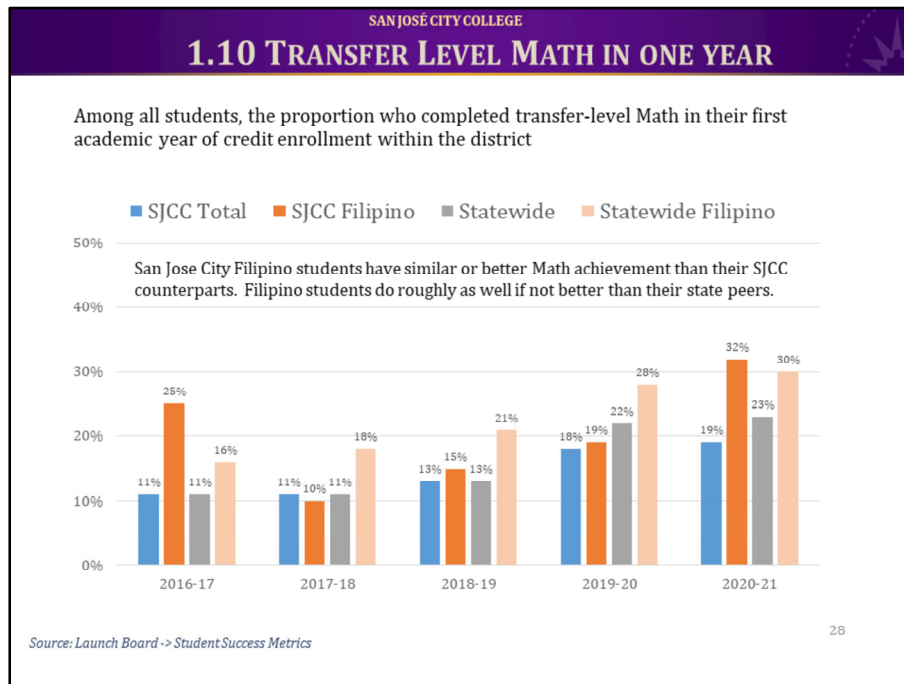
Filipino students do better than their campus counterparts. They are above the state average overall and above their statewide Filipino counterparts.



SJCC Latinx students do slightly worse than their peers in Math. Overall, math achievement of SJCC students lags slightly behind state average. SJCC Latinx students do roughly as well as statewide Latinx. However, Statewide Latinx lag behind their statewide non-Latinx peers.



Asian students' math achievement exceeds that of their San Jose City peers and is slightly behind their statewide Asian counterparts.

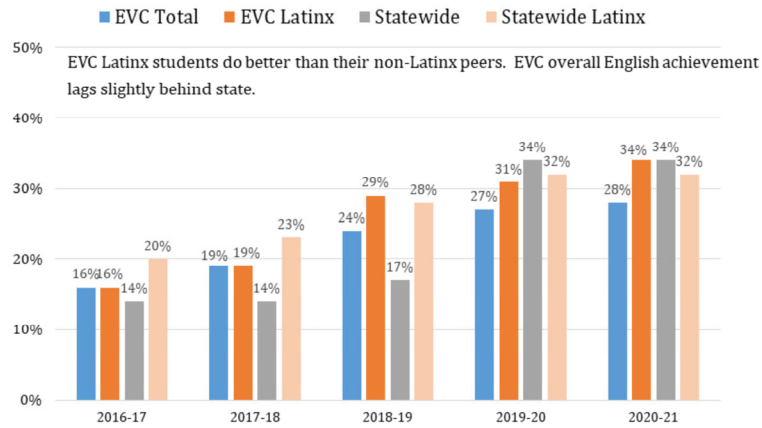


Filipino 2020-21 – 25 / 78
 2019-20 – 24 / 129

San Jose City Filipino students have similar or better Math achievement than their SJCC counterparts. Filipino students do roughly as well if not better than their state peers.

1.10 TRANSFER LEVEL ENGLISH IN ONE YEAR

Among all students, the proportion who completed transfer-level English in their first academic year of credit enrollment within the district



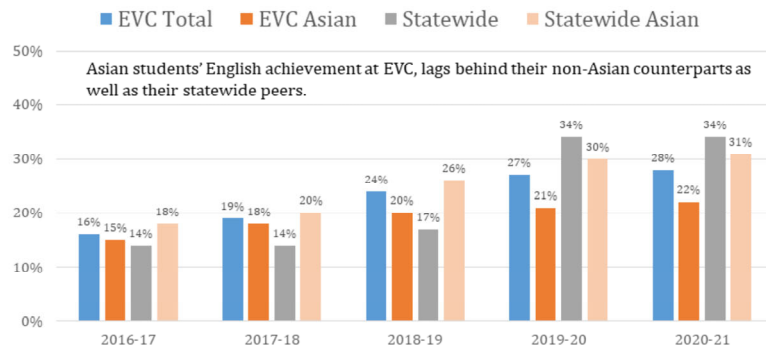
Source: Launch Board -> Student Success Metrics

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EVC Latinx do better than their non-Latinx peers. EVC overall English achievement lags slightly behind state. Statewide, Latinx do as well as their non-Latinx peers.

1.10 TRANSFER LEVEL ENGLISH IN ONE YEAR

Among all students, the proportion who completed transfer-level English in their first academic year of credit enrollment within the district



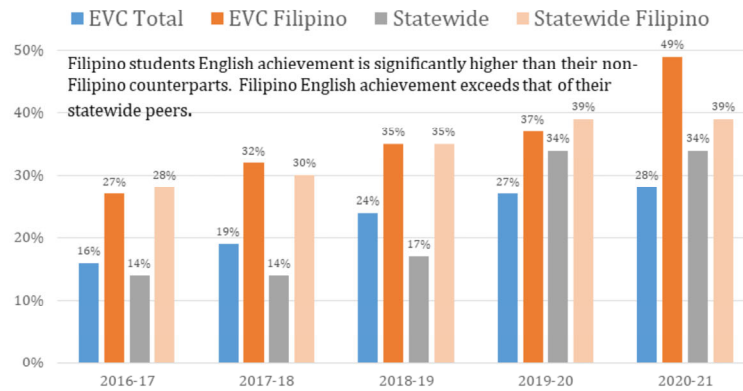
Source: Launch Board -> Student Success Metrics

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Asian students' English achievement at EVC, lags behind their non-Asian counterparts as well as their statewide peers.

1.10 TRANSFER LEVEL ENGLISH IN ONE YEAR

Among all students, the proportion who completed transfer-level English in their first academic year of credit enrollment within the district



Source: Launch Board -> Student Success Metrics

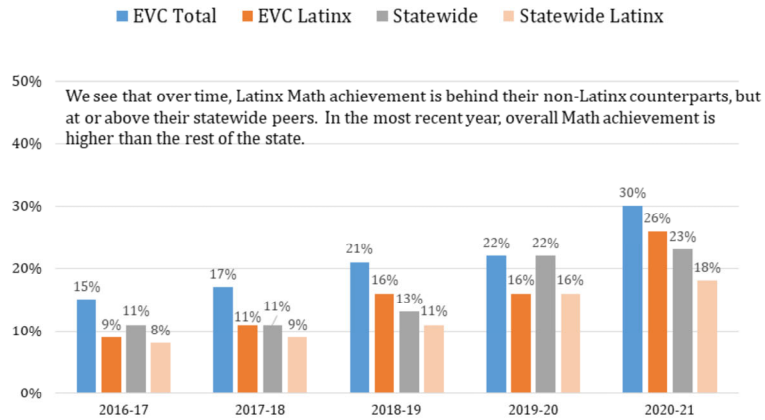
31

Filipino 2020-21 – 75/154
2019-20 – 74/200

Filipino students English achievement is significantly higher than their non-Filipino counterparts. Filipino English achievement exceeds that of their statewide peers.

1.10 TRANSFER LEVEL MATH IN ONE YEAR

Among all students, the proportion who completed transfer-level Math in their first academic year of credit enrollment within the district



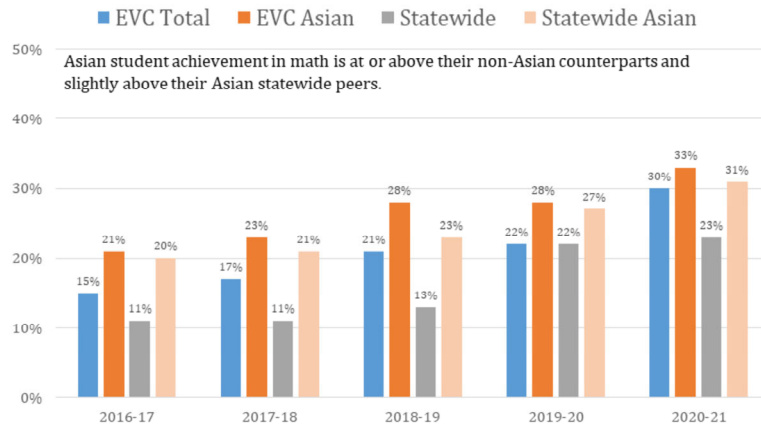
Source: Launch Board -> Student Success Metrics

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We see that over time, Latinx Math achievement is behind their non-Latinx counterparts, but at or above their statewide peers. In the most recent year, overall Math achievement is higher than the rest of the state.

1.10 TRANSFER LEVEL MATH IN ONE YEAR

Among all students, the proportion who completed transfer-level Math in their first academic year of credit enrollment within the district



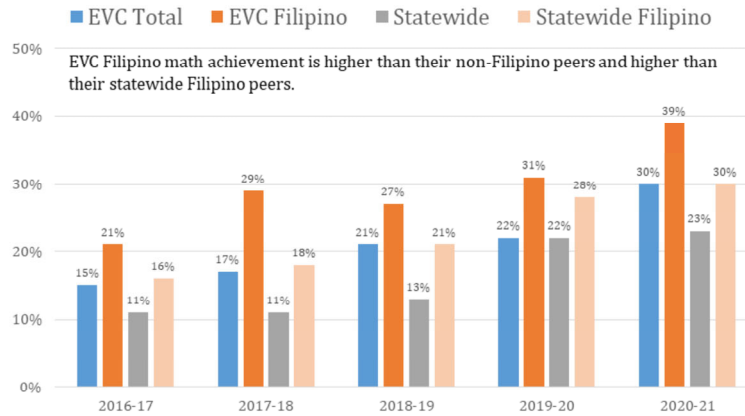
Source: Launch Board -> Student Success Metrics

33

Asian student achievement in math is at or above their non-Asian counterparts and slightly above their Asian statewide peers.

1.10 TRANSFER LEVEL MATH IN ONE YEAR

Among all students, the proportion who completed transfer-level Math in their first academic year of credit enrollment within the district



Source: Launch Board -> Student Success Metrics

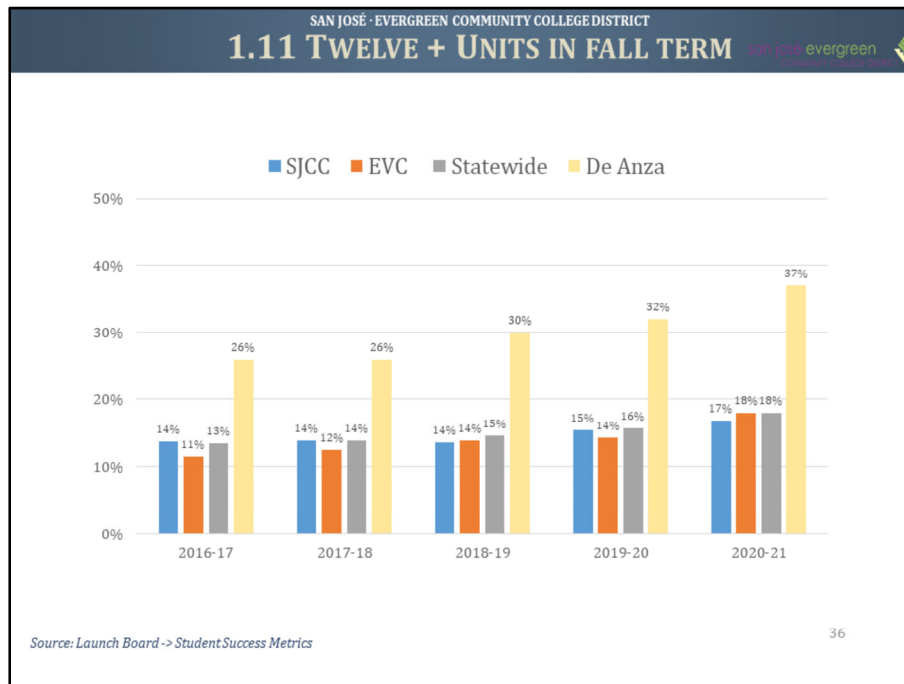
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Filipino – 2020-2021 – 59 / 154
 2019-2020 – 61/200

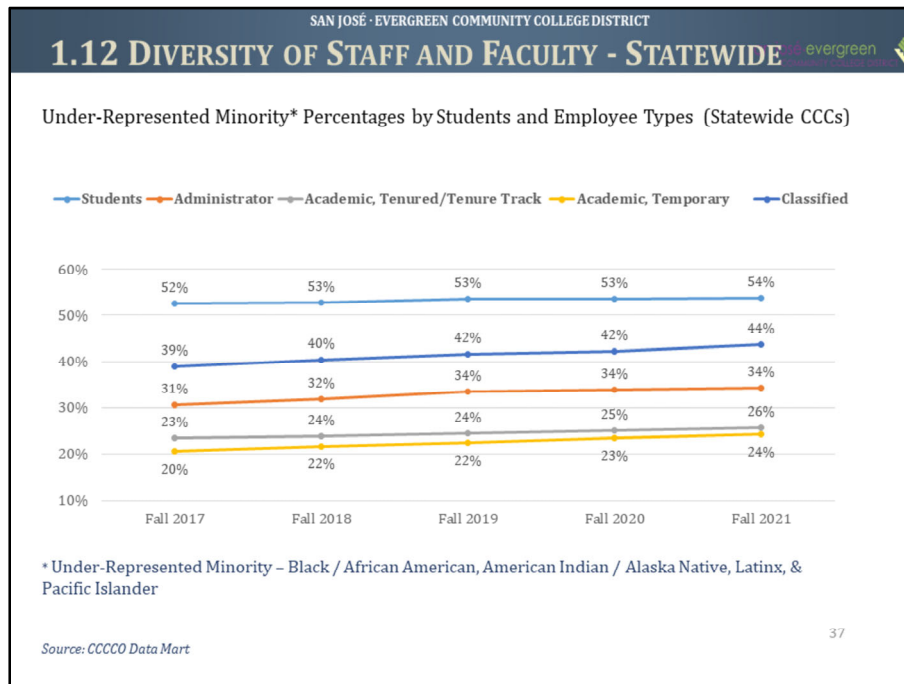
EVC Filipino math achievement is higher than their non-Filipino peers and higher than their statewide peers.

1.11 TWELVE + UNITS IN YEAR ONE

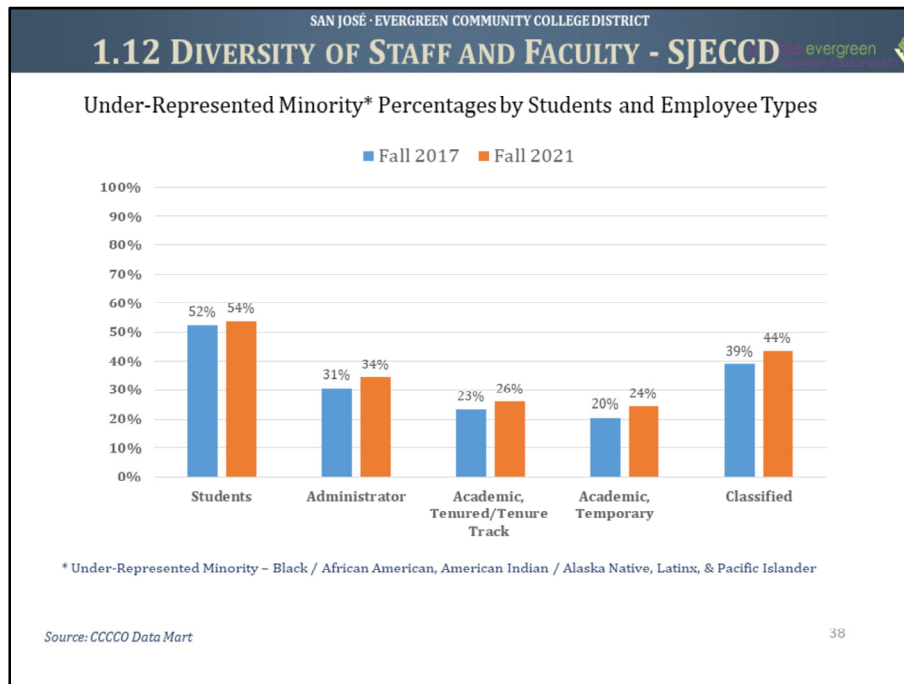
- Earning 15 units per term is needed to earn AA/AS/ADT and transfer in 2 years (60 units)
- Earning 12 units per term is considered "full-time" for federal financial aid purposes (48 units)
- Full-time attendance and consecutive attendance is correlated with higher graduation/transfer rates
- While not all students have a goal of transferring in 2 years, timely accumulation of units is an important metric regardless of educational goal
- Increasing full-time status is a statewide and national issue



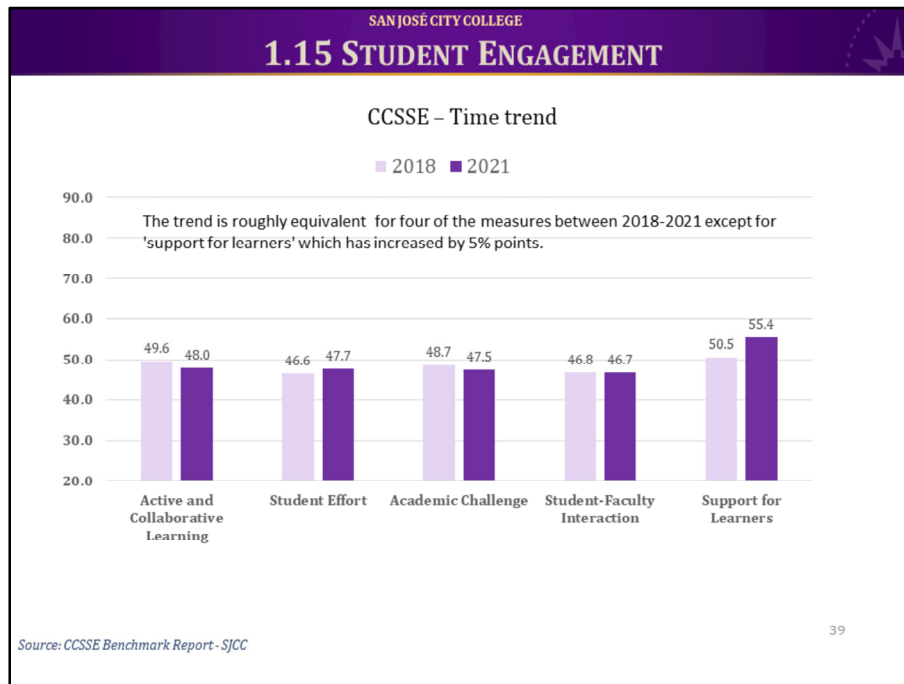
Our full-time student rate is slight below statewide average. The DeAnza data is included to compare to SJECCD and the state data. The high proportion of full-tiem students at DeAnza may indicate a difference in policy and /or a differences in student populations.



Staff data continues to increase in diversity.

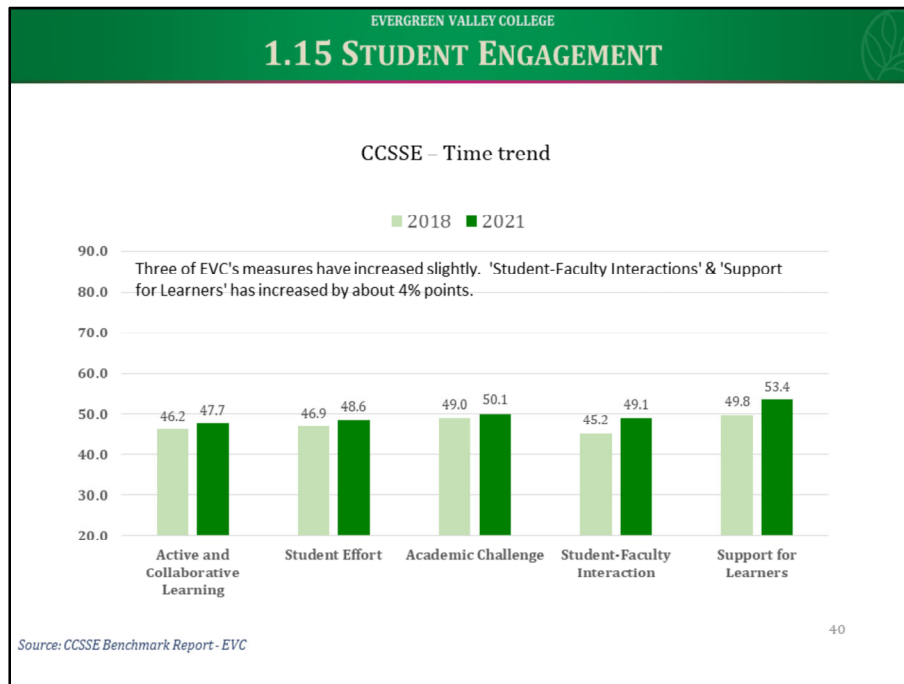


Here we show the 5-year increases in percentage of under-represented Minority by group. There are increases of 2-5% between F2017-Fall 2021.



Focusing in student survey data:

The trend is roughly equivalent for four of the measures between 2018-2021 except for 'support for learners' which has increased by 5% points.



Three out of five EVC's measures have increased slightly. 'Student-Faculty interactions' & 'Support for Learners' has increased by about 4% points.

Area of Strengths:

- 1.5 - UC acceptance rates: parity or above with local CCD's, same or higher rates for Latinx & Asian.
- Top UC campuses – Davis (24%), Santa Cruz (20%)
- 1.5 - CSU acceptance rates: parity or above with local CCD's, same or higher rates for Latinx & Asian.
- Top CSU Campus – San Jose State University (76%)
- 1.10 Increases at both colleges in English and Math % completing Transfer level in 1 year.
- 1.10 - EVC- Math achievement rates much higher than state with Asian and Filipino students doing better than counterparts
- 1.15 - CCSSE Support for Student Learners (increase from 2018 and above national benchmark)

Opportunities for Improvement:

- 1.5 - Overall, low number of applicants to UC
- 1.10 -SJCC-English achievement rate lower than state average and lower for Latinx & Asian state average
- 1.10 EVC English achievement is lower for Asian students than non-Asian peers and state.
- 1.11 -Low proportion of students attending full-time
- 1.12 -Need to establish mechanism to collect employee satisfaction on a regular basis



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Community College District

Thank you