Board of Trustees
Ends Policy Dashboard

Monitoring Report 2015 – 02
Career Development
Transferability
Ratings Defined

- Metrics are compared to their performance against a target (for example the average of the Bay Area 10 Community Colleges).
- Metrics that are within 90% of meeting their target are given a rating of 4 (green).
- Metrics that are between 80% and 89% of meeting their target are given a rating of 3 (purple).
- Metrics that are within 70% and 79% of meeting their target are given a rating of 4 (yellow).
- A measure that is below 70% of its target OR has yet to be measured by the District, it is given a rating of 1 (red).
Student Grouping Comparisons

- Gender
- Ethnicity
- Age
- DSPS Status
- Economic Status
Board Ends Policy Dashboard

- Career Development
- Transferability
- Institutional Excellence
- College Readiness
- Student Success
- College Experience

Global Ends Policy
Career Development

Students will acquire skills sufficient to get, keep and progress in jobs with local employers, particularly in high wage/high growth areas, for all students, especially for:
1.a.-Under-prepared Students
2.b.-Older displaced students
3.c.-Young people at the start of their careers
<table>
<thead>
<tr>
<th>Measurement</th>
<th>Target</th>
<th>Status</th>
<th>Score</th>
<th>Rating</th>
<th>Light</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Math Completion</td>
<td>30.26%</td>
<td>28.3%</td>
<td>93.52%</td>
<td>4</td>
<td>✓</td>
</tr>
<tr>
<td>BS English Completion</td>
<td>41.63%</td>
<td>46.8%</td>
<td>112.42%</td>
<td>4</td>
<td>✓</td>
</tr>
<tr>
<td>ESL Completion</td>
<td>23.20%</td>
<td>21.30%</td>
<td>91.81%</td>
<td>4</td>
<td>✓</td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td>900</td>
<td>1076</td>
<td>119.56%</td>
<td>4</td>
<td>✓</td>
</tr>
<tr>
<td>Certificates Conferred</td>
<td>388</td>
<td>417</td>
<td>107.47%</td>
<td>4</td>
<td>✓</td>
</tr>
<tr>
<td>Alignment between degree offerings and workforce needs</td>
<td>0.00%</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment in workforce/occupational courses</td>
<td>11,500</td>
<td>9,660</td>
<td>84.00%</td>
<td>3</td>
<td>✓</td>
</tr>
<tr>
<td>Increased corporate partnerships</td>
<td>0.00%</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased revenue from contract training</td>
<td>$150,000</td>
<td>$115,220</td>
<td>76.81%</td>
<td>2</td>
<td>✓</td>
</tr>
<tr>
<td>Increased community awareness of district programs</td>
<td>0.00%</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased student goal attainment</td>
<td>0.00%</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Rating</td>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enrollment in Degree Applicable Occupational Courses
Fall 2010 to Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evergreen Valley</td>
<td>5,281</td>
<td>4,861</td>
<td>3,833</td>
<td>3,491</td>
<td>3,658</td>
</tr>
<tr>
<td>San Jose City</td>
<td>6,518</td>
<td>5,647</td>
<td>5,967</td>
<td>5,732</td>
<td>5,810</td>
</tr>
</tbody>
</table>
Degrees and Certificates Awarded
2010 to 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificates</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>388</td>
<td>750</td>
</tr>
<tr>
<td>2011</td>
<td>322</td>
<td>866</td>
</tr>
<tr>
<td>2012</td>
<td>339</td>
<td>898</td>
</tr>
<tr>
<td>2013</td>
<td>417</td>
<td>1076</td>
</tr>
<tr>
<td>2014</td>
<td>536</td>
<td>1109</td>
</tr>
</tbody>
</table>
Basic Skills Completion Rates
2010 to 2014

- Basic Skills Math
- Basic Skills English
- Basic Skills ESL
Basic Skills Completion at EVC
2010 to 2014

![Graph showing Basic Skills Completion at EVC from 2010 to 2014. The graph includes lines for Basic Skills Math, English, and ESL, with data points for each year.]
Generally, females are more likely to complete basic skills requirements than males (regardless of gender, age grouping, or economic status).

Students who don’t receive DSPS services are more likely to complete basic skills requirements than those who do not.

There seems to be no economic disparity when comparing within the group of students who need basic skills.
ESL Completion by Student Groupings

- Females are more likely to complete ESL courses than are males.
- Students under 24 are more likely to complete ESL courses than those who are older.
- Students who ARE economically disadvantaged are more likely to complete ESL courses than those who are not (regardless of gender).
All students, especially under-prepared students, will achieve academic success sufficient to transfer to a four-year post-secondary institution.
### Ends Policy 2
#### Transferability

<table>
<thead>
<tr>
<th>Number</th>
<th>Measurement</th>
<th>Target</th>
<th>Status</th>
<th>Light</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1</td>
<td>Degree Completion and/or transfer ready status</td>
<td>59.12%</td>
<td>48.10%</td>
<td>81.36%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-2</td>
<td>Number of ADT programs approved by the state</td>
<td>15</td>
<td>17</td>
<td>113.33%</td>
<td>4</td>
</tr>
<tr>
<td>2-3</td>
<td>Student transfer rate</td>
<td>38.00%</td>
<td>34.50%</td>
<td>90.79%</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Number of online sections offered</td>
<td>150</td>
<td>137</td>
<td>91.33%</td>
<td>4</td>
</tr>
<tr>
<td>2-5</td>
<td>Enrollment in online courses</td>
<td>8000</td>
<td>7582</td>
<td>94.78%</td>
<td>4</td>
</tr>
</tbody>
</table>

Overall Rating: 3.8
Since 2010 we have increased number of online sections by:
- 21% at EVC
- 350% at SJCC

Increased the number of online enrollments by:
- 1.3% at EVC
- 374% at SJCC
Student Completion/Transfer Readiness
2010 to 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>District Average</th>
<th>Evergreen Valley College</th>
<th>San Jose City College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>48.6</td>
<td>50.1</td>
<td>41.4</td>
</tr>
<tr>
<td>2011</td>
<td>49.4</td>
<td>52.3</td>
<td>45.1</td>
</tr>
<tr>
<td>2012</td>
<td>48.9</td>
<td>52.6</td>
<td>43.5</td>
</tr>
<tr>
<td>2013</td>
<td>48.2</td>
<td>50.6</td>
<td>44.6</td>
</tr>
<tr>
<td>2014</td>
<td>44.7</td>
<td>50.6</td>
<td>43.1</td>
</tr>
</tbody>
</table>
Completion/Transfer Readiness by Gender and Ethnicity
Evergreen Valley College
2013-2014

- **White Non-Hispanic**
  - Male: 47.62%
  - Female: 36.71%

- **Pacific Islander**
  - Male: 71.43%
  - Female: 62.50%

- **Hispanic**
  - Male: 37.15%
  - Female: 31.85%

- **Filipino**
  - Male: 60.94%
  - Female: 42.86%

- **Asian**
  - Male: 68.61%
  - Female: 64.11%

- **American Indian/Alaskan Native**
  - Male: 40.00%
  - Female: 33.33%

- **African-American**
  - Male: 42.11%
  - Female: 30.00%
Completion/Transfer Readiness by Gender and Ethnicity
San Jose City College
2013-2014

White Non-Hispanic
- Male: 46.00%
- Female: 49.07%

Pacific Islander
- Male: 30.77%
- Female: 37.50%

Hispanic
- Male: 29.11%
- Female: 33.33%

Filipino
- Male: 6.67%
- Female: 41.67%

Asian
- Male: 61.45%
- Female: 65.79%

American Indian/Alaskan Native
- Male: 14.29%
- Female: 50.00%

African-American
- Male: 32.79%
- Female: 38.78%
Completion and Transfer Readiness by Student Groupings

- Students 19 and under are more than twice as likely to complete or be transfer ready than students in any other age grouping
- Students who do not receive DSPS services have double SPAR scores than those who do receive DSPS services
- Students who are defined as economically disadvantaged are less likely to complete or be transfer ready than those who are not
## Strengths and OFIs

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics that are tracked by outside agencies are well organized</td>
<td>We need to do a better job tracking optional indicators</td>
</tr>
<tr>
<td>Transferability metrics are approaching targets</td>
<td>There are some opportunity gaps when disaggregated data are analyzed</td>
</tr>
<tr>
<td>Females are more progressing faster than males</td>
<td>Females are progressing faster than males</td>
</tr>
<tr>
<td>In some cases, there are no opportunity gaps</td>
<td>Data should be reviewed regularly to further understand the gaps</td>
</tr>
<tr>
<td>Both colleges have increased program offerings over time.</td>
<td>Further review of what student needs are for online as well as transfer degrees</td>
</tr>
</tbody>
</table>
Think about increasing targets on metrics that are within range or above targets

Review the data related to opportunity gaps and link analyses with resource allocation models

Obtain baseline data for indicators that still need for data to be collected

Provide staffing needed to continue to provide services to students