



SAN JOSÉ · EVERGREEN  
Community College District

# BIANNUAL REPORTING BOARD'S ENDS POLICIES – STUDENT SUCCESS

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APRIL 13<sup>TH</sup>, 2021



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## STUDENT SUCCESS (April 13, 2021)

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



| #  | Measurement   |
|--|---|
| <b>Degree &amp; Certificate Completion</b> |   |
| 1.1  | <b>Number of AA, AS, ADT Degrees</b>                    |
| 1.2  | <b>Number of Certificates</b>                           |
| <b>Transferability</b>                     |   |
| 1.3  | Transfer Level Course Success Rate                      |
| 1.4  | Percent Transfer Prepared                               |
| 1.5  | <b>CSU/UC Acceptance Rates</b>                          |
| 1.6  | <b>Number of Transfers</b>                              |
| 1.7  | Transfer Rate   |
| <b>College Readiness</b>                   |   |
| 1.8  | Completion of Basic Skills                              |
| 1.9  | Remedial Rate for English/Math                          |
| 1.10                                       | <b>Successful Transfer Level Math/English in Year 1</b> |
| 1.11                                       | <b>Students with 12+ units in Year One</b>              |
| <b>College Experience</b>                  |   |
| 1.12                                       | <b>Diversity of staff and faculty</b>                   |
| 1.13                                       | <i>Employee Satisfaction</i>                            |
| 1.14                                       | <i>Clery Act reporting</i>                              |
| 1.15                                       | Student Engagement                                      |

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## COMMUNITY IMPACT (Oct 12, 2021)

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



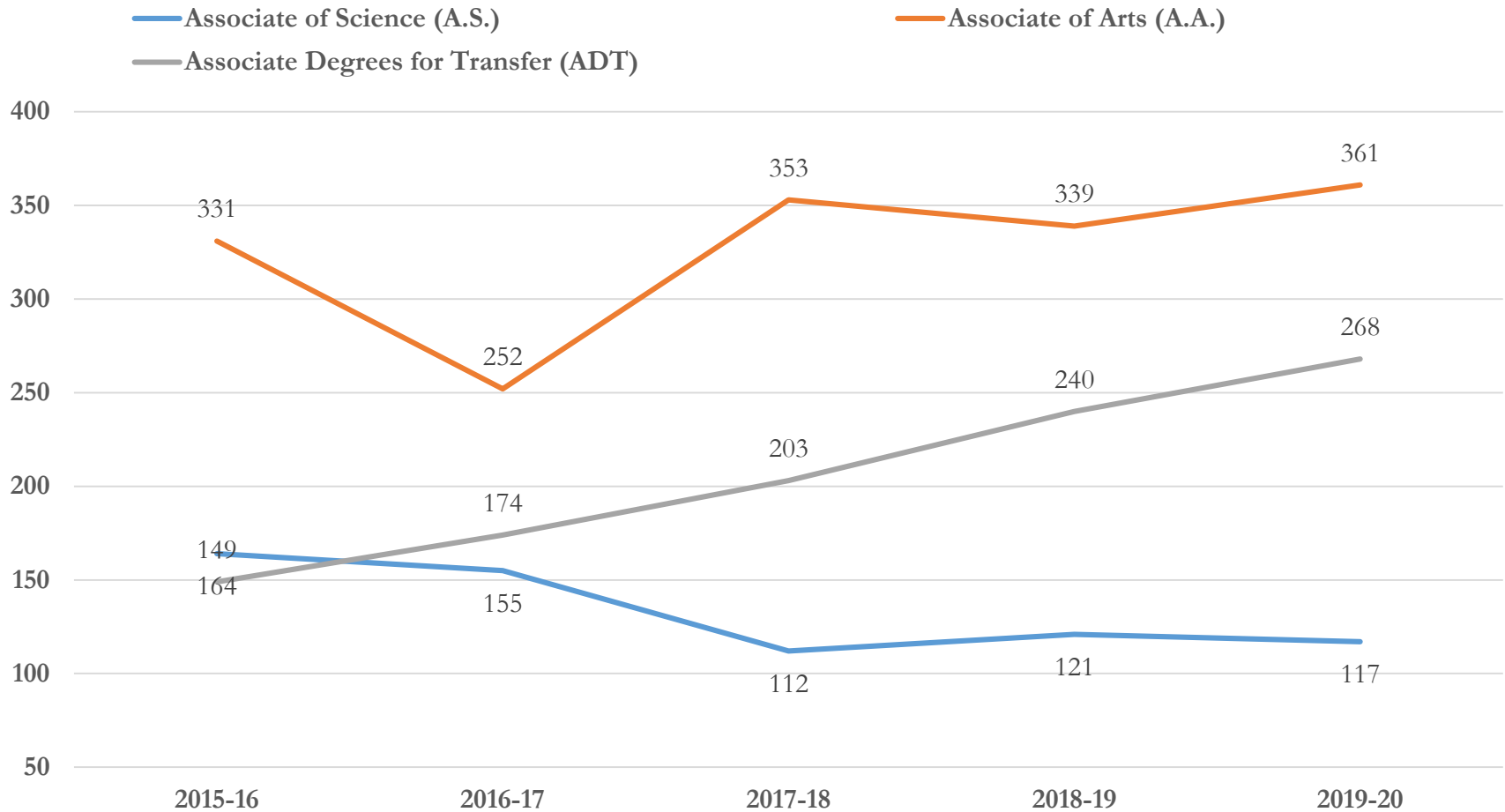
| #   | Measurement                           |
|---|---------------------------------------|
| <b>Career Development</b>   |                                       |
| 2.1   | CTE Success Rate                      |
| 2.2   | CTE Course Completion Rate            |
| 2.3   | Number of CTE Degrees/Certificates    |
| 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    |
| <b>Community, Business, Industry and Trades Partnerships/Collaborations</b> |                                       |
| 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 BIANNUAL REPORTING

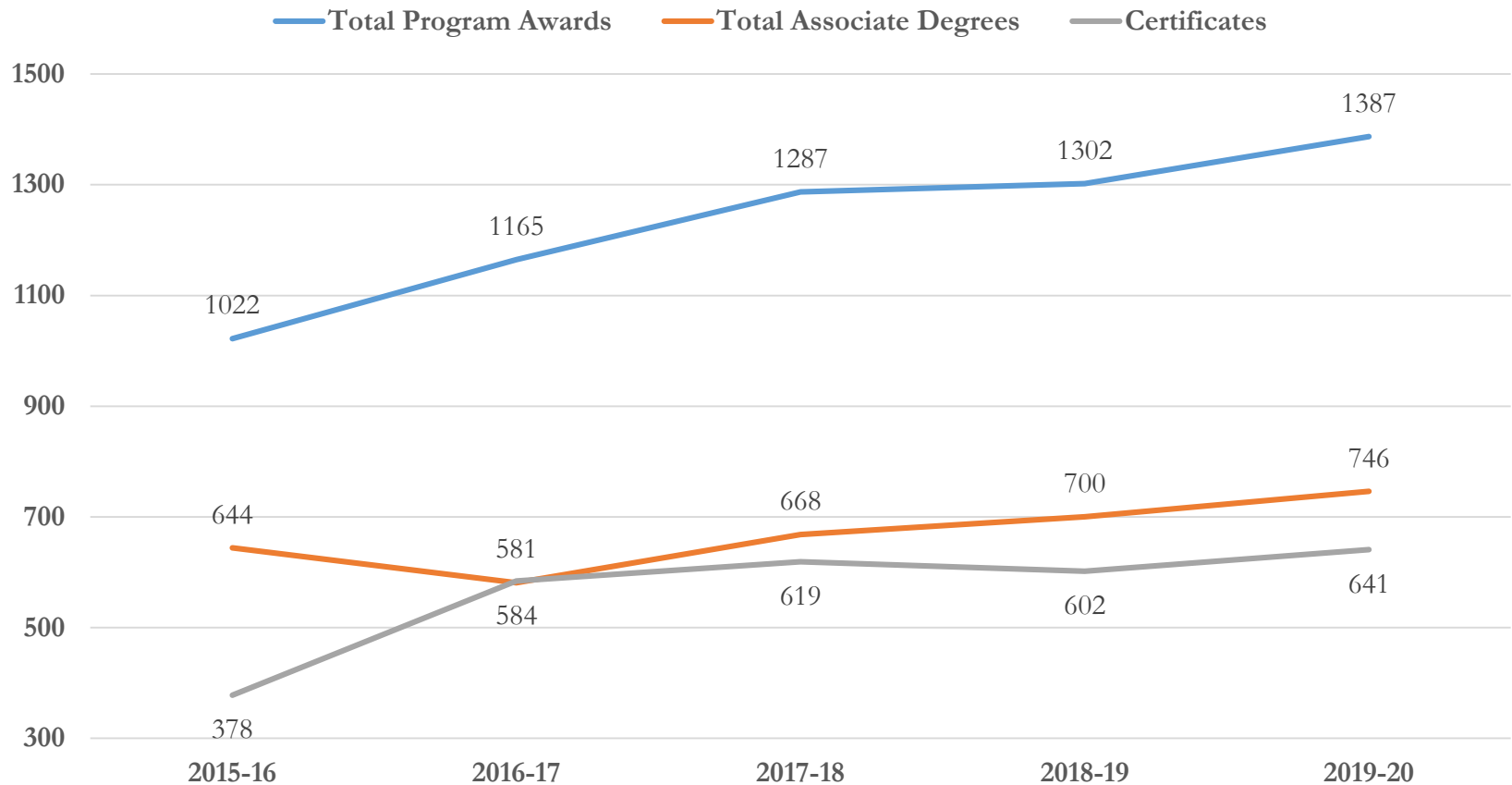
# ENDS POLICY MEASUREMENTS



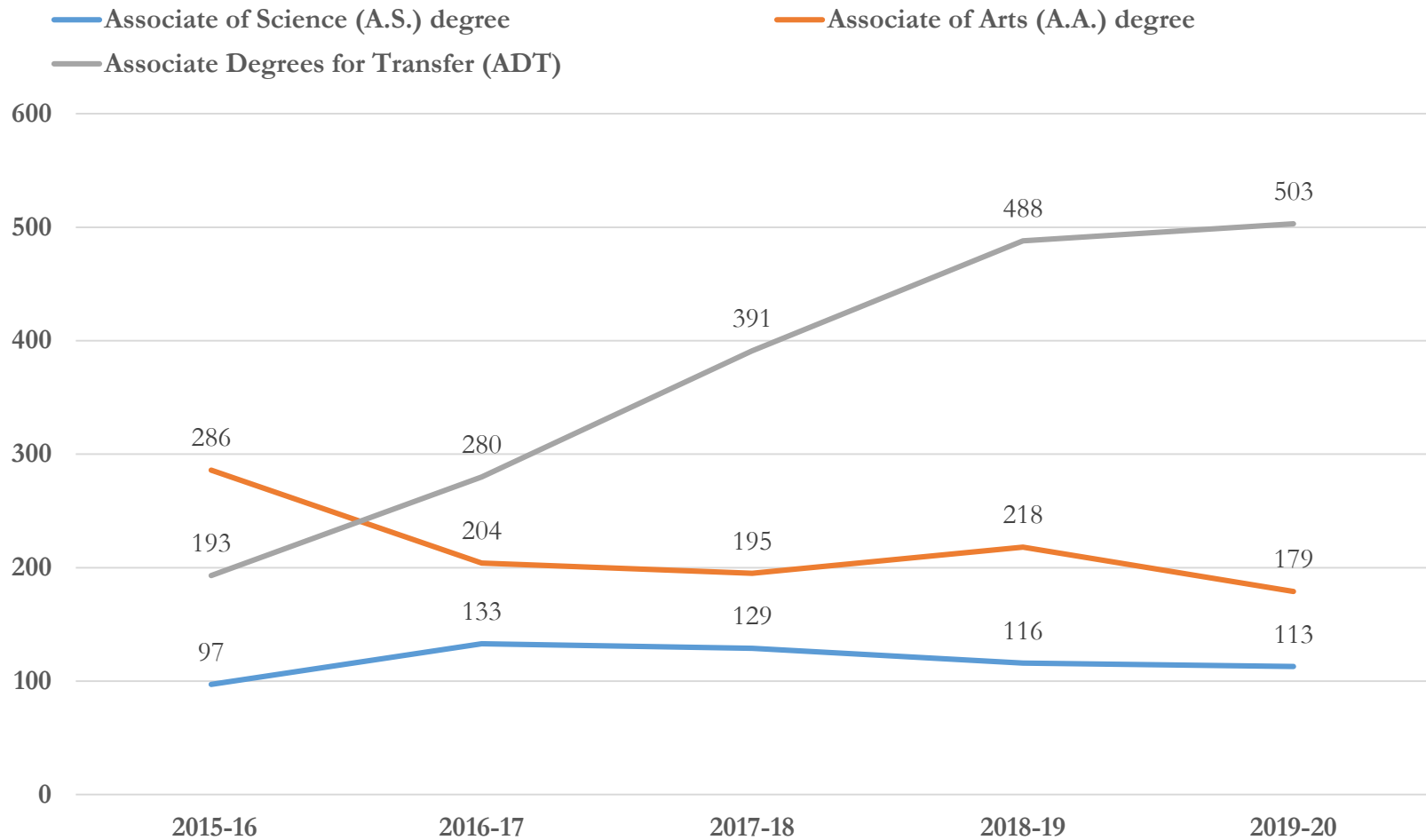
# 1.1 NUMBER OF AA, AS, ADT DEGREES



## 1.2 NUMBER OF CERTIFICATES



## 1.1 NUMBER OF AA, AS, ADT DEGREES

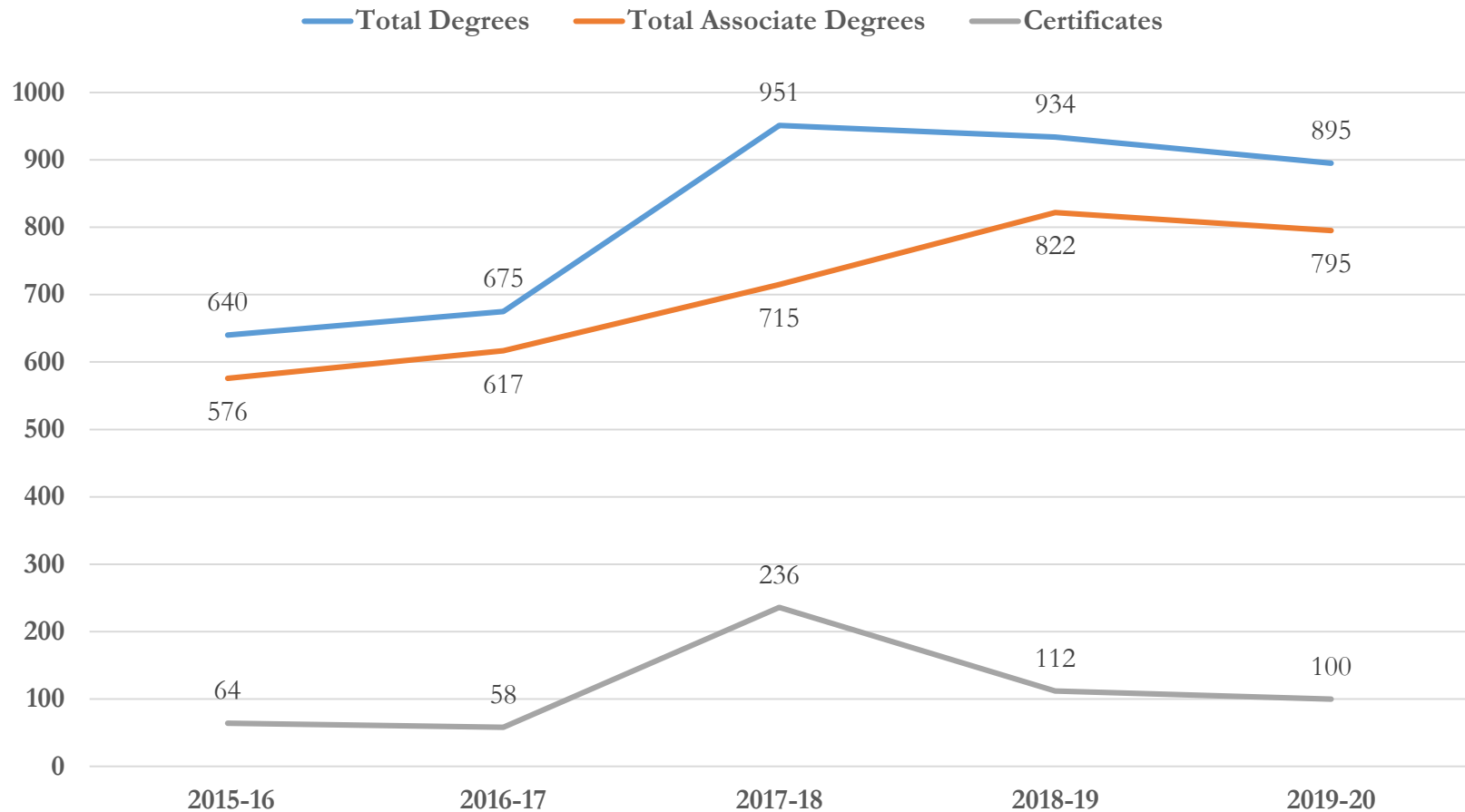


Source: CCCC Data Mart

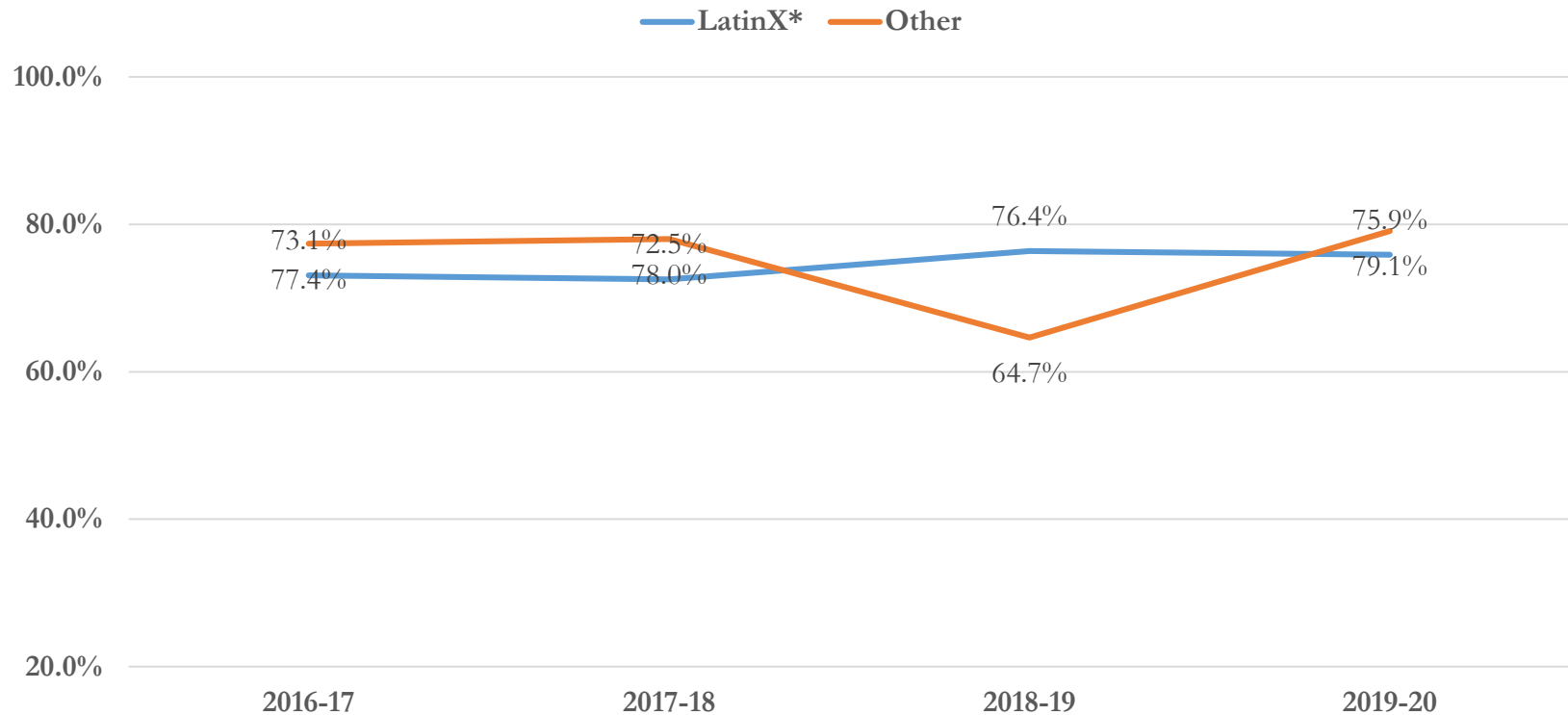


EVERGREEN VALLEY COLLEGE

## 1.2 NUMBER OF CERTIFICATES



## Acceptance rates of Latinx students compared to all other demographics



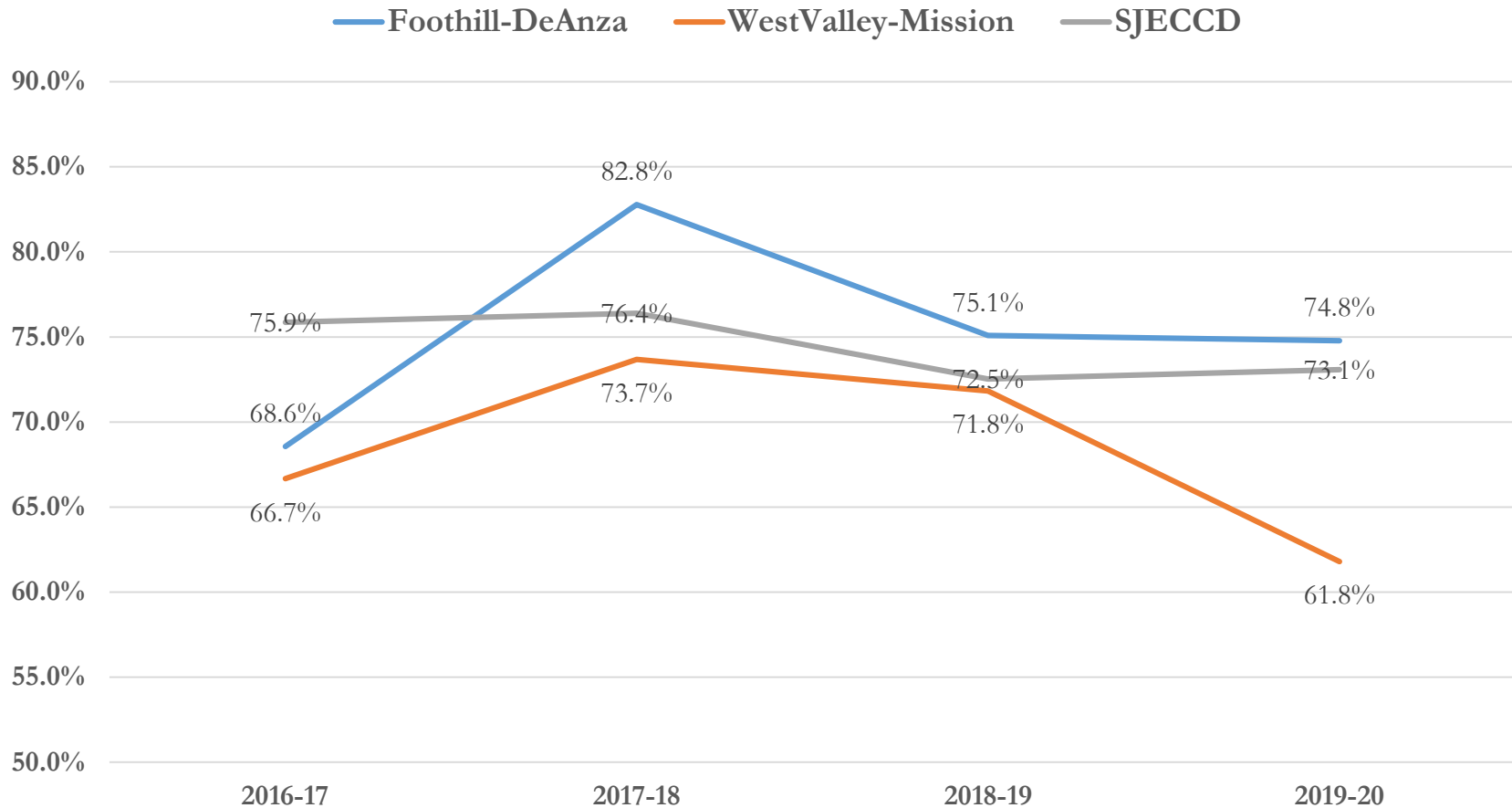
\* Among Under-represented minorities, only Latinx data contains the required 5 students or above to enable reporting.

Source: UC Information Center

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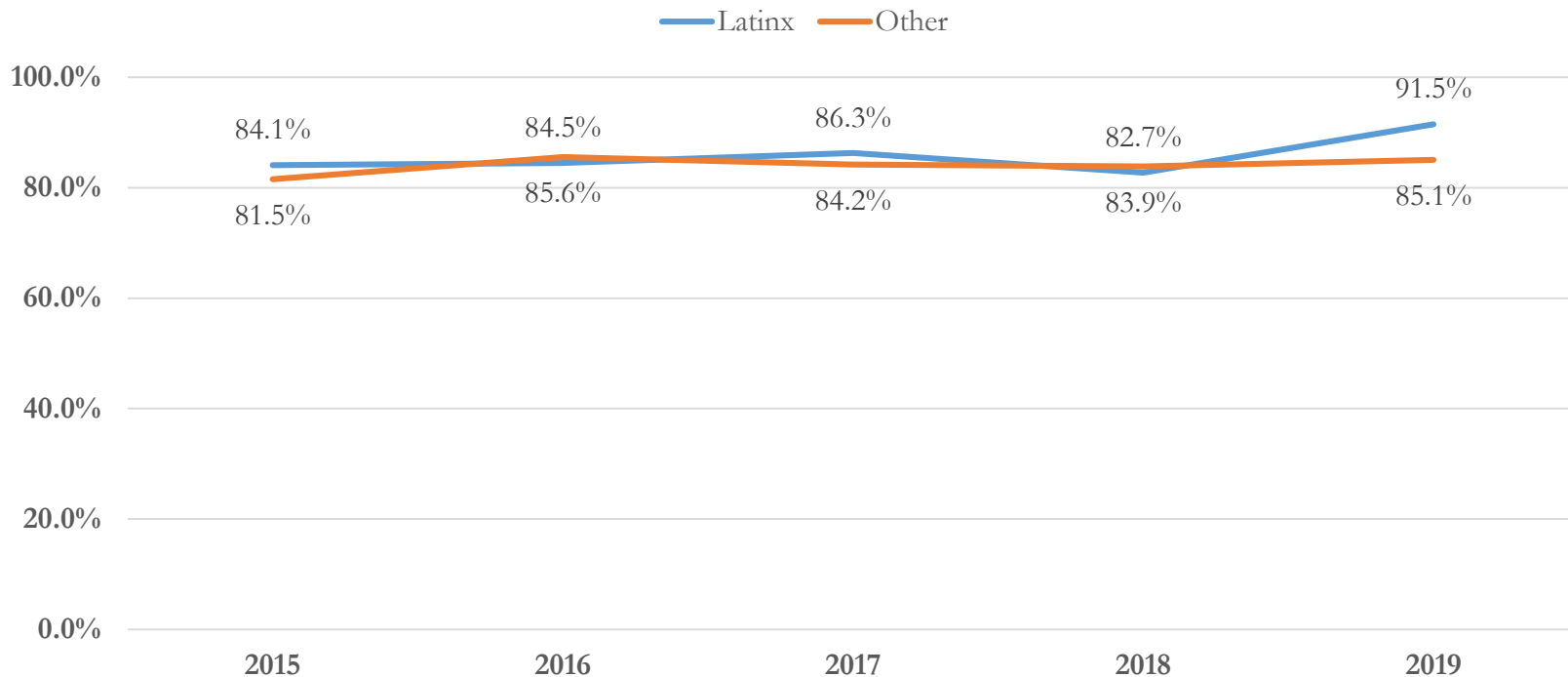
# 1.5A UC ACCEPTANCE RATE

## Latinx Acceptance Rates – District Comparison





## Acceptance rates of Latinx students compared to all other demographics

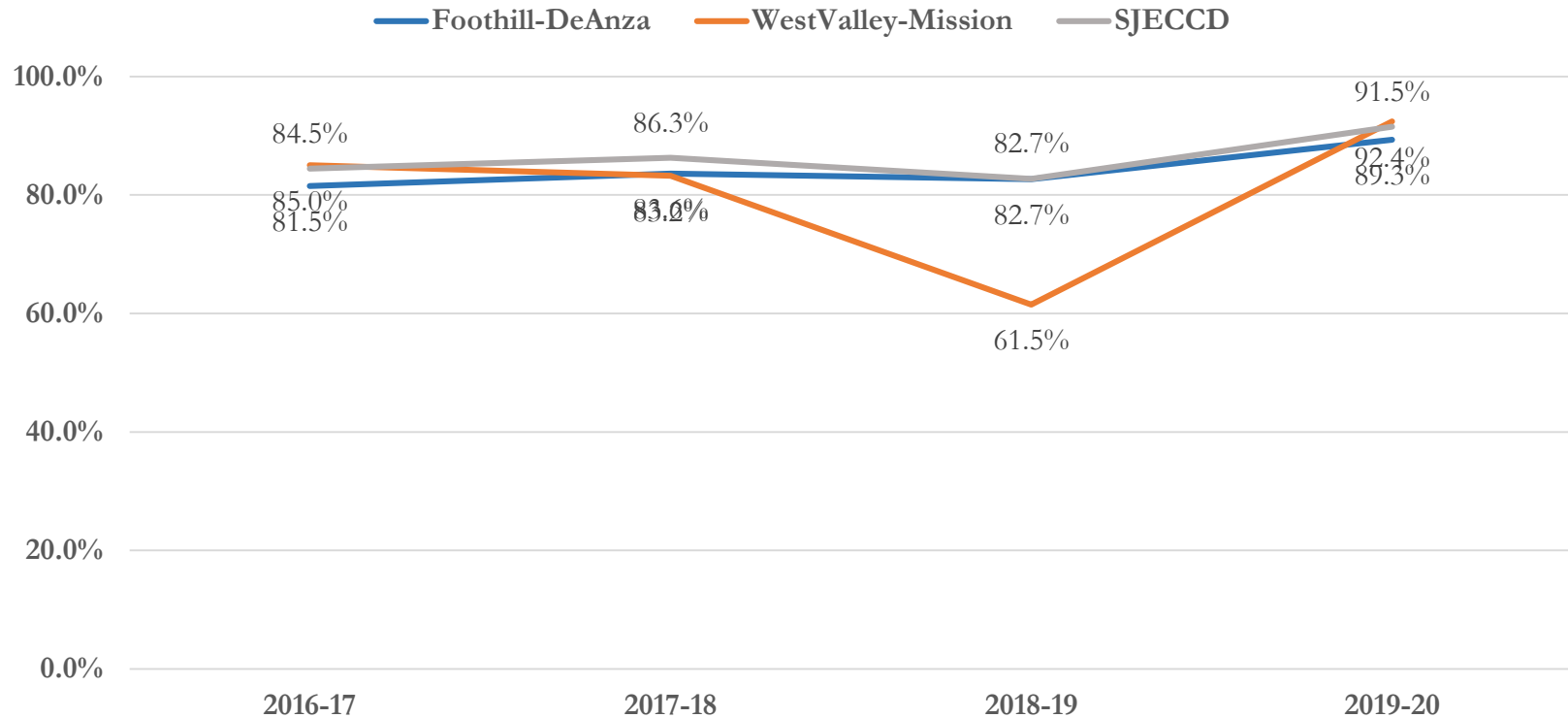


\* Among Under-represented minorities, only Latinx data is above the required 5 students or above to enable reporting.

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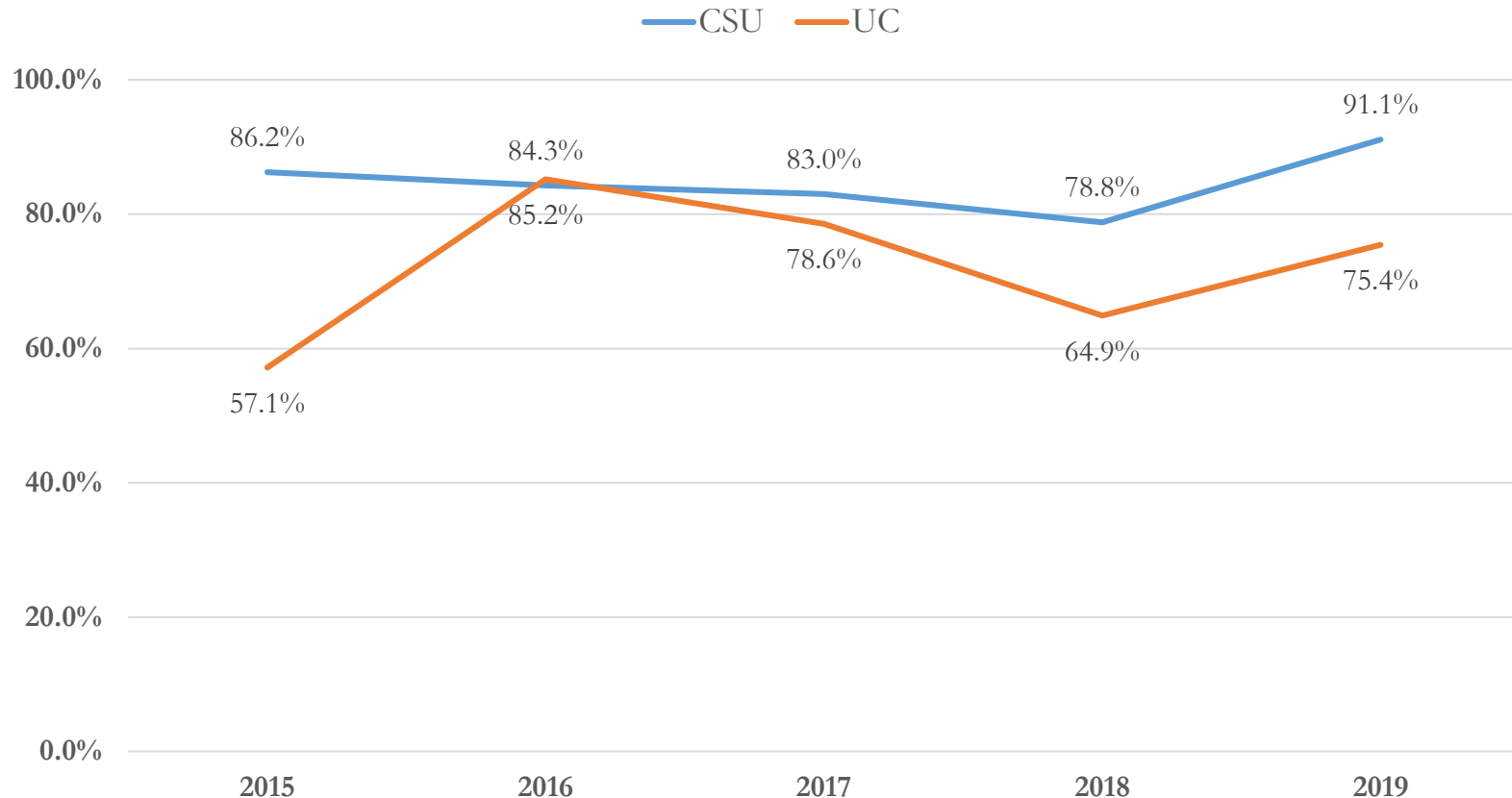
# 1.5B CSU ACCEPTANCE RATE

## Latinx Acceptance Rates – District Comparison



# 1.5 UC & CSU ACCEPTANCE RATES

## Acceptance rates of Latinx students to UC & CSU

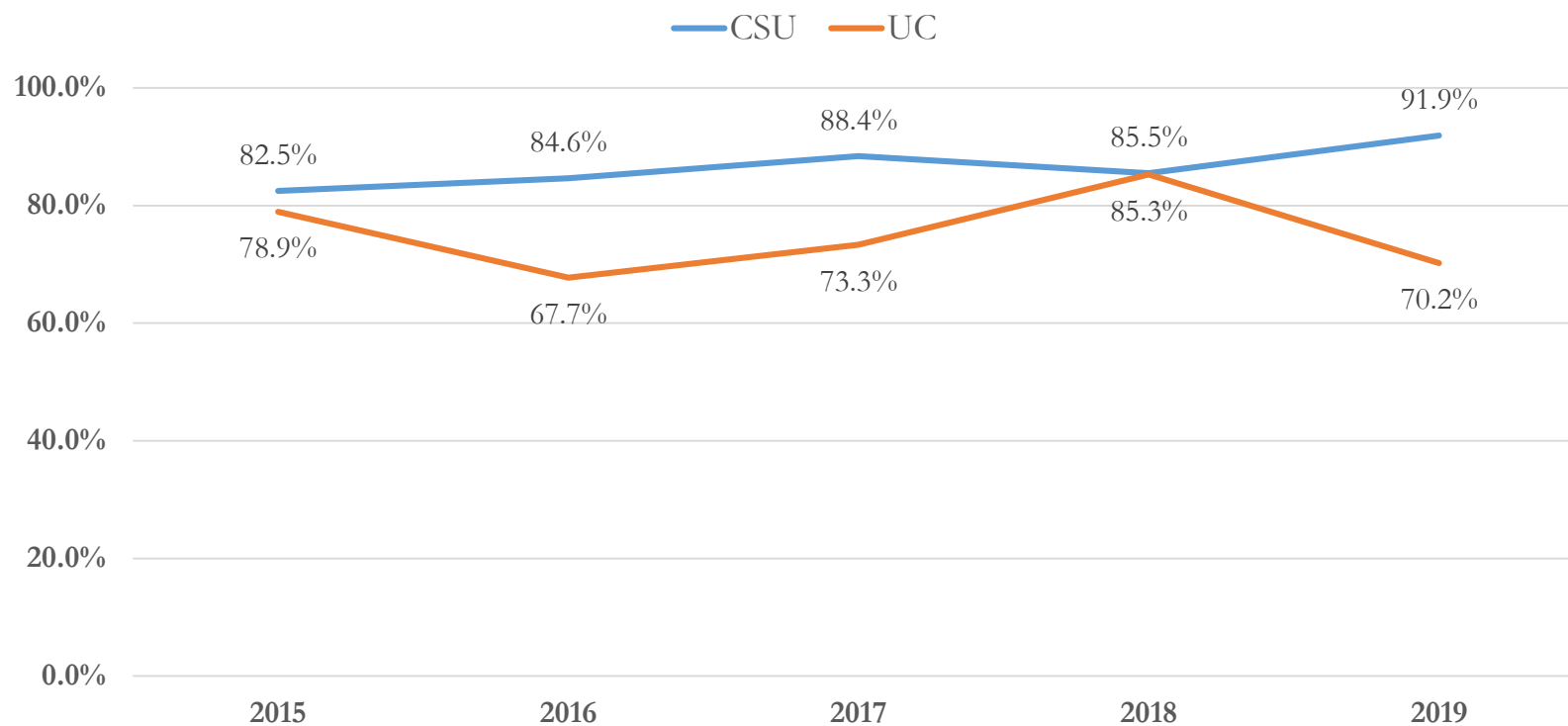


Among Under-represented minorities, only Latinx data is above the required 5 students or above to enable reporting.

*Source: UC Information Center*

# 1.5 UC & CSU ACCEPTANCE RATES

## Acceptance rates of Latinx students to UC & CSU



Among Under-represented minorities, only Latinx data is above the required 5 students or above to enable reporting.

Source: UC Information Center

# TRANSFERS TO SAN JOSE STATE UNIVERSITY

- As a district, we transferred 618 students in 2019-20 to San Jose State University, an increase of almost 10% from last year.
- Most popular programs to transfer for Evergreen Valley College students last year was Criminal Justice, Psychology and Business Administration.
- For San Jose City College, students tend to choose Criminal Justice, Accounting and Psychology.
- SJECCD transferred a total of 233 Latinx students, an increase of 7% from the previous year.

# 1.6 NUMBER OF TRANSFERS

| Measure                      | 2017-18    | 2018-19    | 2019-20    |
|------------------------------|------------|------------|------------|
| Transfer to UC               | 46         | 60         | 57         |
| Transfer to CSU              | 240        | 245        | 349        |
| Transfer to In-State Private | 29         | 31         | 15         |
| Transfer to Out-of-State     | 94         | 78         | 76         |
| <b>Total Transfers</b>       | <b>409</b> | <b>414</b> | <b>497</b> |



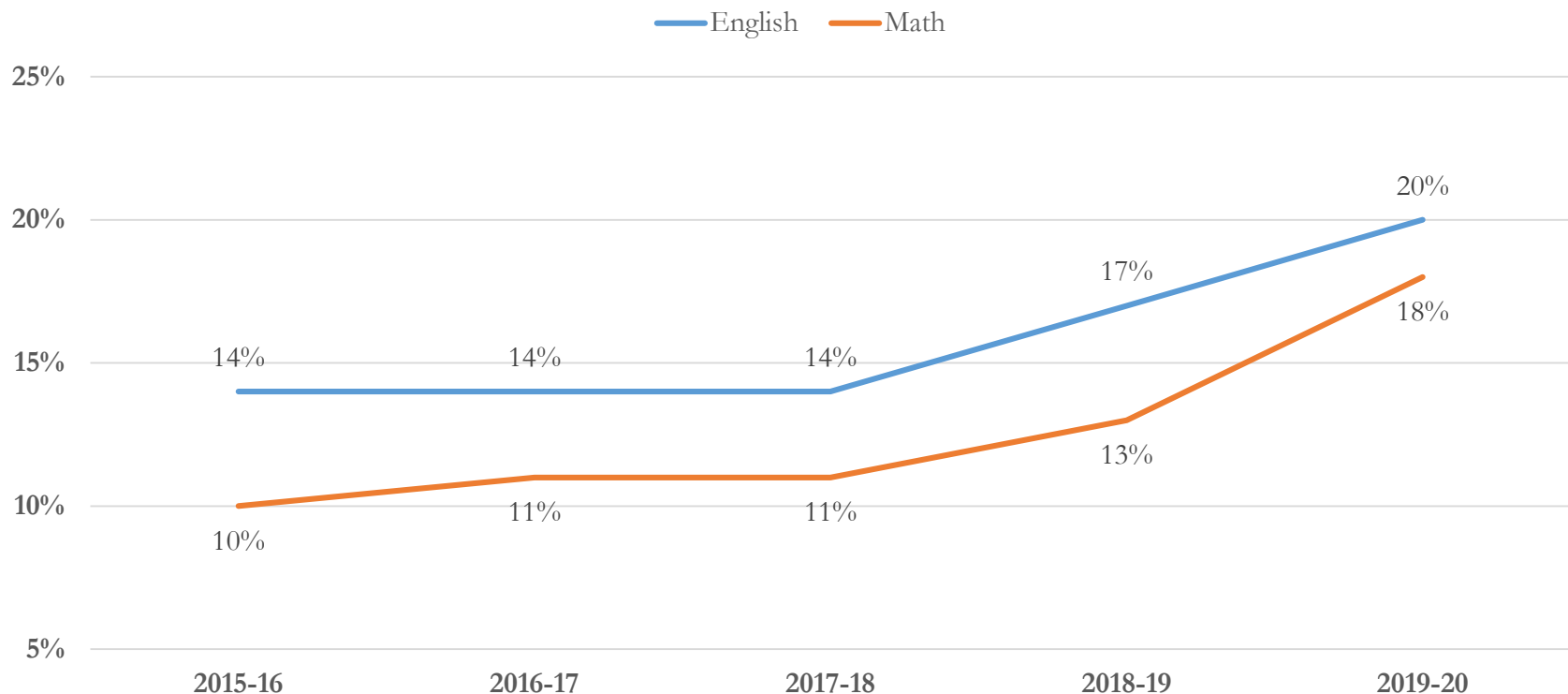
# 1.6 NUMBER OF TRANSFERS

| Measure                      | 2017-18    | 2018-19    | 2019-20    |
|------------------------------|------------|------------|------------|
| Transfer to UC               | 47         | 71         | 73         |
| Transfer to CSU              | 466        | 426        | 460        |
| Transfer to In-State Private | 33         | 34         | 26         |
| Transfer to Out-of-State     | 85         | 71         | 91         |
| <b>Total Transfers</b>       | <b>631</b> | <b>602</b> | <b>650</b> |



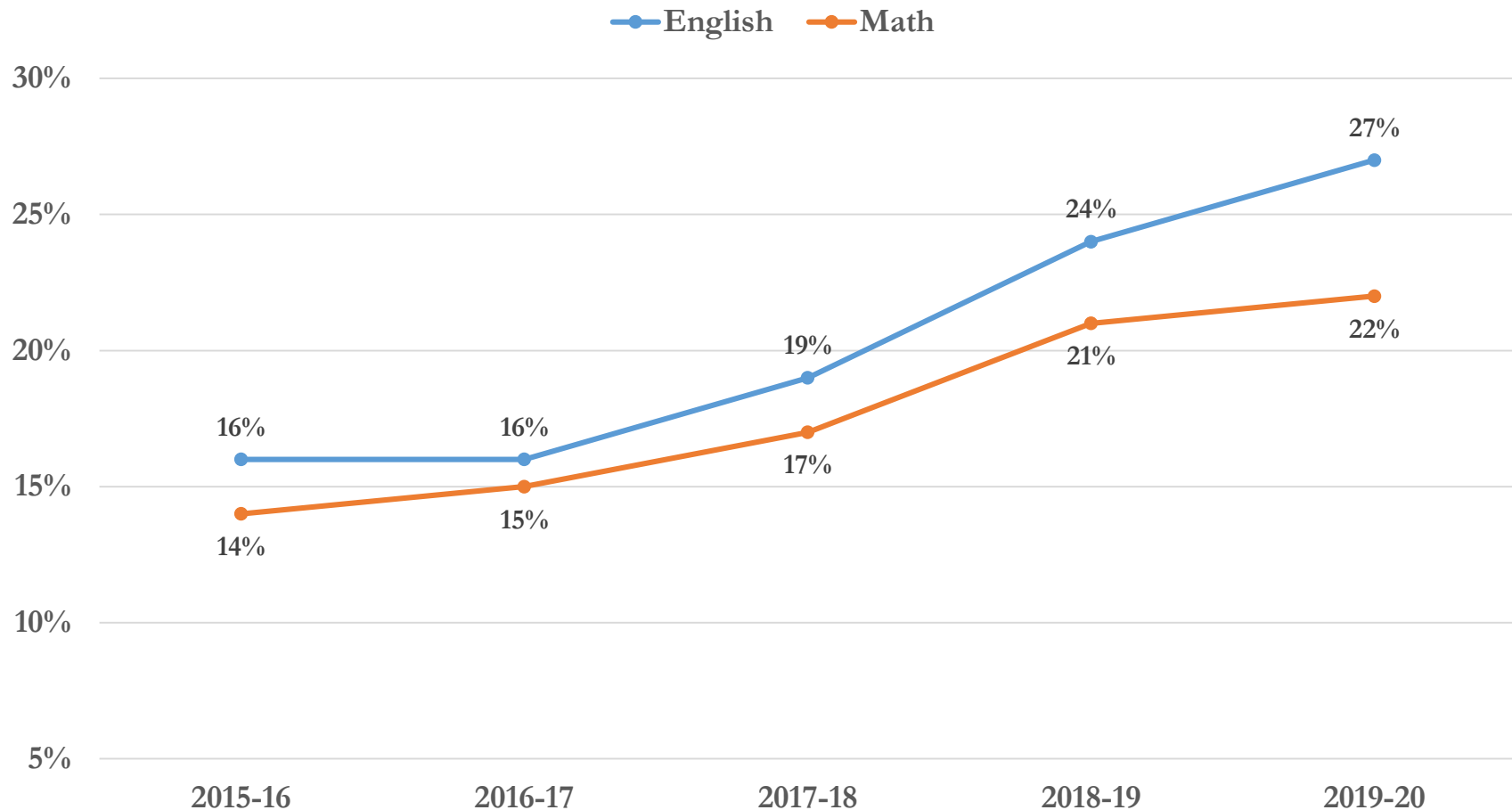
# 1.10 TRANSFER LEVEL MATH/ENGLISH IN ONE YEAR

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



# 1.10 TRANSFER LEVEL MATH/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



## 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

# 1.11 TWELVE + UNITS IN YEAR ONE

Unit Thresholds completed in Fall

| Number of Units Earned | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------------------------|---------|---------|---------|---------|---------|
| 0-5.9                  | 59.3%   | 57.2%   | 59.3%   | 59.6%   | 55.6%   |
| 6-11.9                 | 27.3%   | 29.1%   | 26.8%   | 26.7%   | 28.9%   |
| 12-14.9                | 9.1%    | 9.3%    | 9.0%    | 8.7%    | 10.1%   |
| 15 +                   | 4.2%    | 4.4%    | 4.8%    | 5.3%    | 5.4%    |

Unit Thresholds completed in one academic year

| Number of Units Earned | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------------------------|---------|---------|---------|---------|---------|
| 15 - 29.9              | 19.4%   | 19.4%   | 18.4%   | 18.6%   | 19.7%   |
| 30+                    | 0.4%    | 4.3%    | 4.4%    | 4.5%    | 5.0%    |

# 1.11 TWELVE + UNITS IN YEAR ONE

Unit Thresholds completed in Fall

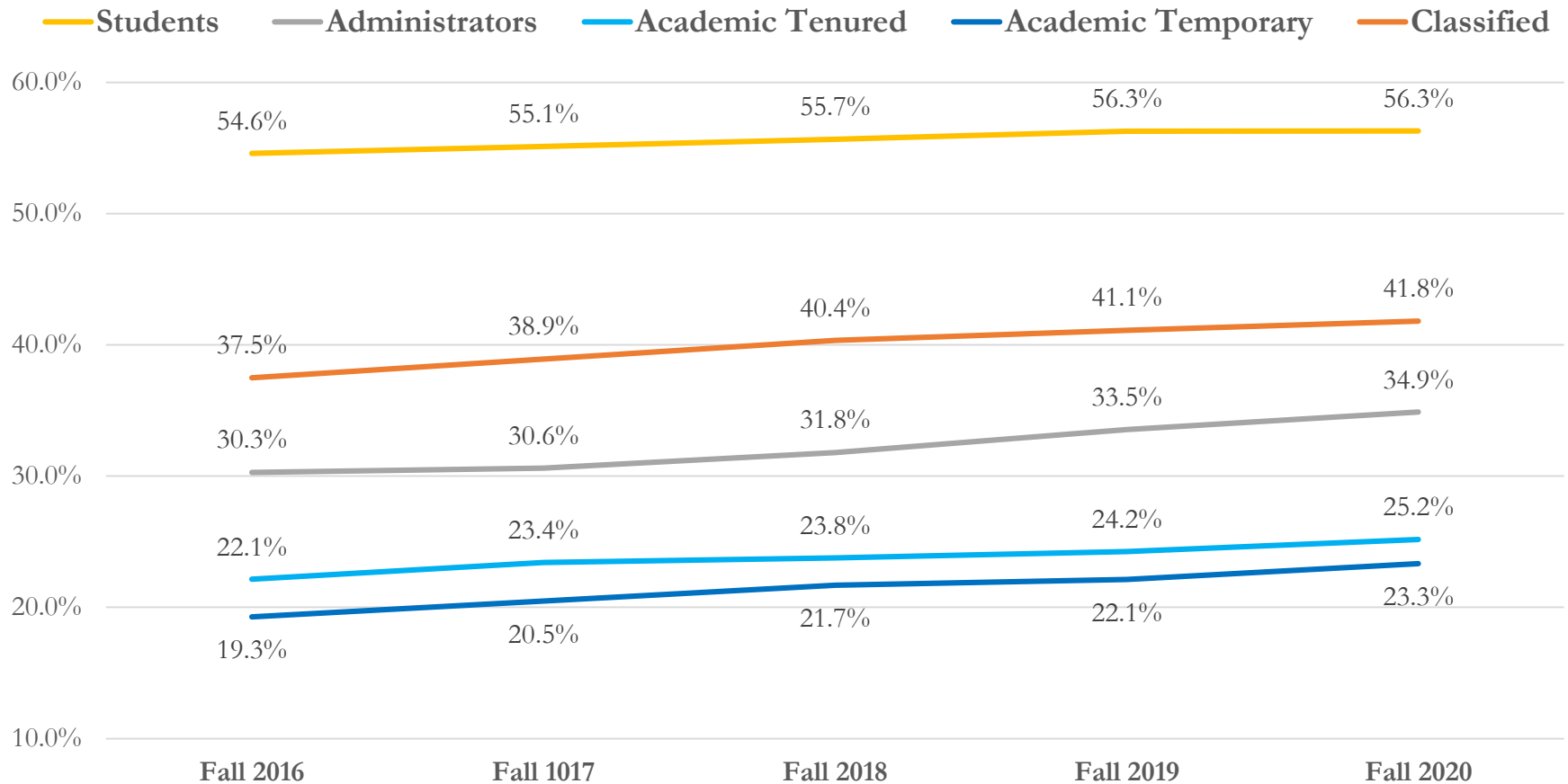
| Number of Units Earned | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------------------------|---------|---------|---------|---------|---------|
| 0-5.9                  | 60.3%   | 55.9%   | 57.8%   | 56.2%   | 54.9%   |
| 6-11.9                 | 29.3%   | 29.5%   | 29.8%   | 29.8%   | 30.8%   |
| 12-14.9                | 7.93%   | 8.4%    | 8.9%    | 9.9%    | 10.4%   |
| 15<                    | 2.6%    | 3.0%    | 3.6%    | 4.1%    | 3.9%    |

Unit Thresholds completed in one academic year

| Number of Units Earned | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------------------------|---------|---------|---------|---------|---------|
| 15 - 29.9              | 19.3%   | 19.2%   | 20.1%   | 21.3%   | 22.4%   |
| 30+                    | 3.5%    | 3.8%    | 4.3%    | 4.6%    | 5.0%    |

# 1.12 DIVERSITY OF STAFF AND FACULTY - STATEWIDE

## Under-Represented Minority\* Percentages by Students and Employee Types (Statewide CCCs)

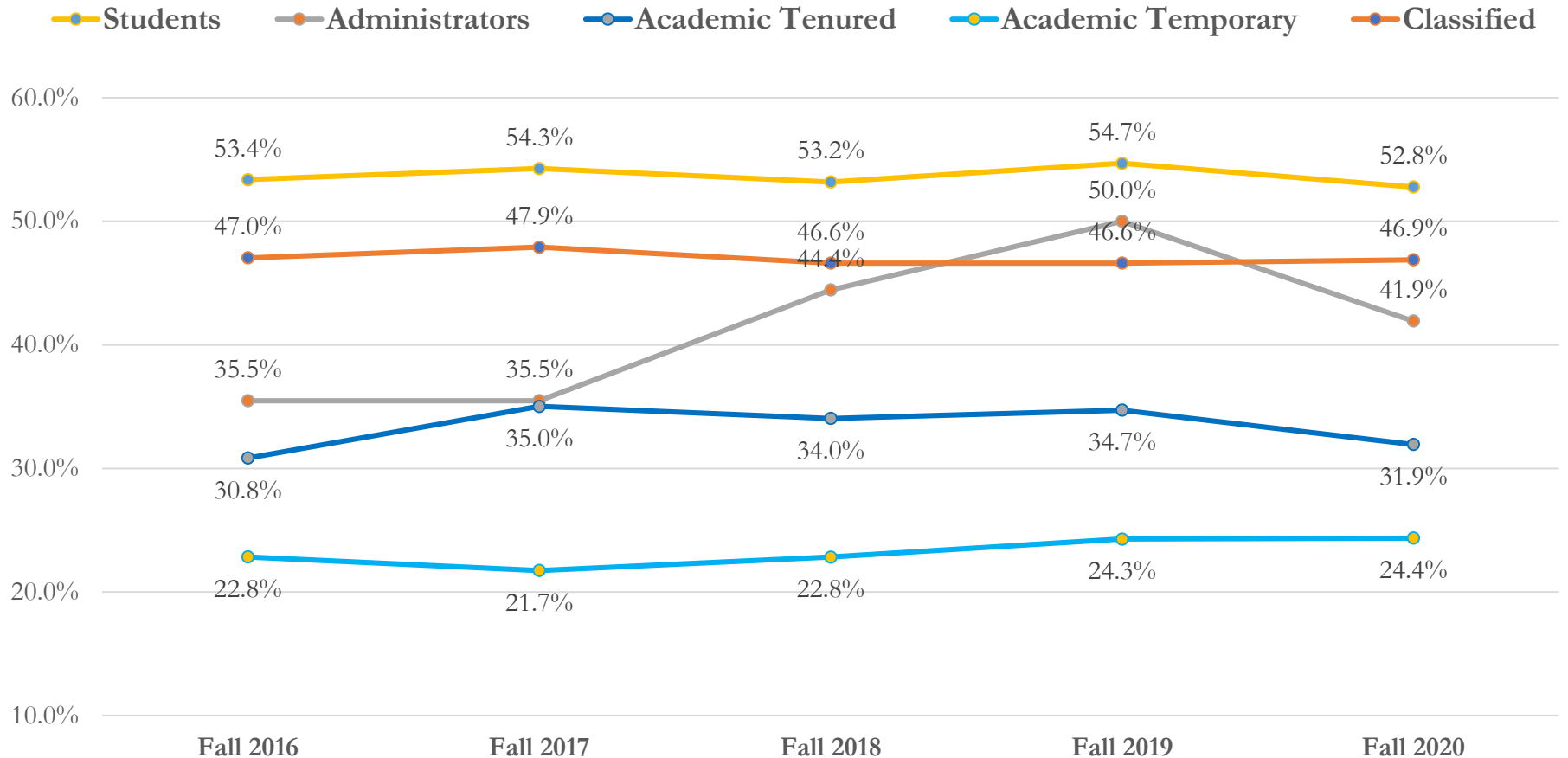


\*Under-Represented Minority – African American, American Indian, Hispanic, & Pacific Islander

Source: CCCCCO Data Mart

# 1.12 DIVERSITY OF STAFF AND FACULTY - SJECCD

## Under-Represented Minority\* Percentages by Students and Employee Types (SJECCD)



\*Under-Represented Minority – African American, American Indian, Hispanic, & Pacific Islander

Source: CCCC Data Mart



## Area of Strengths:

- 1.1 - Increase in ADT's
- 1.10 - Increase in proportion of students completing college level in first year
- 1.12 - High diversity in most staffing categories

## Opportunities for Improvement:

- 1.10 - Increase college level achievement overall and monitor for equity gaps
- 1.11 - Number of units earned
- 1.12 - Diversifying adjunct faculty
- 1.13 - Need to establish mechanism to collect employee satisfaction on a regular basis



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Community College District

Thank you