

# **Educational Master Plan**



## **Evergreen Valley College**

Cambridge West Partnership, LLC  
Fall 2015

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## Executive Summary

The College, located in the southeastern foothills of Santa Clara County, primarily serves 19 zip codes adjacent to its location. It offers a comprehensive educational program but has been primarily known for transfer preparation.

### External Scan

The State's economy is finally improving and State income has been on the rise. For K-14 public education the adverse economic circumstances of the Great Recession are drawing to a conclusion. Much of California's strongest economic gains have been in San Jose and San Francisco, led by the technology sector. Of the projected job openings in the Bay Area up to 2022, 10% will require some college through the Associate Degree while 30% are expected to require a Bachelor's Degree or higher. Of the projected job openings in Santa Clara County to 2022 11% are anticipated to require some college through the Associate Degree and 38% will require a Bachelor's Degree or higher.

The Public Policy Institute of California predicts that the State economy will face a shortage of up to 1.4 million workers with some college education but less than a bachelor's degree by 2025. This observation is only a part of a national call for more college students to complete their programs of study and to close the achievement gap among student ethnic groups. The California completion agenda includes: the SB 1440/440 legislation that strives to facilitate transfer from a community college to a California State University campus; the State Online Education Initiative (OEI) that seeks to promote higher quality online instruction and provide support for students using those courses as part of their programs of study; the initial AB86 legislation promoting regional cooperation to reduce redundancy in instructional services offered by adult schools and community colleges. In the career and technical education function of community colleges the Doing What Matters for Jobs and the Economy initiative from the Chancellor's Office has promoted regional collaboration to focus on providing job skills education to meet the needs of regional employers. A number of federal and state policy initiatives and funding streams have echoed this theme and called attention to the important role of career and technical education but have also required collaboration with K-12, Workforce Investment Boards and other stakeholders as a condition of receiving funding. Most recently the Workforce Institute has led a successful \$13 million dollar regional grant application to the California Career Pathways Trust to promote STEM education.

With respect to demographic projections out to 2040, Santa Clara County is to experience a 17% increase in population as compared to the statewide increase of 28%. Within the general service area of the SJECCD 20% of the 2010 population live in poverty, 20% have no high school diploma, and 42% are English language learners. A collection of 19 zip codes have been identified as the effective service area for EVC, two of which are in the service area for Gavilan College where that institution is building an extension center. The median household income in this effective service area is roughly \$10,000 *less* than throughout Santa Clara County and the portion of adults *with no high school diploma is 9% higher* than the general County. Within the 19 zip codes, three have 20% to 31% of the households with income levels below the federal poverty level. The portion of the

population in the traditional college-age range (17-24) is projected to remain at 11% for the EVC effective service area. The Countywide and long-term forecast is for a gradual increase in high school graduates to 2022-23. The two largest ethnic groups in the effective service area are White and Asian with the former projected to shrink by 3% and the latter projected to increase by 3% over the next five years.

### Internal Scan

Fall term headcounts at EVC have fallen 2.16% annually from 2009 to 2014, which parallels the experience at neighboring community college districts, except for Ohlone and Gavilan. In fall 2015 enrollments stabilized. Enrollment decline, like this current history, is commonly associated with an improving economy. On average from 2009 to 2013 14% of all fall enrollments at EVC have been from students who *live outside of* the SJECCD boundaries. The College has been offering 52 programs of study leading to an Associate Degree or Certificate of Achievement with a few low-unit certificates in career areas added recently. Most of these programs of study are in career and technical education fields but most of the degree awards are in programs of study designed for transfer. Divisions offering traditional liberal arts instruction attracted the greatest numbers of enrollments. Most classes have been scheduled to meet during day operations within six fixed instructional periods. However, 23% of the classes in the fall 2013 term were meeting at odd times that conflicted with the standard six fixed patterns. EVC has recently started to offer classes online but only an annual average of 5% of the FTES is from this type of instruction. Most students attending the College have expressed an interest in transferring to complete a Bachelor's Degree. Unfortunately, the majority of those participating in the placement examinations are referred to developmental instruction in reading, composition and mathematics. The College offers an impressive, wide variety of remedial and support services to assist students to be successful in their college experience.

### Institutional Effectiveness

As is the case with all community colleges, significant disparities exist in the outcomes achieved by students who come to the College prepared for collegiate-level instruction vs. those who arrive unprepared. The College has analyzed its past experience in program awards, transfer, and course success rates when setting its minimum institutional standards for performance and its aspirational goals. In spite of significant fiscal constraints, from academic year 2009-10 to 2013-14 EVC has seen a 14% increase in the numbers of students who transferred to the University of California (UC), a 60% increase in the numbers of students who transferred to the California State University (CSU), and a 67% increase in the numbers of students attending out-of-state institutions. While transfer preparation commonly takes six years, cohorts of students who showed a behavioral intent to transfer from 1995-96 forward have taken many more years to affect the transfer but consistently yield 50% or more of the cohort group actually transferring.

In its Student Equity Plan and Basic Skills Initiative activities the College documents differences in student achievement that persist across ethnic groups. EVC has funded targeted interventions including an early admissions practice, supplemental instruction, and enhanced counseling and tutoring for specific subgroups and curricular areas. New

funding through the Student Success and Support Program has been allocated to augment the College faculty and staff needed to help at-risk students.

### Key Planning Assumptions and Strategic Priorities

Nine key planning assumptions about the College's near term future were identified as influential to future planning for the instructional and student support services programs.

The College Strategic Plan of 2013 outlines three strategic themes (student centered, community engagement, and organizational transformation). Each of the themes has three subareas and goals that align with the District's strategic goals of student success and workforce and economic development intended to achieve these strategic goals. In fall 2015 the College began the process of revisiting the College Strategic Plan and placed an emphasis upon being student centered to promote even greater success. To monitor the commitments to action EVC relies upon annual progress reports of from standing committees and comprehensive program review reports authored by units of the College.

### Opportunities for the Future

In Santa Clara County the projected job openings to 2022 will require 11% to have some college through an Associate Degree and 38% to hold a Bachelor's Degree or higher. Separate tables were developed to document the amount of education expected for entry-level employment and to identify occupations with at least 50 job openings annually through 2022. For occupations requiring some college through an Associate Degree the tables also provide an accounting of how many colleges in the area provide a program associated with preparation to enter the occupation and how many program awards were annually given between 2009 and 2014. SB 1440 to facilitate transfer to the CSU for community college students represents a major breakthrough in California higher education policy. EVC does not appear to be taking as much advantage of that breakthrough as it might. The tables in this chapter provide a means by which the College can ascertain the extent to which its programs of study align with anticipated job openings.

Faculty visions for the future direction of the curriculum were developed through extensive interviews, questionnaire responses, and inspection of comprehensive program review documents. Perceived shortcomings in existing facilities were also documented. Seven general opportunities for new initiatives or expansion of existing programs and services were described for the College to consider.

### Projections for the Future

Both college-wide and discipline-specific projections out to 2030 for student instructional contact hours were developed from the baseline of fall 2013. Using State space standards and considering the facilities planning that is presently underway, the anticipated instructional contact hours were converted to the expected space needed to support the contact hours in 2030. Additional instructional spaces for the Language Arts, Math, Science, Allied Health, and Social Sciences disciplines were identified.

## I. Message from the President



Thank you for viewing our latest Educational Master Plan!

This document is a revision of the work completed in 2010, and reflects important changes that have transpired since then. The revised Educational Master Plan provides the scope and direction for the institution to meet the challenges of offering a comprehensive General Education transfer pathway to four year institutions, Career Technical Education, Basic Skills and non-degree applicable programs.

In particular, Evergreen Valley College has devoted a lot of work to implementing and assessing Student Learning Outcomes at the course, program and institutional levels. This is evidence of our commitment to excellence in instruction, and making sure that our students learn and retain knowledge and skills to successfully transfer to four-year institutions and/or enter employment.

In the area of transfer to the California State University system, Evergreen Valley College has exceeded the number of Associate Degrees for Transfer (ADTs). We have additional ADTs under development, and we are committed to strengthening transfer between EVC and four-year institutions.

An area of potential development and growth is new Career Technical Education programs and certificates. We realize that the needs and goals of our students are diverse and broad. While some seek transfer, others seek training for gainful employment. We currently offer excellent programs in Nursing, Automotive Technology, Business Management, Surveying and Geomatics, Business Information Modeling, and Waste

Water Technology. Evergreen Valley College is also looking at potential new programs to augment its offerings in the near future.

The Educational Master Plan serves as a great tool in our integrated planning process, and directly impacts our Facilities Master Plan. Planning for the future presents opportunities for us to improve our service to our students and the community. As such, the Educational Master Plan has to be revised periodically to be current in meeting the evolving learning needs of our students.

Thank you for your support of Evergreen Valley College!  
Best wishes,



Henry C. V. Yong, Ed.S.



Evergreen Valley College Library and Educational Technology Center Building

## II. Introduction

During the academic year 2014-2015 the Cambridge West Partnership, LLC and the Hill Partnership Inc. were invited to assist the College in updating its Educational and Facilities Master Plans. One purpose of the Educational Master Plan is to determine the amount and type of space needed to accommodate the academic program of instruction and support services through the year 2030. A second purpose is to collect and articulate the future curriculum visions held by the faculty and to complement those with future projections data and regional analysis for occupational openings. A third purpose is to support the ongoing work of the college consistent with selected regional accreditation standards and expectations organized around these questions:

1. How does the Educational Master Plan (EMP) contribute to and draw upon College planning processes and plans?
2. How does the EMP help describe whom the College serves and what the College provides?
3. How does the EMP help address how well the College is doing?

### Deliverables of the Educational Master Plan

The EMP will deliver the following:

- Identification of enrollment growth projections and space needs by discipline and program for the program of instruction and support service elements of the campus.
- Identification of changes in teaching methodology and delivery of instruction, particularly as they pertain to technology.
- Identification of potential new programs or certificates.
- Description of how the College conducts planning and how those efforts are integrated.
- Description of the College's effective service area and the educational needs of the population therein.
- Description of how effective the College has been and the ways in which it seeks additional improvement.

The EMP is not the same as a functional plan that addresses quotidian aspects of college operations such as distance education, staff development, student equity, student success or the use of technology. Nor is the EMP intended as a set of "prescriptions" or dictates for the future direction of the College. It is intended as a resource for the campus faculty, administration, staff, and District Office personnel to guide future evolution of program of instruction and student support services.

### Framework for the EMP

The planning process principally relied on: (1) an analysis of the external and internal environment of the College including the demographic profile/characteristics (2) the current and historical performance of the College relative to the areas of academic and support services; (3) the wisdom of those professional educators and administrators who are responsible for delivering the program of instruction and support services; and (4) input from the Cambridge West Partnership, LLC and Hill Partnership Inc. consulting teams.

## Underpinnings

The process for generating the EMP relied heavily on the analysis of the existing program of instruction, the current level of space demand and the existing degree of space utilization. As such, it is both a discipline-specific set of recommendations and a broader assessment of the instructional mix of programs. The 2014 fall semester was used as a "snapshot" in time from which a planning baseline was constructed. Although the College has experienced a downturn in enrollments from the high point of fall 2009, the 2014 fall term was selected as the benchmark because it was the last complete term of data available to reflect the scope and breadth of the program of instruction and support services.

Analysis was also conducted relative to the demographic and income capacity of the "effective service area" of the College. This was defined as a geographic area with a sufficient and appropriate population base (from which students of the future could be drawn). Additionally, a detailed look at the College was provided via an analysis of its external and internal conditions, its past characteristics and trends over a five-year period of fall terms from fall 2009 to 2014, its current productivity and efficiency, and its future capacity demand.

At the present time the College offers a comprehensive curriculum at the 163-acre site. Most of the buildings were constructed in 1970s and 1980s but six were opened between 2001 and 2009. Forecasting the space needs for future buildings on the site was largely based on defining a program of instruction for the future. Forecasting the future program of instruction was based on the determination of weekly student contact hours (WSCH) for disciplines in the program of instruction and applying State space use standards.



Evergreen Valley College South Campus Science and Math Building Groundbreaking

### III. Context for the Educational Master Plan

The Evergreen Valley College Educational Master Plan (EMP) is a reflective evaluation of where the College has been, where it is now, and where it might plan to be in the future. The EMP aligns with the College's Strategic Plan and will guide the Facilities Master Plan (FMP) by suggesting likely future enrollment growth and potential new instructional programs. The EMP is integrated with several of the functional plans. An inventory of College plans related to the EMP is found in Appendix A of this EMP. The inventory identifies the groups involved with the authorship and review of plans as well as the common funding source and implementation responsibility. The College last updated its EMP and FMP as a combined document in 2010.

Educational Master Plan (EMP). The EMP is one of three institutional plans reviewed by the Senate and College Council. The EMP, developed under the leadership of the Institutional Effectiveness Committee, presents a comprehensive view of the instructional and related student support services efforts of the College. It documents the educational needs in the service area and the College's corresponding responses to those needs. It reflects upon the performance of the College and its strategic priorities. The EMP provides a review of opportunities in the labor market and focuses on transfer institutions to which the faculty members' future curricular visions could be directed. The final chapter projects future growth, identifies current instructional issues with facilities, and recognizes potential new space needs arising from the future curricular visions. The projection of future growth serves as a bridge to the Facilities Master Plan (FMP).

Facilities Master Plan (FMP). The FMP is one of three institutional plans. The FMP, developed under the leadership of the Facilities and Safety Committee and reviewed by the College Council, is a comprehensive view of the campus's physical development. The FMP is based upon the projection of future growth from the EMP and an analysis of the current physical conditions of the campus property. It provides a series of options for the College to consider regarding the future development of parking, circulation (pedestrian and vehicular), way-finding signage, and the placement of instructional spaces within the campus.

College Strategic Plan. The Strategic Plan, developed under the leadership of the Institutional Effectiveness Committee, establishes a limited set of goals and objectives designed to guide the development of the College so that in future years it builds upon its strengths, takes advantage of opportunities, strengthens weaknesses, and mitigates threats. The Strategic Plan was developed through the collaborative discussion of the college community at professional development days. The College Council and President reviewed the Strategic Plan. Each unit of the College works on a commonly agreed upon initiative (student centered for 2015-16) and outcomes collaboratively developed by both Academic and Student Affairs groups. The program reviews for each unit will address how their efforts and accomplishments align with the strategic initiative and mission of the College.

The College committee system has authored nine functional plans (as described below) that are most related to the EMP. Each of the plans is reviewed and funded through the shared governance process.

Technology Plan. The Campus Technology Committee (CTC), in collaboration with the District Technology Planning Group, developed the College Technology Plan. The Campus Technology Plan ties to the District Strategic Technology Plan, College EMP, College Strategic Plan goals, Distance Education Plan, and unit comprehensive program reviews. It promotes the use of technology for instructional and administrative purposes. The College Council reviews recommendations from the CTC and periodic updates to the College Technology Plan.

The Student Equity, Basic Skills, and Student Success and Support Program Plans were developed by the Student Success Committee (SSC) and reviewed by the Senate and College Council. Because the SSC authors the Student Equity Plan, Basic Skills Initiative Plan and the Student Success and Support Program Plan the planning and action goals of all three are integrated.

Student Equity Plan. It identifies subpopulations within the student body whose success has been disproportionately impacted through the college experience. The traditional Student Equity Plan areas of inquiry are access, course completion, ESL and basic skills completion, degrees and certificates obtained, and transfers to a four-year institution. Until 2015 there was a lack of dedicated funding for interventions to assist the subpopulations experiencing a disproportionate impact. However, a number of the student support services listed in the internal scan section of the EMP now have been organized to target those subpopulations identified as most at risk.

Basic Skills Plan. It identifies subpopulations within the student body whose academic successes were lagging and the specific segments of the basic skills curriculum that are the most challenging. Funding from this Plan supported interventions such as early alert, supplemental instruction, counseling, and tutoring services.

Student Success and Support Program (SSSP) Plan. It identifies steps to be taken to improve the effectiveness of core services (orientation, assessment and placement, counseling, advising, and other educational planning services, and follow-up services to at-risk students). The Plan describes District research support for the services and uses of technology in the provision of core services. Changes to College policy and professional development initiatives are outlined in the Plan. The professional development elements of the SSSP are incorporated into the College Professional Development Plan.

Assessment of Student Learning Outcomes Plan(s). The Student Learning Outcomes Committee developed the long-range schedule for the assessment of the Institutional Student Learning Outcomes (ISLO). The ISLO Assessment Plan identified curriculum areas and survey instruments as venues for the collection of assessment evidence, activities for the analysis of assessment data and dialogue about future courses of action. In addition to the ISLO Plan there are two separate plans for CTE and non-CTE course

and program assessment work. The SLO Committee created a Plan for Student and Support Services units to accomplish learning outcomes assessment work. Learning outcomes assessment work is integrated with comprehensive program reviews where faculty members report on their assessment activities and the Professional Development Plan activities of the College.

Major Grants. The College now hosts three federal TRIO series grants (Student Support Services, Talent Search, Upward Bound). The grants are awarded in recognition of the efforts at the College to define problem areas that touch on national public policy topics identified by the federal government. The grants also recognize good planning by the College to mount intervention efforts to address the problem areas. All three grants are managed in the Student Services area and are integrated with plans across the College to facilitate access to higher education and promote greater success, particularly for student groups who are underrepresented in higher education.

Professional Development (PD) Plan. The Professional Development Committee created an annual plan that was reviewed by the Senate and College Council. The PD Plan provides for monthly activities and three formal professional development days each academic year. The annual Plan draws upon suggestions offered by the faculty, staff and administrators of the College. The PD Plan is integrated with other planning activities at the College because some of the ideas for development activities arise from the other plans discussed in this chapter.

Distance Education (DE) Plan. The Distance Education Committee develops the DE Plan in coordination with the Campus Technology Committee and the distance education interests of the faculty. The College Council reviews the DE Plan to promote integration with other plans at the college. The current DE Plan seeks to expand hybrid and distance education offerings, position the College to become a pilot school in the State Online Education Initiative, and provide professional development to faculty interested in either using more technology in their teaching or instructing an online course in their discipline. This Plan is integrated with other plans of the institution through the Plan review processes and through its activities.

Enrollment Management Planning. An Enrollment Management Plan is being developed through a District Task Force co-chaired by the Vice Presidents for Academic Affairs at each college.

All of the departments and units of the institution, through their comprehensive program reviews and annual update reviews, accomplish the most detailed planning work at the College.

Comprehensive Program Reviews and Unit Planning. The units and departments of the college prepare comprehensive program review documents on a rotational cycle with a due date of April 1<sup>st</sup>. A pilot program for an annual update was conducted in 2013-14. A ten-year schedule of the comprehensive reviews, 2013-2023, is available at the program review web pages.

For instructional units the comprehensive program review cycle is every six years, but all vocational programs must do some form of review every two years. For accreditation reasons the Nursing program is required to complete a program review annually. The instructional program review prompts promote integrated planning by requiring a discussion of how the unit has responded to the collectively developed objectives associated with College strategic goals, implemented its curriculum, assessed student learning outcomes, and how it has utilized faculty, staff, facilities, and equipment. The final portion of the review provides an opportunity to discuss future needs and plans. The more recent instructional comprehensive program reviews were consulted in preparing the EMP. Particular attention in instructional unit reviews was given to the responses about curriculum, facilities, and future needs.

In the case of student services units the comprehensive program review cycle is every three years. The student affairs comprehensive program review prompts promote integrated planning by also requiring a discussion of how the unit has addressed the collectively developed objectives associated with the College strategic goals, collected the State mandated management information system data, succeeded in serving students, complied with state regulations, assessed student learning outcomes, utilized technology and budget resources. The final portion of the review provides an opportunity to discuss future plans and needs. The more recent student services comprehensive program reviews were consulted in preparing the EMP. Particular attention in student services unit reviews was given to the responses about technology and planning agendas for the future.

The comprehensive program review documents are reviewed and critiqued by the IEC then forwarded to the College Council and President. The completed reviews are also shared with the College Budget Committee as part of the ongoing planning and budgeting process.

The College Council, supported by governance councils and standing committees, promotes integrated planning through the shared governance process. The content of current plans have a common theme of addressing three major elements in the College Strategic Plan: (1) organizational transformation, (2) student centeredness, and (3) community engagement. EVC has organized these governance councils as part of the shared governance structure: Academic Senate, Administrative Council, Associated Students, Diversity Action Council, and Classified Senate (on hiatus in 2015). The planning work of the institution, except for unit and department comprehensive program reviews, is largely accomplished through these standing committees: College Safety and Facilities, College Technology, College Budget, All College Curriculum, Institutional Effectiveness, College Archives, Staff Development, and Student Success.

The integrated nature of College planning and resource allocation activities is illustrated by the following recently adopted graphic.

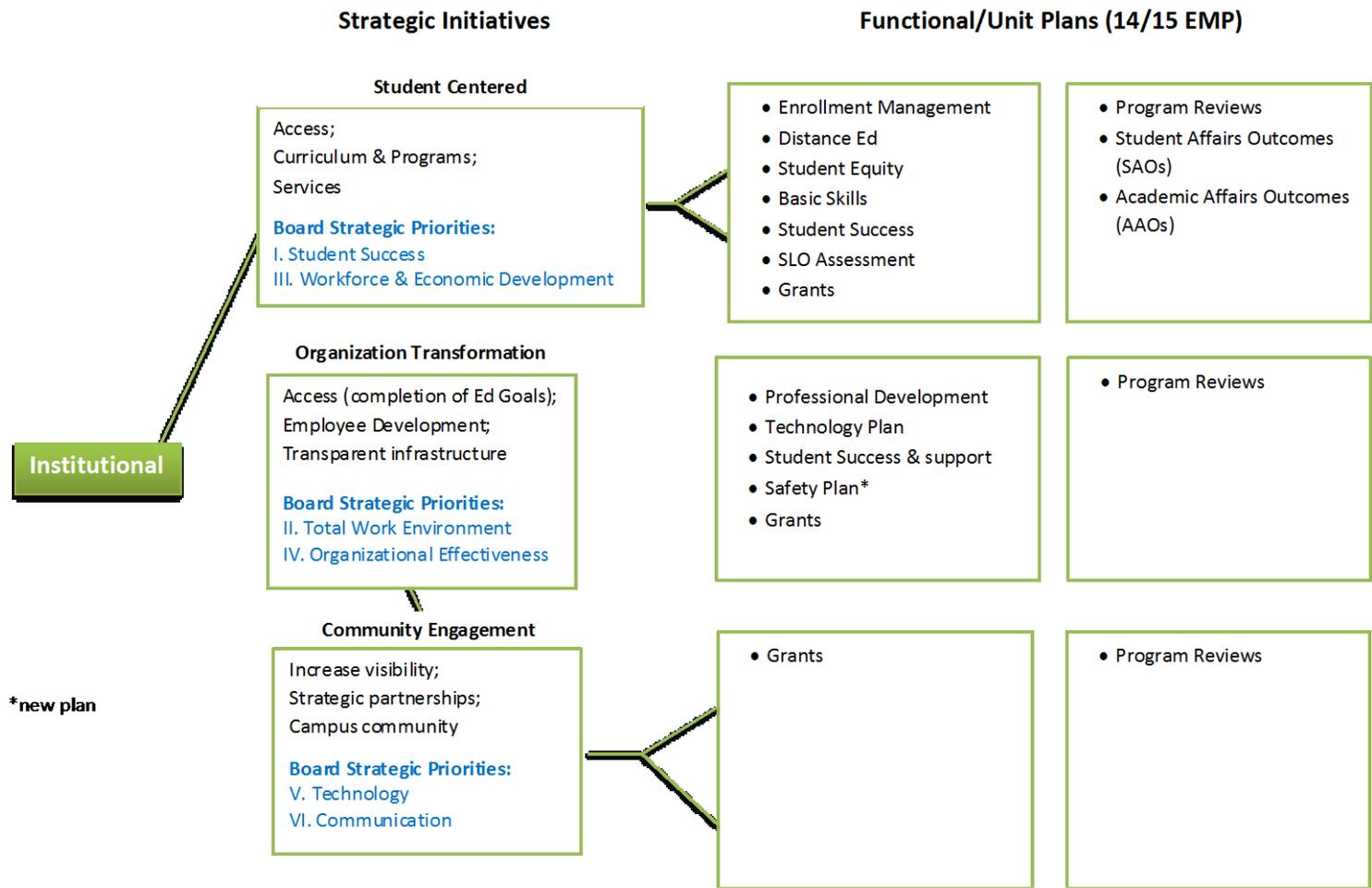
Chart 1: Evergreen Valley College Integrated Planning Model



Source: Institutional Effectiveness Committee and College Council, Integrated Planning Model. November 2, 2015

At the institutional level the College proposes to continue three strategic initiatives related to the functional and unit plans as illustrated in the graphic below. The College relies upon regular program reviews to monitor progress and help measure institutional effectiveness. This framework, and an update to the College Strategic Plan are being discussed in campus forums during the fall 2015 term.

Chart 2: September 2015 Draft EVC Integrated Plan Level 2- Measuring Institutional Effectiveness



Source: Evergreen Valley College. Institutional Effectiveness Committee. September 10, 2015

The proposed new model of integrated planning rests on three assumptions:

1. Data and dialogue regarding the improvement of institutional effectiveness occurs in an ongoing systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Student success is one goal of institutional effectiveness
2. The integrated planning process is driven in all levels by internal and external data and data is particularly utilized in the assessment of effectiveness.
3. Internal and external factors contribute to the process and policy changes for the college, e.g., accreditation, state initiatives, etc. These internal and external factors are taken into account in the institutional plans such as the EMP.

The proposed planning model acknowledges the considerations of institutional set standards for student performance, an accreditation requirement, and the college indicator rates for institutional effectiveness mandated by State legislation.



Evergreen Valley College Student Services Center, Student Success Platform Area

## IV. The College

Evergreen Valley College occupies 163 acres in southeastern foothills of San Jose, Santa Clara County, California. The College is one of two accredited institutions governed by the Board of Trustees of the San Jose-Evergreen Community College District (SJECCD). The District is located in northeastern Santa Clara Valley and includes all of the city of Milpitas and part of the city of San Jose. The District includes 300 square miles.

Evergreen Valley College (EVC) initially opened its doors in 1975 to 3,000 students and currently hosts over 9,000 students from more than 70 countries. It boasts one of the most culturally diverse student bodies within the California Community College System, which enhances and enriches campus life,

Planning for the college began on July 1, 1964, when the San José/Evergreen Community College District separated from San Jose Unified School District and officially became an independent college district. The site for a second community college was purchased in 1967 and named Evergreen Valley College in 1970. The first two buildings were completed in 1975.

Bond measures in 1998, 2004 and 2010 have supported much needed facilities construction: classrooms and labs for biological sciences and nursing education programs, a robust Library and Learning Resource Center, a center to accommodate student life, and the Montgomery Hill Observatory. The Center for the Arts opened in fall 2009. Currently, the 30-plus-year old buildings are being renovated and brought to 21st century standards—the modernization of the Cedro and Physical Education buildings are complete. In 2011 portions of the Sequoia and Acacia buildings were determined to be within a recently declared active fault line of both buildings and relocation of the instructional programs using them is being planned.

The second college in the SJECCD, San Jose City College (SJCC), is located fifteen miles northwest of Evergreen Valley, on the southwest side of the San Jose downtown core area. Founded in 1921, SJCC is one of the oldest community colleges in California.

The Workforce Institute (WI) complements the instructional programs of both colleges in the SJECCD. Established in 1988 as a self-supporting enterprise, the Institute has partnered with a diverse array of companies across industries applying performance-based solutions that ensure training works. In addition, WI provides educational and training opportunities for working professionals and job seekers to stay current in the highly competitive Silicon Valley job market. The offerings of WI include a range of online, self-paced industry certificates for career development, personal enrichment fee-based community service classes, contract education to businesses, and noncredit adult education associated with regional partnerships. Both colleges in the SJECCD sponsor the noncredit curriculum.

## V. The College Mission, Vision, Values and Goals

Evergreen Valley College supports the mission, vision, and values of the SJECCD as approved by the Board of Trustees. Those overarching precepts are restated below.

### District Mission Statement

As a leading educational institution, the mission of the SJECCD is to meet the diverse educational and workforce needs of our community by empowering our students to become agents for socioeconomic change.

### District Vision Statement

By the year 2017, SJECCD becomes the premier institution for advancing opportunity, equity and social justice for everyone through educational excellence.

### District Values Statement

**Opportunity.** As a District, we are constantly looking for opportunities to help us enhance our commitment to students. We have established ongoing relationships with K-12 educational leaders, the San José business community, as well as our local legislators. The College Connection Academy at Evergreen Valley College (EVC) is one partnership with Franklin McKinley School District and the East Side Union High School District that allows students to participate in a “skills to work” curriculum for middle school students. This program is only one of two such programs in the country designed for students in grades 7-high school. It is modeled after the Skills to Work program in Scotland through the Scottish Qualifications Authority. In addition to seeking out opportunities to enhance our students through programs and different types of global and community initiatives, we also wish to create an environment in which our students are given opportunities to voice how they experience our schooling system and for the SJECCD to compare these student experiences to other student experiences around the world. For this reason, several of our initiatives have included community dialogues, focus group training, faculty and student-lead focus groups, and global-activism projects. With more than one third of our students claiming Latina/o ancestry, one such project brought to our college the Nobel Laureate, Rigoberta Menchú Tum. In addition to travel to México and El Salvador, our District hopes to visit schools in Guatemala in the future, as well as other countries in the Americas—creating linkages from our past to our present helping students to dream for themselves and to create new alliances and global opportunities that may not have presented themselves in the past.

**Equity.** SJECCD recognizes that cultural diversity in the academic environment promotes academic excellence; fosters cultural, racial and human understanding; provides positive role models for all students; and creates a race and gendered conscious educational framework where equity in student success is the definition of institutional excellence. At SJECCD, leadership from the Board, to the CEO, to the College campuses is being challenged to create a responsive way of serving all students that uses equity-mindedness as a framework. The Equity-Scorecard and Achieving the Dream initiatives are progressive approaches to institutional transformation. Our District is the only one in the state of California that has been selected to participate in both of these national

initiatives. The process currently underway examines the student data at Evergreen Valley College and San José City College in multi-disciplinary teams called, Evidence Teams. These teams learn to make meaning of data that is disaggregated by ethnicity and gender. Part of each team's learning process teaches them to question traditional models of data analysis that tend to blame students for limited preparedness to succeed in college. By broadening and deepening an awareness of the institutional barriers that impede students' preparation for college success, the colleges are better prepared to develop culturally aware interventions intended to close equity gaps in student achievement. The college's chosen interventions are then monitored over time and adjustments are made so that their effectiveness can be optimized. By questioning traditional methods of data analysis and discouraging 'quick-fix' solutions that are not grounded in evidence and cultural awareness, the District supports its commitment to equitable outcomes for all students and provides a substantive example for other community colleges that are vested in changing institutional practices and closing the student achievement gap. The San José/Evergreen Community College District keeps equity at the center of its institutional responsibility for serving all students by adopting this progressive approach.

**Social Justice.** Social Justice is the pursuit of equity for populations, who are, currently and historically, marginalized, exploited, disempowered, or violated based on their social group membership. These manifestations of oppression are pervasive existences of social inequality reified throughout our social institutions, as well as embedded within individual consciousness. Our District courageously acknowledges these factors do impede student success and calls all employees and students into action on behalf of addressing the value of social justice, both at a local and global level through studying and teaching about critical race theory, socially constructed behaviors and practices, global impacts of oppression, and tools for social activism. It is SJECCD's belief that participating in real-life experiences will allow our faculty and staff to gain a better understanding of the life stories of the students and communities we serve. Our commitment to socially justice causes enables us to offer both international service learning opportunities, as well as a deeper understanding of the social impacts of diaspora, wars, deportations, and US economic policies on the families in our local communities as we strive to gain a global and cultural understanding of the challenges some immigrants face and to gain an appreciation for our diverse and unique populations.

To guide Evergreen Valley College into the future the campus revisited its mission statement in 2010. The current expression of the EVC mission is documented below.

#### College Mission Statement

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degrees for transfer, certificates, career technical education, transfer

coursework, and basic skills education. The Board of Trustees adopted this new mission statement in October 2015.

College Vision Statement

Evergreen Valley College will be a high-quality learning institution that is student centered with a welcoming acceptance of all in an open, collaborative manner.



Evergreen Valley College Dr. Mauro Chavez Student Services Center and Administration Building

## VI. Environmental Scan

### A. Scan of Conditions External to Evergreen Valley College

#### The College in Context to its Environment

The San Jose Evergreen Community College District consists of two main campus locations. San Jose City College (SJCC) is located on the southwest side of the San Jose downtown area. Evergreen Valley College (EVC) is in a suburban area that is 10 miles southeast of the downtown historic district. EVC is bounded by the Evergreen Park on the south and Montgomery Hill Park on the east. The District operates a Workforce Institute, based at SJCC, to offer contract education, community services, and adult education instruction throughout the District. Both colleges offer distance education instruction and provide classes at a variety of community locations. In 2013 the District entered into a joint powers use agreement with the Milpitas Unified School District to construct a joint use facility on four acres of land that had been used as athletic fields for Russell Middle School. The land is adjacent to the Milpitas High School property.

#### Economy and Employment

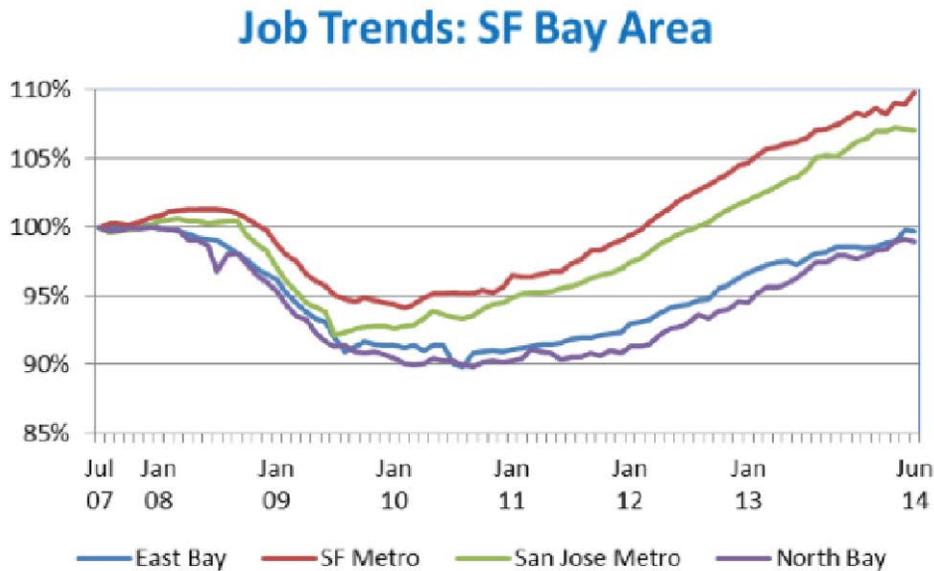
The California economy is expected to continue its expansion and growth, but at a painfully plodding pace. State revenue has been greater than projections in 2014 or 2015 and the Legislative Analyst's Office estimated that the State would likely receive another \$3.6 billion more revenue in 2015-16 than the Governor had predicted.<sup>1</sup> For K-14 public education the adverse economic circumstances of the Great Recession are drawing to a conclusion.

Much of California's strongest employment gains have been in San Jose and San Francisco where growth in the technology sector is spilling over into other parts of the economy. Construction activity has increased to meet growing needs of the State's expanding population base and recovering economy. Analysis by the Center for Continuing Study of the California Economy points to rates of employment becoming above the 2007 peak in San Francisco and San Jose while the North and East Bay areas have not yet returned to the pre-recession employment levels.

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<sup>1</sup> Jim Miller. "Legislative Analyst Predicts California Revenue Will Exceed Revised Budget Estimate by \$3 Billion," *Sacramento Bee*. May 18, 2015

Chart 3: Job Trends in the Bay Area



Source: Center for the Continuing Study of the California Economy. *Numbers in the News*, July 2014.

With respect to community college funding, the Governor’s 2014-15 budget funded a 2.75% enrollment growth projection and a 0.85% cost of living adjustment. Funding was provided to implement legislatively mandated, system-wide student success indicators and a host of other initiatives such as:

- Technical assistance to promote effective performance strategies among the districts.
- \$100 million to increase student participation in matriculation activities.
- \$70 million to close achievement gaps identified by student equity plans.
- A one-time increase of \$50 million was earmarked for career and technical education student success.
- \$6 million dollars for student success technology initiatives were allocated.
- \$30 million was allocated for support to students with disabilities.
- \$498 million to buy-down deferrals of apportionment payments to districts.
- \$49.5 million was provided to reimburse the costs of state-mandated programs.
- A one-time \$148 million infusion for deferred maintenance and instructional equipment support was granted.
- The Governor and Legislature agreed to increase the compensation rate for noncredit career development and college preparation curriculum starting in 2015-16.

These, and other expenditure increases, are expected to consume recent increases in State revenue. These allocations were greeted as “good news.”

In looking to the future, the Office of the Legislative Analyst (LAO) was inclined to predict that there might not be a sudden revenue drop off when the resources from the 2012 sales tax initiative, Proposition 30, end in 2016 and the increase in income taxes for the wealthy expires at the end of 2018. But, annual growth in education funding was predicted to be smaller in future years. This prediction rested on the assumption that the State's economy will continue to experience moderate growth through 2020. After 2015-16, there is a predicted slowdown in economic growth or a large stock market drop, resulting in more constrained revenues. At this time there is some urging to extend the Proposition 30 tax structure beyond the planned termination dates, but the Governor is on record as opposing the extension.

Unexpectedly, the spring 2015 tax season generated much more revenue for the State than was anticipated. The LAO now expects revenue for 2015-16 to be 3% higher (\$3.2 billion) than the Governor's May revised budget estimates. The Governor's May revised proposed 2015-16 Budget offers \$1 billion more to the community college system than the revised 2014-15 level of support. Millions more are now proposed for categorical programs, growth, and operational support. Due to increased property tax and student fee receipts, approximately \$163 million was reduced from the pool of Proposition 98 funds for community colleges.

Although the State economy appears to be on the mend and unemployment levels continue to diminish, a recent report from the Public Policy Institute of California (PPIC) observed that if recent trends were to continue, the State still is likely to face a shortage of workers with some college education, but less than a bachelor's degree by 2025. Their projections are that the shortfall of workers with some college degree may be as high as 1.4 million, even larger than the projected one-million-worker shortage of college graduates with a bachelor's degree.<sup>2</sup> When this analysis is extended to 2030, the PPIC asserts that the retirement of well-educated baby boomers will continue this skills gap.<sup>3</sup> These reports affirm that training beyond high school has become increasingly valuable in the labor market, and forecasts of the composition of industries and jobs indicate that the trend is likely to continue over the next decade.

Those observations are certainly valid for the employment outlook in the San Francisco Bay Area. The nine counties surrounding the San Francisco Bay are commonly seen as a regional economy that is one of the most prosperous and productive areas in the nation. In 2010, the median household income in the area was \$82,500, 41% higher than the country as a whole and 37% higher than throughout California. The region has a well-deserved reputation for large numbers of innovative, highly productive and "leading-edge" technology companies. The trend within regional industries to require more educated workers has pushed wages upward.

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<sup>2</sup> Sarah Bohn, "California's Need for Skilled Workers," Public Policy Institute of California, September 2014 and "California's Future-Higher Education," February 2015.

<sup>3</sup> Hans Johnson, et. al. "Will California Run Out of College Graduates," Public Policy Institute of California, October 2015.

The composition of industries in the Bay Area is concentrated in sectors that require a high-skilled labor force (information and professional, scientific, and technical services) and sectors related to tourism (accommodation and food services and arts). Manufacturing, concentrated on the Peninsula and in Silicon Valley, is heavily oriented to sophisticated equipment design and development. Three of the most concentrated industry sectors in the Bay Area (1) Information; (2) Professional, Scientific, and Technical Services; and (3) Other Services are located in two sub-regions, San Francisco and San Jose.

The California Employment Development Department (EDD) provides occupational forecasts, by county and industry sector, in decade increments. In those projections the “new jobs” column data are openings associated with economic growth whereas the “replacement needs” column data represent an estimate of the job openings created when workers retire or permanently leave an occupation. The “total job openings” column data are the sum of new jobs and replacement needs.

Table 1: Top Industry Clusters in the San Francisco Bay Area Region 2010-2020

<b>Industry</b>	<b>New Jobs</b>	<b>Replacement Needs</b>	<b>Total Job Openings</b>	<b>Annual Job Openings</b>
Business Services	32,960	47,071	80,031	8,003
Health Care Services	57,890	57,134	115,024	11,502
Biotechnology	22,790	17,532	40,322	4,032
Construction Materials & Services	29,740	27,847	57,587	5,759
Retail	53,430	83,414	136,844	13,684
Information & Communication Technologies	99,160	60,829	159,989	15,999
Financial Services & Real Estate	27,490	36,193	63,683	6,368
Professional & Technical Services	49,300	36,206	85,506	8,551
Education & Training	38,070	59,828	97,898	9,790
Hospitality & Tourism	76,710	109,049	185,759	18,576
<b>Total</b>	<b>487,540</b>	<b>535,103</b>	<b>1,022,643</b>	<b>102,264</b>

Source: EDD San Francisco Regional Economic Analysis Profile, June 2014

It may be common to associate the Bay Area in general, and Silicon Valley in particular, with high technology sector employment. However, workers in that sector only account for roughly 12.5% of the Bay Area employment. Technology start-up business activity is actually spreading throughout the region as opposed to its 1990 concentration in Silicon Valley. Most job creation has come from new establishments and expansion of existing establishments rather than from businesses coming into the region.

The Association of Bay Area Governments (ABAG) and the Metropolitan Transportation Commission (MTC) have allocated funds from the U.S. Department of Housing and Urban Development (HUD) to develop an economic prosperity strategy proposal to benefit low and moderate-wage workers in the region. The job opening projections to 2020, across all industries in the Bay Area, reflect growth in jobs at the high-wage (508,000) and low-wage (505,000) end of the labor market. Middle-wage job

opportunities, largely from replacements, are projected to account for 310,000 openings to 2020. While the openings are concentrated in a handful of sectors, they are spread throughout many industries and are located in all parts of the region.

Education is a key consideration to accessing a better-paying occupation in the Bay Area region. Among those workers earning *below* \$18 per hour or below \$37,400 per year, 48% earned a high school diploma or achieved less education. Conversely, among those workers earning *above* \$18 per hour, 58% completed a Bachelor’s degree or higher. The number of jobs paying less than \$18 per hour (office clerks, medical assistants, nurses aides, receptionists, delivery truck drivers, pre-school teachers, security guards, janitors, stock clerks, retail salespersons, home health aides, cashiers, maids, food preparation workers, fast food cooks, waiters and waitresses) is likely to grow. The regional Economic Prosperity Strategy and Plan is three-fold:

1. Improve career pathways from low and moderate wage work to middle wage jobs.
2. Grow the economy in the Bay Area, with particular emphasis on growing middle-wage jobs.
3. Upgrade conditions, particularly for workers in existing low-wage jobs.

The Economic Prosperity Strategy will devote \$1.1 million in funds from the HUD grant to support a series of pilot projects to advance these three goals.<sup>4</sup>

In support of the Economic Prosperity Strategy, the Center for the Continuing Study of the California Economy has estimated the following growth trends for the Bay Area, sorted by median hourly wages.

Table 2: Bay Area Job Openings by Media Wage, 2010-2020

Hourly Wage	New Jobs	Replacement Openings	Total
\$30 or more	254,670	253,030	507,700
\$18 to \$30	134,590	174,900	309,490
Under \$18	199,530	305,210	504,740
<b>Total</b>	<b>588,790</b>	<b>733,140</b>	<b>1,321,930</b>

Source: California Economic Development Department; analysis by Steve Levy, Center for Continuing Study of the California Economy

The Center has advocated that to meet the workforce challenges of the future the region must coordinate efforts to overcome basic skills deficiencies for adults, to excite students about work opportunities through contextualized learning, get industries involved in curriculum design, and provide internship and apprenticeship options.<sup>5</sup>

<sup>4</sup> San Francisco Planning and Urban Research Association (SPUR). *Economic Prosperity Strategy*. October 2014.

<sup>5</sup> Stephen Levy, “The California Economy, Community Colleges and Workforce Preparation,” *CCCAOE Conference presentation*. March 12, 2014.

Silicon Valley is a sub-region of the Bay Area. While the geographic boundaries of this sub-region can vary, it is generally considered to include Santa Clara and San Mateo Counties, a small portion of Santa Cruz County, plus the cities of Fremont, Newark and Union City in Alameda County. As a portion of California economic activity, the sub-region accounts for 10% of the gross domestic product, 9% of jobs, 26% of the mergers and acquisitions, 47% of the patent registrations, 20% of the clean technology venture capital investment, and 37% of all venture capital investment. Population in the sub-region is growing, despite a decline in birthrates. Both domestic and foreign in-migration has varied with cycles of job growth and loss. Foreign immigration levels peaked near the end of the dot-com boom and again in 2013 and 2014<sup>6</sup> Santa Clara County receives over 200,000 workers daily who commute into the County for work, among the highest number of commuters in the nation. The influx comes primarily from Alameda and San Mateo Counties. Half as many resident workers, 109,000, leave Santa Clara County, for work in adjacent counties.<sup>7</sup>

A recently released study by the Brookings Institute discusses the distribution of advanced industries throughout the United States. Those industries are characterized as having research and development spending that annually exceeds \$450 per worker and a workforce where at least 21% of the employees have a STEM-knowledge intensive occupation at a level above the national industry average. The San Jose-Sunnyvale-Santa Clara area leads the 50 metropolitan areas in the United States with respect to the portion of employment in advanced industries. The report’s authors indicate that the area has 17 different advanced industries, including five service industries.<sup>8</sup>

Table 3: Selected Concentrations of Advanced Industries and Their Respective Regional Shares

Intensity Rank	Metropolitan Area	Adv. Industry Share of Total Area Employment (2013)	Adv. Industry Employment (2013)	Share in Manufacturing	Share in Services	Share in Energy
1	San Jose-Sunnyvale-Santa Clara, CA	30.0%	291,700	46.1%	53.8%	0.1%
2	Seattle-Tacoma-Bellevue, WA	16.0%	295,000	44.8%	54.8%	0.4%
3	Wichita, KS	15.5%	46,800	84.6%	12.8%	2.5%
4	Detroit-Warren-Dearborn, MI	14.8%	279,400	49.4%	48.7%	1.9%
5	San Francisco-Oakland-Hayward, CA	14.0%	297,200	23.2%	76.4%	0.4%
	<b>United States</b>	<b>8.7%</b>	<b>12,284,000</b>	<b>44.4%</b>	<b>50.4%</b>	<b>5.2%</b>

Source: Mark Muro, e. al. *America’s Advanced Industries: What They Are, Where They Are, and Why They Matter*. Brookings Institute, Washington, D.C., February 2015.

<sup>6</sup> Rachel Massaro. *Silicon Valley Index 2015*. Silicon Valley Institute for Regional Studies and the Silicon Valley Community Foundation. February 2015.

<sup>7</sup> U.S. Census Bureau. Retrieved from <http://www.census.gov/newsroom/press-releases/2013/cb13-r23.html#> on December 3, 2014.

<sup>8</sup> Mark Muro, et. al. *America’s Advanced Industries: What They Are, Where They Are, and Why They Matter*. Brookings Institute. Washington, D.C. 2014. Retrieved from <http://www.brookings.edu/> February 4, 2015.

As described in the Brookings study, the top five industries in the San Jose-Sunnyvale-Santa Clara area accounted for 189,520 jobs in 2013. Beyond these numbers, the study indicates that 2.2 “regular” jobs are created domestically for every advanced industry job.

Table 4: Top Employer Advanced Industries, San Jose-Sunnyvale-Santa Clara Area

Industry	Jobs, 2013	Annual Percentage Change 2010-2013
Computer Systems Design and Related Services	57,230	6.8%
Semiconductor and Other Electronic Component Manufacturing	43,530	2.1%
Computer and Peripheral Equipment Manufacturing	39,750	3.0%
Other Information Services	26,940	15.6%
Scientific Research and Development Services	22,070	5.6%
<b>Total</b>	<b>189,520</b>	

Source: Mark Muro, e. al. *America’s Advanced Industries: What They Are, Where They Are, and Why They Matter*. Brookings Institute, Washington, D.C., February 2015.

Postsecondary institutions in the San Jose area are producing graduates in STEM discipline fields at a rate higher than institutions in Finland, the global leader, and the United States as a whole.

Table 5: STEM Graduate Rates, Selected Metropolitan Areas vs. Global Leader

Metropolitan Area	STEM Share of Total Graduates	STEM Graduates per Person Aged 20-24
Madison, WI	26.0%	2.5%
Raleigh, NC	36.0%	1.6%
Pittsburgh, PA	21.0%	1.3%
Boston-Cambridge-Newton, MA-NH	15.0%	1.3%
San Jose-Sunnyvale-Santa Clara, CA	29.0%	1.2%
<b>Finland Average</b>	<b>22.0%</b>	<b>1.1%</b>
<b>U.S. Average</b>	<b>15.0%</b>	<b>0.7%</b>

Source: Mark Muro, e. al. *America’s Advanced Industries: What They Are, Where They Are, and Why They Matter*. Brookings Institute, Washington, D.C., February 2015.

By the second quarter of 2013, the Silicon Valley sub-region had surpassed pre-recession job totals with a 3.1% increase in the number of jobs since 2007 and a 3.4% increase between 2012 and 2013. This job growth is not attributable to any one industry. The table below highlights growth in the dominant industries and clusters found in Silicon Valley.

Table 6: Silicon Valley Recent Job Growth in Key Industries and Clusters

<i>Industry Cluster &amp; Key Growth Industries</i>	<b>Jobs in Q2 2013</b>	<b>% of Total Jobs</b>	<b>Percent Change</b>	
			<b>2007-2013</b>	<b>2012-2013</b>
<i>Community Infrastructure &amp; Services</i>	706,006	49.6%	0.6%	2.9%
Construction	58,687	7.1%		9.2%
Banking & Financial Services	19,771	1.4%		7.4%
Transportation	35,833	2.5%		6.5%
Utilities	2,014	0.1%		11.4%
<i>Innovation &amp; Information Products &amp; Services</i>	345,812	24.3%	9.9%	2.6%
Computer Hardware Design & Manufacturing	128,155	9.0%		3.8%
Internet & Information Services	35,356	2.5%		19.1%
Pharmaceuticals (Life Science)	12,825	0.9%		8.2%
<i>Business Infrastructure &amp; Services</i>	231,647	16.3%	-4.0%	6.4%
Personnel & Accounting Services	28,285	2.0%		7.8%
Administrative Services	25,222	1.8%		12.8%
Management Offices	17,625	1.2%		9.3%
Goods Movement	11,156	0.8%		9.4%
Marketing, Advertising & Public Relations	3,119	0.2%		7.9%
<i>Other Manufacturing</i>	54,622	3.8%	-21.1%	-3.1%
<i>Other</i>	85,405	6.0%	58.6%	7.7%
<b><i>Silicon Valley Total*</i></b>	<b>1,423,491</b>	<b>100.0%</b>	<b>3.1%</b>	<b>3.4%</b>
<i>*includes more industries than those shown in the table</i>				

Source: Silicon Valley Index 2014

Localizing the view of the economy and employment to the San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area (MSA), three industries are projected to offer the most employment opportunities: (1) Business and Professional Services; (2) Education and Health Services; and (3) Information. A complete listing of industries and employment projections is found in the following table.

Table 7: San Jose-Sunnyvale-Santa Clara MSA Current Employment and Projections

Industry	Estimated Employment 2012	Projected Employment 2022	Job Openings Change	10-Yr % Change	Annual % Change
Self Employment	60,500	64,800	4,300	7.1%	0.7%
Unpaid Family & Private Household Work	3,600	2,600	-1,000	-27.8%	-2.8%
Farm	4,900	5,400	500	10.2%	1.0%
Mining and Logging	200	300	100	50.0%	5.0%
Construction	34,600	43,100	8,500	24.6%	2.5%
Manufacturing	155,900	154,600	-1,300	-0.8%	-0.1%
Trade, Transportation & Utilities	131,900	143,700	11,800	8.9%	0.9%
Information	54,200	72,000	17,800	32.8%	3.3%
Financial Activities	33,300	37,200	3,900	11.7%	1.2%
Business & Professional Services	178,700	222,500	43,800	24.5%	2.5%
Education & Health Services	133,700	166,900	33,200	24.8%	2.5%
Leisure & Hospitality	82,500	94,600	12,100	14.7%	1.5%
Other Services	24,700	26,400	1,700	6.9%	0.7%
Government	91,400	95,000	3,600	3.9%	0.4%
<b>Total</b>	<b>990,100</b>	<b>1,129,100</b>	<b>139,000</b>	<b>14.0%</b>	<b>1.4%</b>

Source: California Employment Development Department, LMI Data; analysis by Cambridge West Partnership, LLC

Although there are a handful of large employers, the Metropolitan Statistical Area (MSA) that includes San Jose, Sunnyvale, and Santa Clara is dominated by small businesses. Those businesses employing fewer than 50 people account for 36% of all employees, almost as much as the larger employers hiring a workforce of 250 or more (37% of all employees).

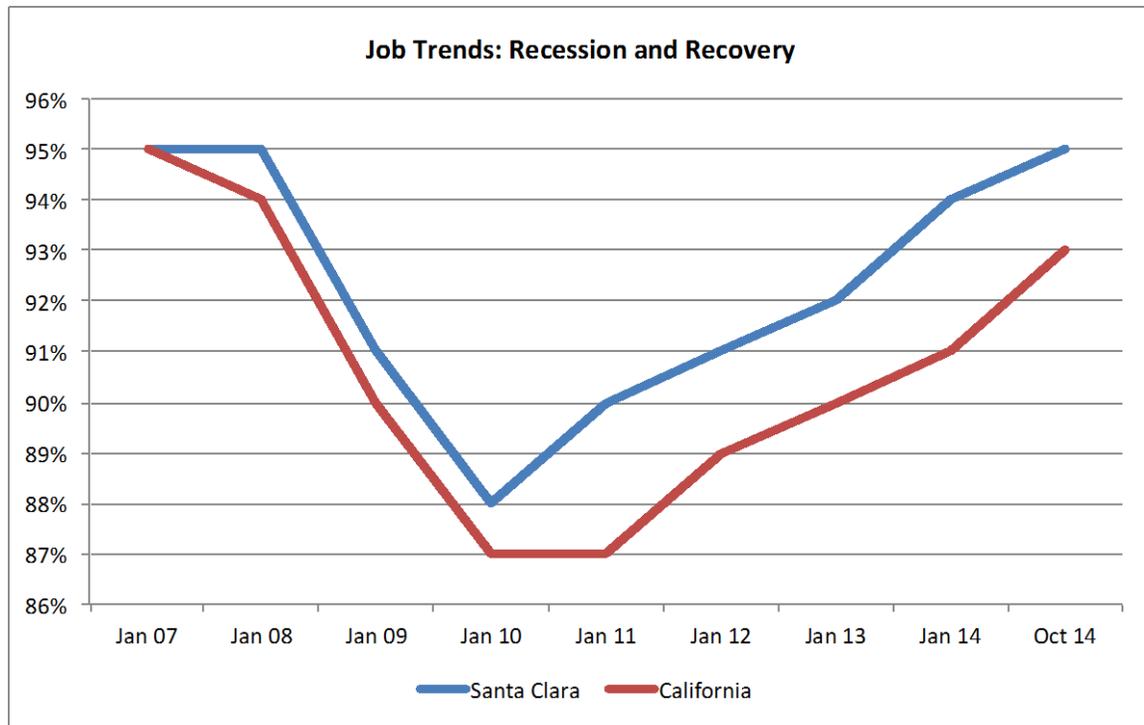
Table 8: San Jose-Sunnyvale-Santa Clara MSA, Businesses by Size

Number of	Size Categories, Number of Employees In the Business								
	0-4	5-9	10-19	20-49	50-99	100-249	250-499	500-999	1000+
Businesses	39,885	8,344	5,724	4,054	1,591	842	207	77	72
Employed Total	58,127	55,031	77,899	123,133	109,058	125,789	70,395	52,753	205,892

Source: California Employment Development Department, Labor Market Information, Number of Private Sector Businesses by Size, Third Quarter 2013.

Compared to the State, job losses in Santa Clara County have not been as severe and job recovery in Santa Clara County has outpaced the State experience.

Chart 4: Job Trends: Santa Clara County vs. California



Source: California Employment Development Department, LMI Data; analysis by Cambridge West Partnership, LLC

Housing for all of these new workers is a challenge in the region. The Bay Area Plan, adopted by the Association of Bay Area Governments in 2013 in response to a 2008 state mandate for sustainable urban growth, has facilitated the identification of 170 priority development areas (PDA) in 60 cities and counties in the region. Those PDAs are within an existing community, at “infill” development areas, near existing or planned transit, and with sufficient density to provide housing or jobs for the future population. Several of the PDAs are within the City of San Jose, along the 101-highway corridor. The City of San Jose projects vigorous economic development over the five-year period from the beginning of 2014 to the end of 2018. Starting in late 2010 to early 2011 housing production began to rebound with the count of units reaching a five-year high of 2,973 (well above the staff forecast of 2,000 units). Rents have been steadily rising at a 10%-plus rate for the last three consecutive years (2010-2013) and property values are also rebounding. In 2014 rents in San Jose increased by 12.3%, one of the steepest increases in the nation.<sup>9</sup> Over the five-year period to the end of 2018 new housing construction is expected to continue at a moderate pace of 2,300 units per year with an emphasis on

<sup>9</sup> Svenja Gudell, “Q1 Market Reports: Did Anyone Tell Landlords That Slow and Steady Wins the Race?” Zillow Research, April 21, 2015.

high-density, multi-family units. Commercial construction is expected to be largely tenant improvements to existing buildings. Industrial development is considered to be in the early stages of a modest, multi-year rebound with tenant improvements outpacing new construction.<sup>10</sup>

#### Implications for the Colleges:

- Public funding for the community college system and property values are increasing. *The Colleges should be able to anticipate less economic stress going forward.*
- The State economy will be providing more future job openings that require a Bachelor's Degree, Associate Degree, or some form of postsecondary career and technical education certification that public higher education systems are projected to create. *The Colleges will need to produce more program awards.*
- Career and technical education, student services, and adult education are receiving more financial support than in previous years, but the support is targeted with specific activities and outcomes expected. *The Colleges have opportunities in these areas, with funding that will require inter-agency cooperation and matching funds.*
- The statewide community college system has undertaken a number of initiatives to provide more job-ready graduates. The Bay Area has been actively engaged in regional planning initiatives as well. Active collaboration on a regional level is expected from the community colleges. *The Colleges will need to engage in these initiatives to create industry and civic partnerships as well as to collaborate with other community colleges in the region.*
- The San Jose-Sunnyvale-Santa Clara area leads the nation with respect to the portion of employment located in advanced industries. Job growth has been greatest in innovation and information products and services. Projections to 2020 indicate that these industries will produce the most high-paying jobs followed by construction. *To prepare students for employment in the advanced industries the Colleges may want to expand instructional efforts in the STEM disciplines, broadly defined. To prepare students for employment in construction the Colleges may want to partner with unions to sponsor apprenticeship programs.*

#### Higher Education Policy

Several key policy decisions will influence the California Community College system in the coming years.

#### *The Completion Agenda*

The College is part of the national and State higher education community. As such, it has a public responsibility to make decisions in light of national goals, policies and resources. In July 2009, President Obama articulated that the American Graduation Initiative (AGI) has a goal of increasing the percentage of U.S. residents who earn high-quality degrees and credentials from the present rate of 39 percent to a rate of 60 percent by the year

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<sup>10</sup> Department of Planning, Building and Code Enforcement. *Development Activity Highlights and Five-Year Forecast (2014-2018)*. City of San Jose, February 2013.

2025. The goal is to make the U.S. competitive in the global marketplace. But, increasingly in the private sector, employers have been screening applicants for employment by requiring college degrees for positions that previously did not require a degree.<sup>11</sup>

Complete College America, a non-profit organization, was formed to advance college graduation rates across the nation. It has enlisted support from leaders in 34 states to ensure greater numbers of students acquire degrees and President Obama's affirmations have echoed its mission.<sup>12</sup>

The President's challenge to the nation, which was aimed at increasing the numbers of college graduates, has not been ignored in California. The Community College League of California (CCLC) launched an "alternative futures" project, 2020 Vision for Student Success, to respond to the national graduation goal by identifying policy and practice changes that could be implemented to increase student achievement. To contribute its part toward achieving the national graduation goal, California needs to produce a total of 1,065,000 degrees or certificates per year. That translates to producing an *additional* 23,000 degrees and certificates per year, a 5.2% annual increase.<sup>13</sup>

The most recent addition to public policy around the completion agenda is the passage of SB 850 in 2014 to authorize a pilot program in which 15 California community colleges can offer a bachelor's degree program starting in 2017-18 in technical fields where the California State University system does not offer a program of instruction. The intent is to offer programs not provided by the CSU or UC in subject areas with unmet workforce needs. As a result, more students may find it convenient to complete the bachelor's degree by remaining at their local community college.

In August, 2014, the Board of Governors for the California community college system joined in the completion effort by announcing a goal to increase the numbers of students earning certificates, degrees, or transferring to four-year institutions by nearly a quarter of a million over the next ten years. For academic year 2013-14 the system awarded 190,314 certificates and degrees, a 40 percent increase from 2009-10 and an all-time high for the system. The Gates, Ford, Lumina, and Kellogg Foundations as well as the Carnegie Corporation of New York. Collectively, there are more than two-dozen entities that have sponsored initiatives to promote college completion.<sup>14</sup>

#### *Federal Policy and Funding Initiatives*

In 2014 the White House convened a series of higher education summits to change in higher education policy and practice. Attention was given to greater access, particularly

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<sup>11</sup> Doug Lederman. "Credential Creep Confirmed" Inside Higher Education. September 9, 2014; Karin Fischer. "A College Degree Sorts Job Applicants, but Employers Wish It Meant More," Chronicle of Higher Education. March 8, 2013 p. 26-29

<sup>12</sup> Complete College America. *Time Is The Enemy*. September 2011

<sup>13</sup> *2020 Vision: A Report of the Commission on the Future*, (Sacramento, CA: Community College League of California, 2010)

<sup>14</sup> Alene Russell. "A Guide to Major U.S. College Completion Initiatives," American Association of State Colleges and Universities, October 2011.

for low-income students, the completion agenda, college outcome performance measures, constrains to the ever-rising costs of high education, and other topics of interest to the federal government. Institutions, corporations and non-profit entities were asked to promise actions they would undertake to achieve these goals. To encourage more participation in postsecondary education the President used his 2015 state of the union address to propose, similar to the current policy in Tennessee, that the federal government help each state to make attendance at a community college free of tuition. However, the proposal would be funded through changes in the federal tax code, including increased taxes on the highest incomes.

To encourage more participation in postsecondary education the President used his 2015 state of the union address to propose, similar to the current policy in Tennessee, that the federal government help each state to make attendance at a community college free of tuition. Known as the America's College Promise proposal and the related American Technical Training Fund creates a partnership with states and responsible students (those attending at least half-time, maintaining a 2.5 GPA or better, and making steady progress toward completing their program). Colleges would be expected to offer programs that are fully transferable to public four-year institutions or occupational programs that lead to degrees or certificates in demand among employers. The SJECCD is working with K-12 Districts, the City of San Jose, the foundation, and other partners to reinstitute the San Jose Promise.

While it has been announced that some new federal resources will be allocated for use by community colleges, the Congress is currently also struggling to restrain spending and to reduce debt levels. Federal legislation may have helped community colleges to consolidate student loan programs within the US Department of Education and to increase the amount of Pell funds per grant. However, recent Congressional proposals to curtail the Pell grant awards for summer terms may hurt the colleges and students. The long-term impact remains to be seen, but federal aid now has a student lifetime limit and is also limited to a maximum number of credit hours represented by 150% of the credits required for the program of study the student is pursuing. For a community college associate degree 150% would equate to 90-semester credit hours. Veterans on the G.I. Education Bill may be more limited in the credit hours funded by that program. In the FY2016 budget the President proposed that the maximum award under the Pell Grant program would increase and new rules would require students to make progress in their programs by passing an increasing percentage of their total course load. President Obama has signed an executive order to align the monthly repayment rate of federal loans to the level of future wages earned by the student. That may ease the burden of debt for students and make the act of borrowing for a college education more feasible for prospective students. The President has also declared a policy to not enforce deportation on children of illegal immigrant parents who meet certain conditions and to provide work permits for those children. That will ease some burdens in that subset of the population and may stimulate these children to attend college who would not otherwise do so.

The Obama administration and the U.S. Department of Education have announced a new emphasis for their involvement with career and technical education through a

transformation of the Carl D. Perkins Career and Technical Education Act of 2006 as it comes due for renewal. Although the Act has not yet been renewed, the desired redefined directions will promote greater alignment between CTE programs and labor market needs as well as collaboration with K-12 and employers. Differences in the current provisions of the Perkins Act and the proposed changes were announced in April 2012.<sup>15</sup>

In April 2014 the Obama administration announced the formation of a consortium of colleges, employers, and unions to promote apprenticeship education programs that award college credit. College's affiliating with the consortium must agree to follow credit recommendations made by third-party evaluators who translate the skills learned during an apprenticeship into credit hours. The American Council on Education and the National College Credit Recommendation Service are two third-party organizations that provide those recommendations. Consortium membership is voluntary and is run by the Departments of Education and Labor. The federal government, to help develop high-quality registered apprenticeship programs, has provided a sum of \$1 million in grants.

In July 2014 the Congress enacted the Workforce Innovation and Opportunity Act (WIOA) by a wide bipartisan majority as the first legislative reform in 15 years of the public workforce system. This legislation took effect on July 1, 2015 with regulatory rules written in collaboration by the Departments of Labor (DOL), Education (DOE), and Health and Human Services (HHS). In general, the legislation focuses on streamlining programs, reporting, and administration and eliminated 15 existing federal training programs. WIOA keeps the basic structure of the prior legislation with components covering occupational training, adult basic education, literacy and English language acquisition, vocational rehabilitation, and the national system of public employment offices and services. Key features and opportunities of the WIOA legislation include more unified planning between state and local authorities to address regional labor markets, a common set of performance measures, and promotion of best practices including contextualized adult basic education, ESL, and attainment of industry-recognized certificates.

Since the passage of the Higher Education Opportunities Act (2008), a series of new federal regulations have been issued to improve program integrity where Title IV financial aid funds are involved. Regional accrediting bodies are now expected to provide *closer* scrutiny of member institutions on a range of new topics.

#### *Regional Accreditation Initiatives*

In part, stimulated by prior federal government actions, regional accrediting bodies are insisting that greater attention be given to student *learning* outcomes. The expectation by the Accrediting Commission for Community and Junior Colleges (ACCJC) is that all member institutions will routinely practice proficient assessment processes at the course, program, and degree levels.

These new areas are in addition to the traditional goals of accreditation:

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<sup>15</sup> U.S. Department of Education, Office of Vocational and Adult Education. *Investing in America's Future: A Blueprint for Transforming Career and Technical Education*. April 2012.

1. Providing assurance to the public that the education provided by the institution meets acceptable levels of quality
2. Promoting continuous institutional improvement
3. Maintaining the high quality of higher education institutions

Implementation of the new 2014 standards has introduced a number of changes, including the requirement to create a quality focus essay to guide future improvement efforts. Although subtle, the Commission has changed the term used for the initial phase of the comprehensive reaccreditation process from a self-study to a self-evaluation. The change underscores the increased emphasis that claims made by the institution must be supported by evidence and evaluation and reaffirms the emphasis on continuous quality improvement.<sup>16</sup> The change also echoes some of the national discussions about educational quality and accreditation.

#### *California Community College Initiatives for Student Success*

The following State initiatives are intended to increase student success rates:

- The Board of Governors' basic skills initiative seeks to enable more students to overcome their academic deficiencies.
- Additional legislation, SB1440 Student Transfer Achievement Reform or STAR Act in 2010, simplified the process of transferring from a community college to a school in the California State University (CSU) system. This program provides a pathway for students to follow so that they can be admitted to a CSU with junior status. It was complemented by SB440 in 2013 that further incentivizes transfer students to complete an associate degree.

Perhaps the most potentially far-reaching set of recommendations for change in policy and practice were included in the report from the California Community College Chancellor's Office Student Success Task Force. The group proposed eight areas of focus with 22 recommendations.

Some of these recommendations required changes to State law and regulations. Others required new resources. The remaining recommendations could be accomplished in each community college district that has the will to do so without either of these state-level changes.

The Legislature passed the Student Success Act (SB 1456) in August 2012 and the governor signed it shortly thereafter. The measure did the following:

- Commissioned the development of a uniform placement exam for students;
- Directed colleges to provide students with orientation, assessment, placement and counseling services;
- Required students to identify an educational goal (such as degree or certificate for transfer to a four-year university) and complete an educational plan;

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<sup>16</sup> Accrediting Commission for Community and Junior Colleges. *Preparing for A Comprehensive Visit*. Workshop materials presented on October 15, 2014.

- Required colleges that receive student support service funds to complete and post a student success scorecard showing how well the campus is doing in improving completion rates, especially by race, ethnicity, gender, and income;
- Established minimum academic progress standards for students to receive Board of Governors fee waivers, but also developed an appeal process.

The Task Force recommendations came in the wake of a severe shortfall in resources for California's public higher education institutions. Fiscal support to the community colleges had been sharply curtailed. Since 2008-09 dwindling state support for the community college system, approximately \$800 million, translated into an historic 17% drop in enrollment or more than 485,000 students. At the time, the prospects for a *quick* recovery to the state's economy and its ability to support higher education were not good. The Legislature increased the enrollment fee that students pay from \$26 per unit to \$46 per unit. Governing boards for the University of California and the California State University systems also responded to reduced State support by increasing their tuition fees. Both university systems reduced the number of students that were accepted and redirected many to the community colleges. The community college system was overwhelmed with enrollments. As a result, class sections, which had been reduced in number, filled quickly causing students to take more time to earn their degrees. The passage of Proposition 30 curtailed some of the severe budget cutting and the recovering California economy has helped restore funding.

Funds for 2015-16 better enable the Chancellor's Office to provide support to colleges that develop a student success and support plan (formerly matriculation) built around some of the recommendations arising from the Student Success Task Force. Since the 1986 Seymour-Campbell Act, the Legislature has historically emphasized the importance that appropriate matriculation services has on ensuring successful academic outcomes in college. In the 2014-15 level of funding for the Student Success and Support Program (SSSP) the Legislature provided almost twice the level of funds that had been provided for the matriculation program at its peak. Although initially based on a formula driven by the counts of students enrolled, the future years of funding will be influenced by the college's performance in the delivery of core services and conditioned upon the college's adoption of a common placement assessment process, when that is available. Also, all participating colleges are required to provide two dollars worth of matching funds or in-kind services for each single dollar of grant money. The funds must be expended only on core services. The provision of effective core services (orientation, assessment and placement, counseling, academic advising, and early intervention or follow-up for at-risk students) has been found to improve students' ability promptly to define their educational and career goals, complete more of their courses, persist to the next term and achieve their educational objectives in a timely manner.<sup>17</sup> As new priority enrollment rules were made effective in fall 2014, one of the incentives for students to complete the core services is the potential loss of priority enrollment or withholding of an enrollment opportunity.

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<sup>17</sup> Eva Schiorring and Rogear Purnell. *Literature Review Brief: What We Know About Student Support 2<sup>nd</sup> Ed.* Research and Planning Group of the California Community Colleges. Fall 2012.

The Student Success Task Force recommended the development of a robust common assessment instrument. The assessment services include data collection and course placement guidance, but the placement cut scores remain a local decision. Working groups of faculty from the disciplines of English, Math and ESL have been involved in drafting a continuum of competencies that address the full range of prerequisite skills found in the curriculum. The common assessment initiative has a “go live” target of the 2016-17 academic year, pending a successful pilot experience.

The effort to exploit technology in support of student success blossomed into the Educational Planning Initiative that was launched to help colleges meet the requirements for student success and support program funding by providing a comprehensive educational plan for all students. The initiative also enhances the counseling experience by inducing students to take more responsibility for their educational program plans and to use counseling expertise only to *verify* their planning. A degree audit system provides transcript, articulation and curriculum inventory elements to help both students and counselors. As a by-product, it is hoped that unnecessary units accumulated by students will be reduced. A single sign-on portal is the student’s point of access to this system that is a service-oriented architecture experience in which some existing services will be complemented by new services yet to be produced. The project had a “go live” target of the 2015-16 academic year, pending a successful pilot experience.

The legislation implementing some of the recommendations of the Student Success Task Force, SB 1456, requires the coordination of student equity plans with student success and support programs. Student equity identifies groups of new and continuing students who need more help and offers them services and instruction through to completion. Student success and support programs focus on services for entering students and identifies individual students needing more help. Interest in student equity is not new as the Board of Governors adopted a student equity policy in 1992, but financial support for planning and interventions has not always been available or adequate.

In 2014 the Legislature appropriated \$70 million for student equity purposes and required specific goals and activities to address disparities and coordination of them with other categorical programs. Foster youth, veterans, and low-income students were specifically included along with the traditional student equity populations based on age, disability status, gender and ethnicity. The requirement to maintain an equity plan is now in statute (SB 860) as opposed previously to being in regulations alone and is a condition for receiving all student success and support program funding. Although 40% of the allocation formula for funding is based on district FTES, the allocation of the student equity funds is also driven by the portion of high-need students attending the college. Unlike the student success and support program funding, dollars for student equity interventions do not require matching funds or in-kind effort from the colleges. Funding for both efforts was increased for 2015-16 after the May budget revision.

The governor’s interest in online education garnered an appropriation of \$56.9 million over 55 months to launch the Online Education Initiative for the community colleges. Several steering committee work groups were formed with an overarching aim to

increase student completion through online education. The initiative is intended to increase access to more online courses created by community college faculty members and to provide students well-designed resources that will improve their chances of a successful learning experience. The funds will build upon the existing California Virtual Campus. In 2011-12, 27% of all California community college students were enrolled in a distance education course, a 14.5% increase over the previous six years. In that same academic year more than 50% of the community colleges offered at least one degree or certificate through distance education. However student success rates in distance education offerings lagged behind success rates in courses offered face-to-face. Part of the work in this initiative is to improve student readiness to engage the learning experience through online instruction and to provide tutoring support for those students. Those two components had a pilot project “go live” target of spring 2015. A common course management system was launched in fall 2015. Within the initiative is work moving forward to assist faculty in several professional development ways- creating of online course content, teaching strategies for the online environment, course design standards and course review training. The initiative is in partnership with the Academic Senate of the California Community Colleges and the @One distance education organization. Support for the @One Project comes from the Chancellor’s Office through the Telecommunication and Technology Infrastructure Program (TTIP).

#### *Adult Education Initiative*

The governor’s initial proposal for inclusion of the adult education programs into the community colleges met with stiff opposition in the Legislature. Adult education had not enjoyed a dedicated funding source since 2009 when the State allowed school districts to use adult education funds for *any* purpose. Before the Great Recession California spent \$634 million for dedicated funding to adult education. By 2013 the Legislative Analyst’s Office estimated that only about \$300 million was being spent for that instruction. A compromise was fashioned to improve and expand the provision of adult education through regional consortia that would work to eliminate redundancy and craft pathways into higher education for interested students. The initial AB86 legislation was budgeted \$25 million for a two-year period as planning grants awarded to the Chancellor’s Office. The grant funds went to a regional consortium to create and implement a plan to better provide adults in its region with all of the following:

- Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.
- Education services, classes for eligible immigrants in citizenship, English as a Second Language, and workforce preparation classes in basic skills.
- Education programs for adults with disabilities.
- Short-term career technical education programs with high employment potential.
- Programs for apprentices.

Instruction in parenting, home economics and classes for older adults were explicitly excluded from this funding. Funding has been renewed for 2015-16 as AB86/Adult Education Block Grant AB104.

#### *Career and Technical Education Initiatives*

In 2012 the Legislature passed SB 1402 which the Governor signed to recast and rewrite the economic and workforce education division programs and services. The new direction implements industry sector strategies that align with labor markets on a regional basis and to do so in a collaborative fashion. The Chancellor’s Office translated these discussions into a four-part initiative called Doing What Matters (DWM) for Jobs and the Economy.

In fall 2012 regional meetings were convened to review labor market data and community college instructional program capacities for the purpose of selecting a limited number of industrial sectors upon which the region would focus. No more than three priority sectors and two emerging sectors were selected.

The Bay Area Community College Consortium (BACCC) schools as a whole selected the three priority sectors or clusters and two emerging sectors as described in the table below. The sub-regional colleges in Silicon Valley differed from the whole group only in the two emerging sectors they selected.

Table 9: Bay Area Consortium Priority Sector Choices

<b>Priority Sectors/Clusters</b>	<b>Doing What Matters Categories</b>
Information Communications & Technologies	ICT/Digital Media
Healthcare	Health
Advanced Manufacturing	Advanced Manufacturing
<b>Emerging Sectors</b>	<b>Doing What Matters Categories</b>
New Energy	Energy (Efficiency) & Utilities/Transportation & Renewables
Water/Wastewater	Agriculture, Water, & Environmental Technologies

Source: Bay Area California Community College Consortium

Table 10: Silicon Valley Sub Area Priority Sector Choices

<b>Priority Sectors/Clusters</b>	<b>Doing What Matters Categories</b>
Information Communications & Technologies	ICT/Digital Media
Healthcare	Health
Advanced Manufacturing	Advanced Manufacturing
<b>Emerging Sectors</b>	<b>Doing What Matters Categories</b>
Biotech Devices	Life Sciences/Biotech
New Energy/Advanced Transportation	Energy (Efficiency) & Utilities/Transportation & Renewables

Source: Bay Area California Community College Consortium

The initial phase of DWM was designed to dovetail with the State Workforce Plan created by the California Workforce Investment Board. Some funding from the DWM initiative was awarded to the regions to both enhance existing CTE programs and to support regional collaborative work. The second phase of this initiative applies common accountability metrics to gauge the extent to which the efforts have “moved the needle.”

A system of common metrics that includes student momentum points and leading indicators was developed for this phase. A third phase will promote bringing innovation and best practices “to scale”. The overriding message of the DWM initiative is to prompt collaborative action within regions to prepare students for work in critical industry sectors.

The 2014-15 State budget provided a one-time pool of \$50 million to help the DWM initiative incentivize the colleges to develop, enhance, retool, and expand CTE offerings in response to regional labor market needs and to stimulate additional regional collaboration. Over 540 applications were submitted throughout the state, mostly from the highly urbanized Bay Area or the combined Los Angeles/Orange County regions. The most popular two sectors for which an application was submitted from throughout the State were ICT/Digital Media and Health.

In recent history the governor and Legislature have given some emphasis to career and technical education (CTE) starting with the enactment of SB 70 in 2005 and SB 1130 in 2006 to promote greater cooperation between the community colleges and their K-12 district partners offering CTE instruction. Examples of activities supported by the legislation and funding include, but are not limited to, building upon existing programs and creating new ones to increase student participation in industry sector CTE programs at the high school and ROCP level, preparing middle schools to offer CTE awareness programs, studying methods of increasing CTE teacher availability from business and industry, and looking at statewide methods to standardize articulation among community college, high school, and ROP programs.

In 2013 SB 1070 was established an economic and workforce development program for the community colleges and required the Board of Governors, Chancellor’s Office staff and the colleges to assist economic and workforce regional development centers and consortia to improve, among other things, career-technical education pathways between high schools and community colleges. Contracts and competitive grants funded by the program through 2015 were to be jointly administered to improve linking CTE pathways between high schools and community colleges. The colleges were authorized to enroll high school students, although not residents of the college district, in a CTE program sponsored by the college.

The 2014-15 budget passed with \$250 million in funding, added legislation to promote career pathways from high schools to the community colleges. The legislation created the California Career Pathways Trust so that the funds, in the form of one-time competitive grants, could be made available to school districts, county superintendents of schools, direct-funded charter schools, regional occupational centers or programs operated by a joint powers authority, and community college districts.

Applications, from 123 consortia, for the 2013-14 appropriated funds quickly outpaced the available funding. Thirty-nine consortia were awarded grants. The recipients included 12 consortia receiving up to \$15 million each, 16 receiving up to \$6 million each, and 11 receiving awards of up to \$600,000 each. The Legislature allocated a second round of

funding for the Trust with applications that were due in the fall of 2014 for competitive grants to be implemented in academic years 2015-16 and 2016-17. The Workforce Institute successfully competed for a \$13 million dollar award to promote STEM education in the region.

### *Dual Enrollment*

The most recent legislation to promote collaboration, AB 288, signed into law on October 8, 2015 to take effect in January 2016, authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district. The partnerships are to offer or expand dual enrollment opportunities for students who may not already be college bound or are from groups underrepresented in higher education. The goal is to develop a seamless pathway from high school to community college for career-technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness. The following are the highlights of the legislation:

- Community colleges can assign priority enrollment and registration to high school students in a CCAP with no fees to pay;
- Courses during the regular high school day can be restricted to high school students and do not have to meet the normal open enrollment standard;
- Courses with no open seats on campus cannot be offered at high schools through the CCAP;
- Basic skills math and English can be offered through CCAP but only for students who are not at grade level in that subject; and
- Community colleges can claim FTES if the high school student is qualified for full high school apportionment without using hours of the college course.

### *New Growth Funding Formula*

Apart from targeted funds described above, the SB 860 legislation from 2014 will impact the allocation of apportionment funds for growth to the districts by using a new formula starting in 2015-16.<sup>18</sup> Basic aid districts, such as the San Jose-Evergreen Community College District, are not included in any apportionment allocation model but are impacted with respect to categorically funded activities.

### *The General Neighborhood*

The policies and priorities discussed above impact colleges differently and both institutions within the District are not the only opportunities for a postsecondary education experience open to residents of the south bay region. The following table lists the public California community colleges that border the SJECCD.

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<sup>18</sup> Day Toy, Vice Chancellor for Finance. "Growth Funding Allocation Formula," *Consultation Digest*. November 20, 2014. "California Community Colleges Growth Funding Allocation Model" power point presentation to the Association of Chief Business Officers Conference. October 27, 2014.

Table 11: Public Community Colleges Around the San Jose-Evergreen Community College District

District	College	Address	Miles From*	
			EVC	SJC
<b><i>The "Neighborhood"</i></b>				
San Jose-Evergreen CCD	Evergreen Valley	3095 Yerba Buena Road, San Jose 95135		11.7
San Jose-Evergreen CCD	San Jose City	2100 Moorpark Ave, San Jose 95128	11.7	
West Valley-Mission CCD	West Valley	14000 Fruitvale Ave., Saratoga 95070	21.6	9.9
West Valley-Mission CCD	Mission	3000 Mission College Blvd, Santa Clara 95054	16.1	10.4
DeAnza-Foothill CCD	DeAnza	21250 Stevens Creek Blvd, Cupertino 95014	19.9	8.2
DeAnza-Foothill CCD	Foothill	12345 El Monte Road, Los Altos Hills 94022	24.9	13.2
Ohlone CCD	Ohlone	43600 Mission Blvd., Fremont 94539	22.7	17.6
Ohlone CCD	Ohlone	39399 Cherry Street, Newark 94560	24.5	18.7
<b><i>More Distant "Neighbors"</i></b>				
Gavalin CCD	Gavalin	5055 Santa Teresa Blvd., Gilroy 95020	32.8	37.8
Chabot-Las Positas CCD	Chabot	25555 Hesperian Blvd., Hayward 94545	34.6	28.8
Chabot-Las Positas CCD	Las Positas	3000 Campus Hill Dr., Livermore 94551	39.6	34.7
San Mateo CCD	Canada	4200 Farm Hill Blvd., Redwood City 94061	34.6	22.9
San Mateo CCD	College of San Mateo	1700 W. Hillsdale Blvd., San Mateo 94402	40.3	31.3
San Mateo CCD	Skyline	3300 College Dr., San Bruno 94066	52.3	40.6
Yosemite CCD	Columbia	11600 Columbia College Dr., Sonoma 95370	133.0	128.0
Yosemite CCD	Modesto Jr.	435 College Ave., Modesto 95350	87.7	82.7

\*courtesy of google maps

\*Google Maps distances and times

Source: California Community College Chancellor's Office

Residents interested in a postsecondary education could also consider attending a four-year institution or a vocational-technical school. The table below lists some of these institutions that are operating near both colleges in the District.

Table 12: Selected Four-Year and Vocational-Technical Schools Near the SJECCD

Accredited	College	Address
WASC	San Jose State University	1 Washington Square, San Jose 95192
WASC	Santa Clara University	500 El Camino Real, Santa Clara 95053
WASC	JFK University	1 West Campbell Ave., Campbell 95008
WASC	Art Institute of California	1120 Kifer Road, Sunnyvale 94086
WASC	Cogswell Polytechnical College	1175 Bordeaux Dr., Sunnyvale 94089
Distance Ed Training Council	Henley-Putnam University	2804 Mission College Blvd. #240, Santa Clara 95054
WASC	National University	3031 Tisch Way 100 Plaza East, San Jose 95128
WASC	Palo Alto University	1791 Arastradero Rd., Palo Alto 94304
WASC	University of San Francisco	20085 Stevens Creek Blvd. #2, Cupertino 95014
Private Postsec. Ed. Council	Silicon Valley University	2010 Fortune Dr., San Jose 95131
WASC	Sofia University	1069 E. Meadow Circle, Palo Alto 94303
WASC	Stanford University	450 Serra Mall, Stanford 94305
WASC	William Jessup University	1190 Saratoga Ave. #210, San Jose 95129

Sources: Western Association of Schools and Colleges (WASC)-Senior Commission; California Postsecondary Education Commission (CPEC) Educational and Demographic Profile- Santa Clara County. 2004; California Bureau of Private Postsecondary Education (BPPE) Directory of Institutions.

*Implications for the Colleges:*

1. A broad array of governmental and private organizations is urging postsecondary institutions to produce more graduates with degrees completed. It has been estimated that the State economy will be short in excess of two million graduates with a bachelor's degree or postsecondary education short of the bachelor's degree by 2025. *As a public agency the Colleges should embrace that public agenda with vigor.*
2. As the federal government seeks to achieve a more balanced budget there is still financial support for students and incentives for institutions to increase student success and to prepare more students ready to compete in a global economy. However, these incentives come with performance expectations. *The Colleges should act upon have opportunities to enhance their resources.*
3. After many years of debate there is consolidation of several federal workforce-training programs and a new direction to emphasize regional efforts and agency collaboration in the Workforce Innovation and Opportunity Act (WIOA) legislation. The Carl Perkins legislation has not yet been reauthorized, although it is overdue, nor has the Higher Education Act been reauthorized. *The Colleges should monitor trends in federal policy to be poised to take advantage of any new direction.*
4. The regional accrediting commission, ACCJC, is following federal direction with requirements it has imposed on member institutions. Recent state legislation intended to induce intentionality into institutional planning and to hold public colleges accountable for performance on state priorities are in a similar spirit to the accreditation expectations. *Colleges should track student achievement and learning performance, and act upon identified deficient performance areas.*
5. Starting three years ago State legislation (SB 1440) created a remarkable framework to facilitate transfer to a campus within the California State University (CSU). Community college and CSU faculty throughout the state have risen to the occasion to forge transfer model curriculums (TMCs). Additional legislation in 2013 (SB 440) creates further expectations. *Both Evergreen Valley and San Jose City Colleges have achieved their expected targets, but more is needed to facilitate transfer in a wider range of majors.*
6. Particular state attention has been given to re-crafting matriculation and other student services along the lines of recommendations from the Student Success Task Force. *The Colleges have a series of opportunities to improve services and student success by participating in these new state programs and although matching funds are required, attention must be given to student equity concerns. Participating institutions will have to use a future common placement assessment instrument if funds are accepted now.*
7. A serious revisiting of online instruction as a delivery mode is being funded in the State. *While neither college has offered an extensive array of online classes, the colleges should consider offering more online.*
8. Adult education has long been neglected as a public service in the state. The AB86/Adult Education Block Grant AB104 legislation provides funding to promote regional cooperation and elimination of redundancy. It includes

incentives to focus the instruction on preparing vulnerable citizens for more effective participation in the workforce. This legislation, combined with the promise to raise the funding level for selective noncredit FTES to equal the level of credit instruction starting in FY 2015-16, presents a unique opportunity to make a very substantial difference in the service area. *The Colleges should implement the planning work done by the regional consortium to the extent funding will allow.*

9. Several opportunities are unfolding for career and technical education both within and outside of the Doing What Matters for Jobs and the Economy initiative from the Chancellor's Office. Several dedicated funding sources are promoting inter-segmental cooperation and regional approaches to this segment of instruction. *The Colleges should position themselves to fully engage the various opportunities in this curriculum and external relations area.*

#### Population Served: The Region and Santa Clara County

Population in the greater San Francisco Bay Area, in which the College is located, is projected from 7 million in 2010 to 9 million by 2040. Hispanics as a portion of the overall population will move from 23% to 35% of the population while Asians will grow from 21% to 24% of the population. Therefore, the population will become even more ethnically and racially diverse. Seniors, residents over 65 years of age, are now calculated without consideration of ethnicity or race as 12% of the total population. By 2040 the proportion of the population identified as seniors will increase to 22%, almost doubling. Jobs are expected to increase from 3.3 million to 4.5 million. Three-fourths of the new jobs are projected to be in knowledge-based and service industries. Housing units are anticipated to expand by 660,000 units from 2.7 million to 3.4 million with an emphasis on multi-unit complexes (townhomes, condominiums, and apartments) typically close to transit stops, shops and services.<sup>19</sup>

Demographic attributes for Santa Clara County and the State within the greater Bay Area are provided in the following table. It is notable that, for Santa Clara County, the projected percentage of increase in population and households between the year 2010 and 2019 (almost 10% each) is slightly (4%) more than that of the State. The median household income growth projected between the year 2010 and 2019 is 2.8% *below* the State percentage of change.

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<sup>19</sup> One Bay Area. *Bay Area Plan: Strategy for A Sustainable Region*. July 18, 2013.

Table 13: Santa Clara County vs. State of California

Element	Santa Clara County				2014 to 2019	2000 to 2014	2010 to 2019
	2000	2010	2014	2019	Annual Rate of Change	% Change	% Change
Population	1,682,585	1,781,642	1,846,647	1,954,730	1.14%	9.8%	9.7%
Households	565,863	604,204	625,178	663,489	1.20%	10.5%	9.8%
Average Household Size	2.92	2.90	2.91	2.90		-0.3%	0.0%
Median Age	34.0	36.2	36.9	37.5		8.5%	3.6%
Median Household Income	\$81,717	\$90,747	\$92,689	\$105,030	2.53%	13.4%	15.7%
Per Capita Income	\$32,795	\$41,041	\$40,278	\$47,188	3.22%	22.8%	15.0%
Element	State of California				2014 to 2019	2000 to 2014	2010 to 2019
	2000	2010	2014	2019	Annual Rate of Change	% Change	% Change
Population	33,871,648	37,253,956	38,120,066	39,606,515	0.77%	12.5%	6.3%
Households	11,502,870	12,577,498	12,837,135	13,339,518	0.77%	11.6%	6.1%
Average Household Size	3.43	3.45	3.46	3.46		0.9%	0.3%
Median Age	33.3	35.2	35.6	36.1		6.9%	2.6%
Median Household Income	\$47,622	\$57,587	\$58,469	\$68,212	2.53%	22.8%	18.5%
Per Capita Income	\$22,711	\$27,562	\$28,657	\$33,354	3.22%	26.2%	21.0%

Sources: U.S. Census Bureau; ESRI, 2010 Census Profile and Market Profile; analysis by Cambridge West Partnership, LLC

The U.S. Census American Communities five-year survey released in 2013 provides some additional insights about selected social characteristics of the Santa Clara County population. Foreign-born residents represent 37% of the population. Of those, 53% are now naturalized U.S. citizens as 95% of the foreign-born residents had entered the United States before 2010. The regions of the world contributing most of the foreign-born residents are Asia (62%) and Latin America (26%). English language capability for those who are five years of age or older is illustrated in the table below.

Table 14: Foreign-born English Language Capabilities

Language Spoken at Home	%	Speak English Less Than "Very Well"
English only	48.8%	
Other than English	51.2%	21.3%
Specific Other than English		
Spanish	19.0%	8.2%
Other Indo-European	8.1%	2.0%
Asian & Pacific Island	23.0%	10.8%
Other Languages	1.1%	0.3%

Source: U.S. Census Bureau, Five-Year American Communities Survey (2013). "Selected Social Characteristics, Santa Clara County" Retrieved from [http://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml) February 12, 2015

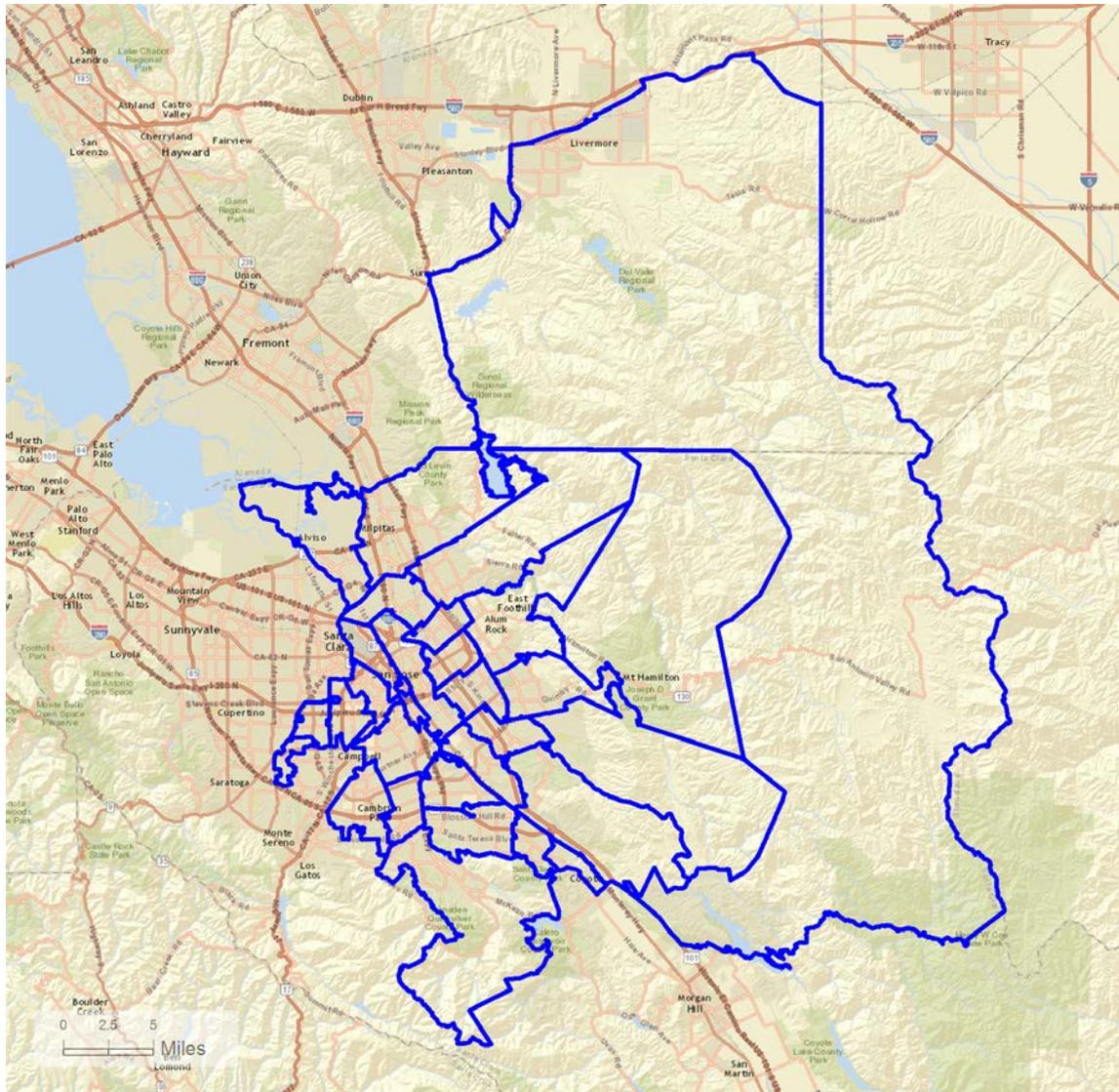
The California Department of Finance projects the population in Santa Clara County will become 1,889,900 by 2020, 1,986,500 by 2030 and 2,083,700 by 2040. From 2010 to

2040 the County will experience a 17% change in population while the State is expecting a 28% change.

Population Served: SJECCD Effective Service Area

Within Santa Clara County, the official boundaries of the SJECCD include thirty-one zip code areas outlined in this graphic.

Chart 5: Official SJECCD District Boundaries



Source: SJECCD Institutional Effectiveness, and Student Success (IESS)

Geographically, the District covers 295 square miles. In 2010 the area population numbered 1,049,336. The estimate for 2014 was 1,085,378 with a projection of 1,147,644 by 2019. Both colleges in the SJECCD overlap in their services areas as they both attract students from eleven common zip code areas.

In response to the initial AB86 legislation, educational need indicator data was assembled to facilitate regional consortia adult education program planning in the regional consortia area. The Workforce Institute has taken the lead on behalf of the District in coordinating planning efforts with the West Valley-Mission CCD and five adult school providers in the region. The data they reviewed in their planning is displayed below as documentation of the educational needs of the most vulnerable citizens in the SJECCD portion of the region.

Table 15: Characteristics of Adults With Educational Needs in the SJECCD Service Area

<b>Regional Consortia</b>	<b>Poverty</b>	<b>No High School Diploma</b>	<b>Unemployment</b>	<b>(English Language Learners)</b>	<b>Adults with Disabilities</b>	<b>No Citizenship</b>	<b>No Literacy</b>
<b>San Jose-Evergreen CCD</b>	172,496	168,368	73,501	355,503	86,510	122,099	135,614
<i>Percent of 2010 Population</i>	20.30%	19.70%	8.60%	41.60%	10.12%	14.29%	15.87%

Sources: U.S. Census Bureau American Community Survey and U.S. Department of Education, National Center for Educational Statistics- National Assessment on Adult Literacy; analysis by the AB86 Work Group

Across the SJECCD official service there were 39 languages other than English reported as being spoken at home. Within the SJECCD official area Spanish, Vietnamese, and Chinese are other than English dominant languages spoke at home by those five years of age or older.

Through the American Community Survey process the Census Bureau estimated that 250,000 people, 25% of the population in the SJECCD official district area, reported that they spoke English less than “very well” at home. English language learners are concentrated in fourteen of the thirty zip codes within the SJECCD where one-fourth or more of the citizens reported they spoke English less than “very well” at home.



The concentration percentage and rank order of each zip code in the official SJECCD district area is displayed below. Each zip code as been associated with one or both of the colleges based upon the institution attended by most students from that zip between fall 2009 and fall 2014.

Table 16: Concentrations of Those Who Speak English Less Than “Very Well” at Home

Zip	Est. Pop. Total	English < very well	Concentration %	Concentration Rank	Primary College for Zip		
					EVC	SJCC	Both
95122	50,943	23,647	46.4%	1	X		
95116	46,837	21,396	45.7%	2		X	
95111	54,708	21,536	39.4%	3	X		
95133	25,201	9,883	39.2%	4			X
95121	35,237	12,381	35.1%	5	X		
95132	38,608	12,420	32.2%	6	X		
95127	60,833	19,132	31.5%	7	X		
95131	26,971	8,468	31.4%	8		X	
95148	42,907	12,747	29.7%	9	X		
95110	17,520	5,203	29.7%	10		X	
95113	773	229	29.6%	11		X	
95117	29,788	8,464	28.4%	12		X	
95035	63,806	17,655	27.7%	13		X	
95112	52,594	12,800	24.3%	14		X	
95050	34,709	6,597	19.0%	15		X	
95134	13,888	2,572	18.5%	16		X	
95128	33,394	6,037	18.1%	17		X	
95138	17,522	3,092	17.6%	18	X		
95123	59,002	10,207	17.3%	19	X		
95136	39,132	6,736	17.2%	20		X	
95126	31,133	5,003	16.1%	21		X	
95135	19,623	3,017	15.4%	22	X		
95119	9,537	1,310	13.7%	23	X		
95118	29,518	3,777	12.8%	24		X	
95120	36,996	4,731	12.8%	25		X	
95140	299	38	12.7%	26			X
95125	49,494	4,906	9.9%	27		X	
95124	44,214	3,653	8.3%	28		X	
94550	44,396	2,387	5.4%	29			X
95053	2,498	85	3.4%	30		X	
<b>Totals</b>	<b>1,012,081</b>	<b>250,109</b>					

Source: U.S. Census Bureau, American Communities Five-Year Survey, 2013; analysis by Cambridge West Partnership, LLC

Based upon an analysis of residential zip codes reported by enrolled students over the 2009 to 2013 fall terms, the effective service area for Evergreen Valley College encompasses nineteen zip codes. This area stretches from Gilroy in the south to Milpitas in the north and generally follows Highway 101. Over the 2009 to 2013 fall terms individuals from these zip codes account for 85% of the students attending the college.

Only two of the zip codes among the 19 that constitute the effective service area are outside the official SJECCD boundary lines. Those zip codes represent portions of Gilroy and Morgan Hill. An average of 90 students per term from zip code 95020 in Gilroy have been attending EVC over the 2009-2013 fall semesters. An average of 152 students per term from zip code 95037 in Morgan Hill have been attending the College over the 2009-2013 fall terms. These areas are in the Community College District service area where a new educational center in the Coyote Valley (San Teresa Blvd. and Bailey Ave. in Morgan Hill) is entering construction phase 1. It is the new site for the South Bay Regional Public Safety Consortium and the location for general education offerings that will eventually blossom into an educational center and potentially into a future campus site offering career and technical education, university transfer curriculum and providing support services to students. Over time, fewer students may be coming from this area to attend EVC.

Between fall 2009 and fall 2013 enrollments at EVC *dropped* by 1,474 students. The steepest decline, 195 students, was found in zip 95148, a zip code shared with San Jose City College. Three other zip code areas documented declines of 67, 66 and 64 students in zips 95136, 95132, and 95123 respectively. All three zip codes are shared with San Jose City College. Enrollments increased by 65 students in zip code area 95122, a portion of the urban area that is also covered by San Jose City College. Enrollments declined by 98 students in zip code 95135, an area not shared with San Jose City College.



Evergreen Valley College, Graduation Day

Table 17: Evergreen Valley College, Key Zip Codes for Student Participation

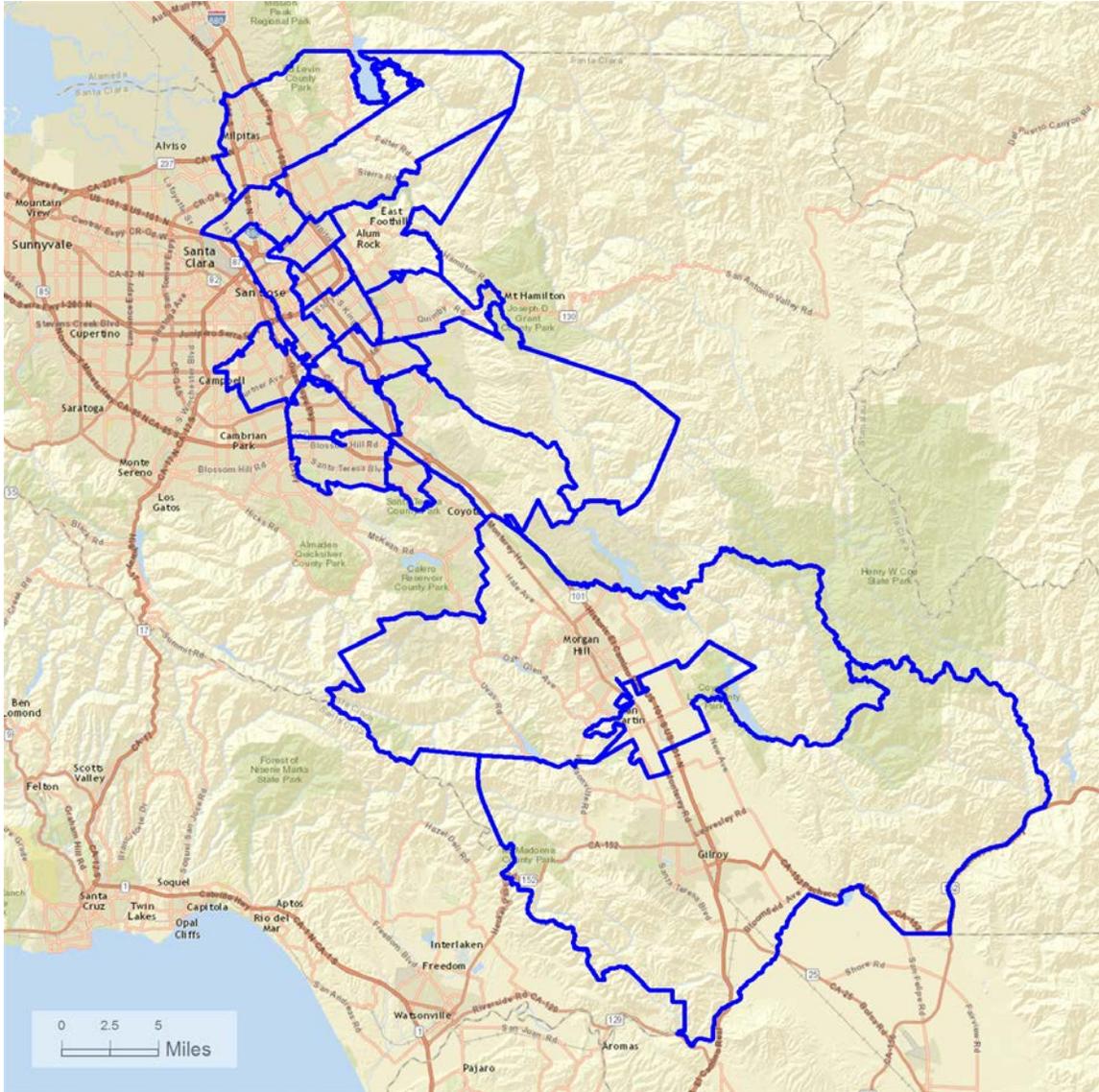
City	ZIP	In Dist.	Fall Term Distinct Students						5-Yr Total	% of Total	Cum %
			2009	2010	2011	2012	2013	Average			
Milpitas	95035	Y	159	162	180	160	138	159.8	799	1.58%	2%
San Jose	95111	Y	1,158	1,183	1,182	1,153	1,117	1,158.6	5,793	11.47%	13%
San Jose	95112	Y	231	230	224	235	265	237.0	1,185	2.35%	15%
San Jose	95116	Y	448	430	489	460	489	463.2	2,316	4.59%	20%
San Jose	95119	Y	95	99	102	102	102	100.0	500	0.99%	21%
San Jose	95121	Y	974	1,000	1,078	1,044	1,002	1,019.6	5,098	10.10%	31%
San Jose	95122	Y	965	914	995	1,012	1,030	983.2	4,916	9.74%	41%
San Jose	95123	Y	538	500	513	495	474	504.0	2,520	4.99%	46%
San Jose	95125	Y	96	105	110	86	77	94.8	474	0.94%	47%
San Jose	95127	Y	877	885	900	827	865	870.8	4,354	8.62%	55%
San Jose	95131	Y	106	137	147	128	106	124.8	624	1.24%	57%
San Jose	95132	Y	287	272	251	226	221	251.4	1,257	2.49%	59%
San Jose	95133	Y	261	236	236	253	218	240.8	1,204	2.38%	61%
San Jose	95135	Y	393	367	323	293	295	334.2	1,671	3.31%	65%
San Jose	95136	Y	409	375	380	353	342	371.8	1,859	3.68%	68%
San Jose	95138	Y	231	224	208	202	214	215.8	1,079	2.14%	71%
San Jose	95148	Y	1,274	1,243	1,194	1,141	1,079	1,186.2	5,931	11.75%	82%
Gilroy	95020		98	97	82	78	94	89.8	449	0.89%	83%
Morgan Hill	95037		132	170	148	145	164	151.8	759	1.50%	85%
<b>Total of All Zips</b>			<b>10,731</b>	<b>10,581</b>	<b>10,593</b>	<b>9,335</b>	<b>9,257</b>	<b>10,099.4</b>	<b>50,497</b>		

Source: California Community College Chancellor's Office Management Information System Referential Files; analysis by Cambridge West Partnership, LLC



The effective service area for EVC is outlined in the following graphic.

Chart 6: Evergreen Valley College, Effective Service Area



Source: Environmental Sciences Resource Institute (ESRI); analysis by Cambridge West Partnership, LLC

Demographic attributes for the effective service area associated with EVC are provided in the table below. Population and household growth between the year 2010 and 2019 for the EVC effective service area and Santa Clara County is almost 10% for both variables in each area. The annual rate of change in median household income projected between the year 2014 and 2019 is slightly ahead of the County rate while the per capita income annual rate of change over these years is practically the same. In 2014, the median household income in the EVC effective service area was \$10,400 *less than* the larger Santa Clara County median household income. The 2014 per capita income in the EVC effective service area was \$9,200 *less than* the Santa Clara County per capita income.

The differences in both measures of wealth, between the College effective service area vs. Santa Clara County, are projected to increase out to 2019.

Table 18: Evergreen Valley College Effective Service Area vs. Santa Clara County

Element	Evergreen Valley College Effective Service Area				2014 to 2019	2000 to 2014	2010 to 2019
	2000	2010	2014	2019	Annual Rate of Change	% Change	% Change
Population	794,773	836,789	865,758	917,155	1.16%	8.9%	9.6%
Households	227,581	247,758	255,871	271,805	1.22%	12.4%	9.7%
Average Household Size	3.44	3.32	3.33	3.33		-3.2%	0.3%
Median Age		34.80	35.30	36.00			3.4%
Median Household Income			\$82,259	\$94,244	2.76%		
Per Capital Income			\$31,035	\$36,008	3.20%		

Element	Santa Clara County				2014 to 2019	2000 to 2014	2010 to 2019
	2000	2010	2014	2019	Annual Rate of Change	% Change	% Change
Population	1,682,585	1,781,642	1,846,647	1,954,730	1.14%	9.8%	9.7%
Households	565,863	604,204	625,178	663,489	1.20%	10.5%	9.8%
Average Household Size	2.92	2.90	2.91	2.90		-0.3%	0.0%
Median Age	34.00	36.20	36.90	37.50		8.5%	3.6%
Median Household Income	\$81,717	\$90,747	\$92,689	\$105,030	2.53%	13.4%	15.7%
Per Capital Income	\$32,795	\$41,041	\$40,278	\$47,188	3.22%	22.8%	15.0%

Source: ESRI. Census Profile and Market Profile; analysis by Cambridge West Partnership, LLC

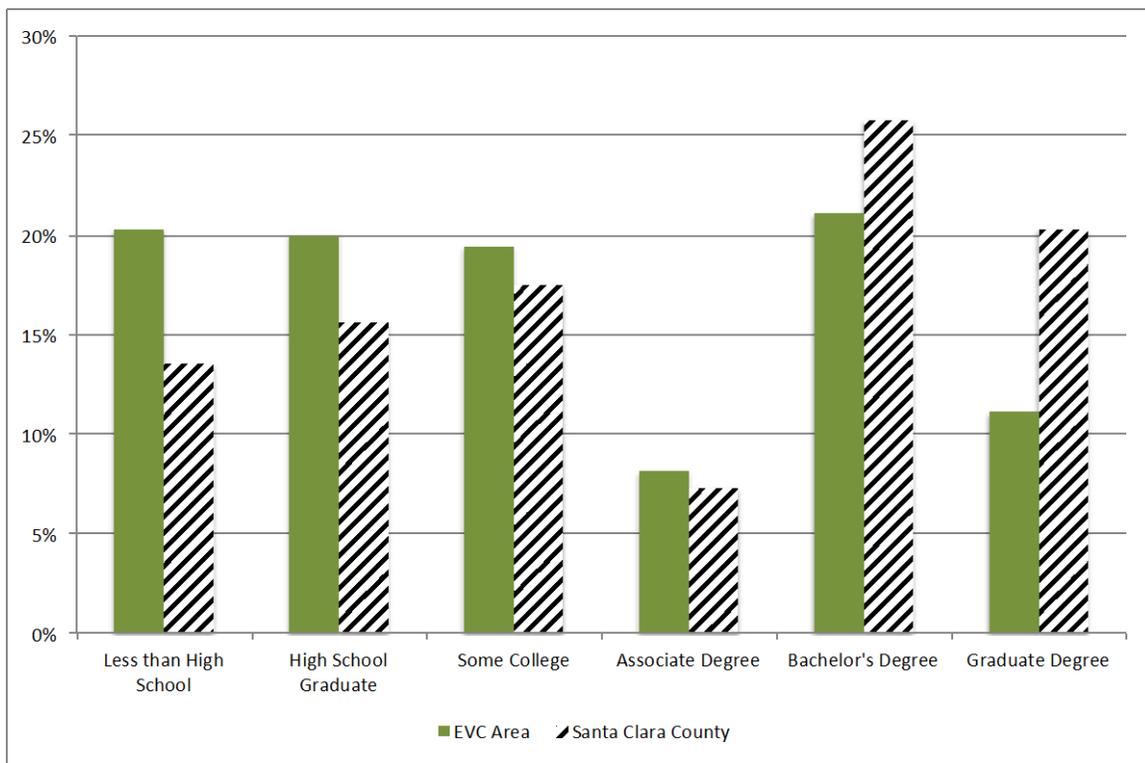


Evergreen Valley College, Sequoia Classroom Building

In the EVC effective service area, the 2014 percentage of residents, age 25 or older, who are high school graduates, was 20 percent. That is 4.4% percent *greater* that the corresponding group throughout Santa Clara County. The portion of EVC service area adults aged 25 or older that reported having *no high school diploma*, was also 20% of the adult population. That was 6.8% *greater* than the corresponding group throughout Santa Clara County. These data suggest there is likely a large audience to which the College might appeal in providing its educational services.

Four zip code areas in particular stand out with respect to lack of educational attainment as fewer than half of the residents had completed high school or even less education. These are zips 95111, 95116, 95122, and zip 95127. These zips cover the neighborhoods of East San Jose and portions of Alum Rock. Three additional zip codes report between 41 and 44 percent of the adult population had only completed high school or had achieved even less education.

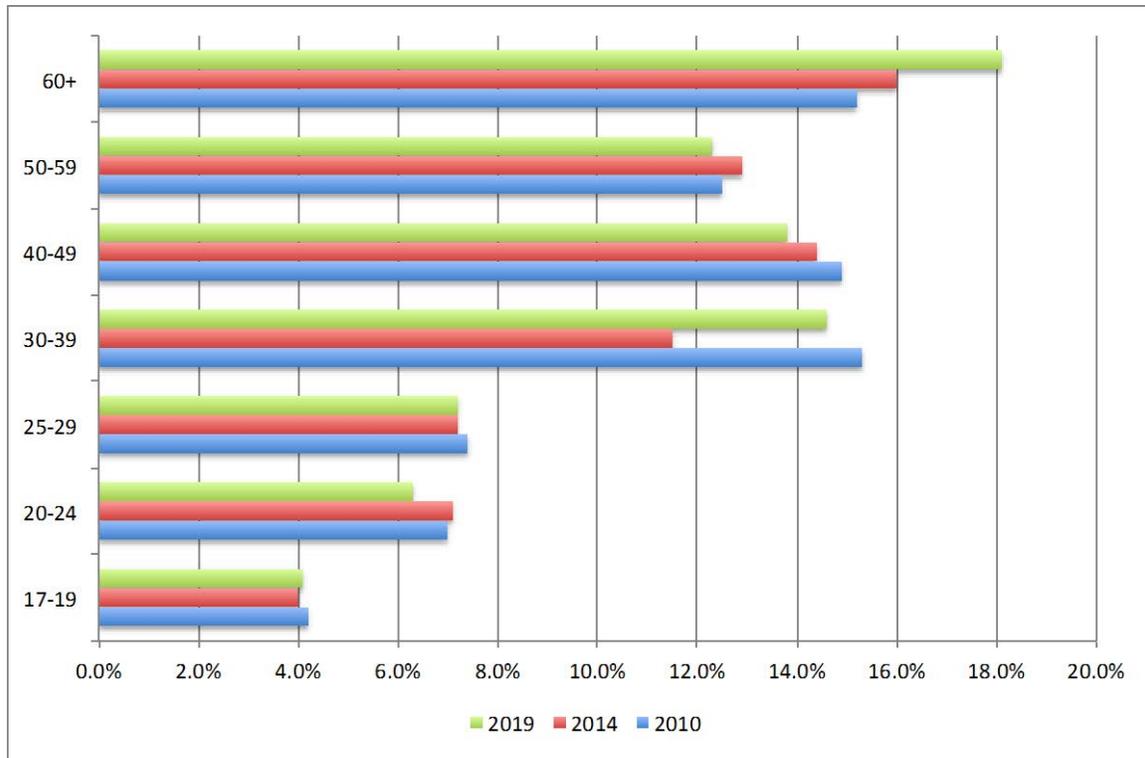
Chart 7: Evergreen Valley College Service Area Vs. Santa Clara County, Educational Attainment, Age 25+ (2014)



Source: ESRI, Market Profile; analysis by Cambridge West Partnership, LLC

From the 2010 census to 2019 the 60+ seniors age group will increase in proportion to the overall population. While the groups of recent high school graduates, late teenagers, and traditional college-agers or early 20s will continue to represent a substantial proportion of the overall population (11%), the portion of the future population composed of these younger people will be declining slightly (0.8%). The biggest decline of 1.1% will be seen in the 40 to 49 middle-aged group.

Chart 8: Evergreen Valley College Effective Service Area Age Projections

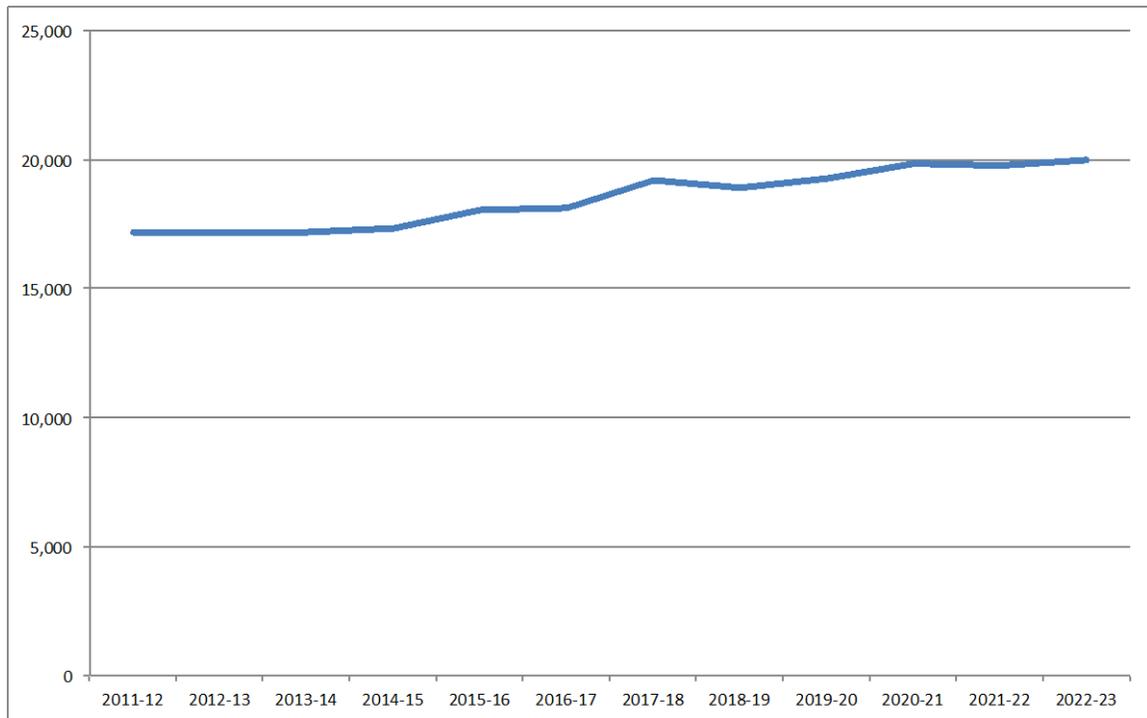


Source: ESRI Detailed Age Projections; analysis by Cambridge West Partnership, LLC

Across the State, participation rates in the community college system are traditionally the highest among the younger adults, ages 18 to 24. The size of that group within the effective service area is critical to future enrollments.

The California Department of Finance projects an annual 1.3% increase in the number of high school graduates between school year 2011-12 and school year 2022-23 in Santa Clara County. The following graphic illustrates this gradual, but steady increase.

Chart 9: Santa Clara County High School Graduates Projections



Source: California Department of Finance, Demographic Research Unit; analysis by Cambridge West Partnership, LLC



From 2009 to 2013 the following seventeen high schools sent more of their recent graduates to EVC than to SJCC. The remaining seven high schools sent roughly an even number to both SJECCD colleges.

Table 19: Evergreen Valley College Feeder High Schools

<b>District</b>	<b>High School</b>	<b>Primarily Feeds To</b>
Campbell Union High	Branham High	EVC/SJCC
Campbell Union High	Leigh High	EVC/SJCC
Campbell Union High	Prospect High	EVC
East Side Union High	Andrew P. Hill High	EVC
East Side Union High	Apollo High	EVC/SJCC
East Side Union High	Evergreen Valley High	EVC
East Side Union High	Foothill High	EVC
East Side Union High	Independence High	EVC
East Side Union High	James Lick High	EVC
East Side Union High	Latino College Preparatory Academy	EVC/SJCC
East Side Union High	Mt. Pleasant High	EVC
East Side Union High	Oak Grove High	EVC
East Side Union High	Phoenix High	EVC
East Side Union High	Piedmont Hills High	EVC
East Side Union High	San Jose Conservation Corps Charter	EVC
East Side Union High	Santa Teresa High	EVC
East Side Union High	Silver Creek High	EVC
East Side Union High	William C. Overfelt High	EVC
East Side Union High	Yerba Buena High	EVC
Milpitas Unified	Calaveras Hills	EVC/SJCC
Milpitas Unified	Milpitas High	EVC/SJCC
San Jose Unified	Downtown College Preparatory	EVC
San Jose Unified	Gunderson High	EVC/SJCC
San Jose Unified	Gunderson Plus (Continuation)	EVC

Source: Chancellor's Office Management Information System Referential Files; analysis by Cambridge West, LLC

The District has collaborated with the Milpitas Unified School District to build a joint use facility on property formerly used by the Russell Middle School. The land is adjacent to the Milpitas High School grounds. Community surveys indicated an interest in offering continuing education programs for both high school students and senior citizens, and developing job-training courses focused on in-demand skills and occupations. Both high

school students and their parents were keenly interested in having an opportunity to take STEM disciplines college courses while still in high school.<sup>20</sup>

In 2014 the median household income in the EVC service area was \$82,259 or about \$10,440 lower than the median for Santa Clara County. Per capita income was \$31,035 or about \$9,000 lower than the per capita income for Santa Clara County. The EVC service area has a slight disadvantage over the County with respect to income distribution in the middle to lower end of the range and far fewer residents in the upper ranges of \$150,000 plus. As a whole, residents in the EVC service area have far less income to devote to educational expenses than do others living in the County.

Table 20: Household Income Distributions

Household Income	2014		Difference
	EVC Area	County	
<\$15000	8.2%	7.8%	0.4%
\$15-24,999	6.4%	5.8%	0.6%
\$25-34,999	6.9%	6.4%	0.5%
\$35-49,999	10.4%	9.3%	1.1%
\$50-74,999	13.8%	12.1%	1.7%
\$75-99,999	12.6%	11.5%	1.1%
\$100-149,999	21.7%	21.5%	0.2%
\$150-199,999	10.3%	11.4%	-1.1%
\$200,000 +	9.8%	14.3%	-4.5%

Source: ESRI Market Profile; analysis by Cambridge West Partnership, LLC

Of course, there is variation within the effective service area that can be illustrated by the following household income data grouped by zip code. Three different standards of income levels for a family of four are used for comparison purposes (federal poverty level index, MIT Living Wage Project, Economic Policy Institute Family Budget). The federal poverty level definition represents the lowest family income level. Using the federal poverty level standard, three zip codes have 20% to 31% of the households below that level. Collectively, 15% of the 222,253 households live below the federal poverty level. The topic of a living wage that has been analyzed by the Massachusetts Institute of Technology and the Economic Policy Institute starts by assembling data on the cost of living in the San Jose area in order to establish an income level that is just above that estimated cost of living. The percentage of households that would be below each of these three standards is in the table.

<sup>20</sup> BW Research Partnership. *San Jose-Evergreen Community College District and Milpitas Unified School District: Educational Needs Assessment Report*. March 2014.

Table 21: Income Distributions, Poverty and Living Wage Levels by Zip

In Dist	ZIP	2014 Households	Income Distributions in 2014					Federal Poverty Level 2014		MIT Living Wage*		EPI Family Budget**	
			< \$15,000	\$15,000-24,999	\$25-34,999	\$35-49,999	\$50-74,999	2 Adults, 2 Children	Total Below	2 Adults, 2 Children	Total Below	2 Adults, 2 Children	Total Below
Y	95112	20,164	19.8%	10.8%	9.5%	11.5%	13.5%	\$23,850	30.6%	\$48,027	51.6%	\$77,619	65.1%
Y	95116	14,025	17.5%	11.4%	9.4%	16.7%	17.3%	\$23,850	28.9%	\$48,027	55.0%	\$77,619	72.3%
Y	95122	12,605	12.1%	8.3%	9.4%	15.0%	18.6%	\$23,850	20.4%	\$48,027	44.8%	\$77,619	63.4%
Y	95111	15,611	9.6%	8.1%	10.3%	13.6%	18.3%	\$23,850	17.7%	\$48,027	41.6%	\$77,619	59.9%
Y	95133	8,069	9.2%	7.5%	6.7%	10.9%	12.7%	\$23,850	16.7%	\$48,027	34.3%	\$77,619	47.0%
Y	95125	20,572	8.5%	7.3%	6.4%	9.3%	12.1%	\$23,850	15.8%	\$48,027	31.5%	\$77,619	43.6%
Y	95127	15,446	7.1%	6.0%	8.1%	14.0%	16.6%	\$23,850	13.1%	\$48,027	35.2%	\$77,619	51.8%
Y	95121	9,614	5.9%	5.1%	5.9%	9.0%	15.4%	\$23,850	11.0%	\$48,027	25.9%	\$77,619	41.3%
Y	95035	20,195	5.9%	4.6%	4.8%	7.0%	12.3%	\$23,850	10.5%	\$48,027	22.3%	\$77,619	34.6%
Y	95132	11,808	6.0%	4.1%	5.4%	7.5%	13.8%	\$23,850	10.1%	\$48,027	23.0%	\$77,619	36.8%
Y	95123	21,636	5.2%	4.5%	5.1%	9.7%	15.2%	\$23,850	9.7%	\$48,027	24.5%	\$77,619	39.7%
Y	95136	15,549	4.6%	4.8%	7.1%	10.6%	14.1%	\$23,850	9.4%	\$48,027	27.1%	\$77,619	41.2%
Y	95131	9,275	3.9%	4.1%	3.1%	8.4%	12.7%	\$23,850	8.0%	\$48,027	19.5%	\$77,619	32.2%
Y	95135	7,340	3.7%	4.0%	7.9%	7.8%	9.8%	\$23,850	7.7%	\$48,027	23.4%	\$77,619	33.2%
Y	95148	11,488	2.9%	4.1%	4.3%	7.2%	9.7%	\$23,850	7.0%	\$48,027	18.5%	\$77,619	28.2%
Y	95119	3,125	3.4%	2.7%	3.7%	3.6%	12.7%	\$23,850	6.1%	\$48,027	13.4%	\$77,619	26.1%
Y	95138	5,731	3.1%	2.9%	2.8%	5.3%	8.0%	\$23,850	6.0%	\$48,027	14.1%	\$77,619	22.1%
	<b>Group</b>	<b>222,253</b>	<b>8.2%</b>	<b>6.4%</b>	<b>6.9%</b>	<b>10.4%</b>	<b>13.8%</b>		<b>14.6%</b>		<b>31.9%</b>		<b>45.7%</b>
*Massachusetts Institute of Technology, Living Wage Calculator													
**Economic Policy Institute, Family Budget Calculator													

Sources: ESRI Market Profile Report; Federal Poverty Level retrieved from Obamacarefacts.com on February 6, 2015; MIT Living Wage Calculator retrieved from livingwage.mit.edu/places on February 4, 2015; Economic Policy Institute Family Budget Calculator retrieved from epi.org/resources on February 6, 2015; analysis by Cambridge West Partnership, LLC

Unemployment in 2014 was estimated to be 7.5% for the EVC service area but at 6.4% for Santa Clara County. Almost 4% more residents in the EVC service area have found work in service occupations than is the case in the County and almost 6% more in the EVC service area are employed in blue collar occupations as compared to Santa Clara County as a whole. Slightly more residents of the EVC service area are employed in the construction and retail trade industries than is the case in the County. However, with respect to the major occupational categories, over 9% fewer residents in the EVC service area are employed in white-collar occupations when compared to all employees in Santa Clara County.

Incomes have been sufficient to allow the majority of housing units in the EVC service area to be owner-occupied, but this portion of the overall housing market is projected to drop from 65% of all units being owner-occupied in 2000 to 57.9% in 2019. Renter occupancy in the EVC service area is expected to move from 33% (2000) to 38% (2019) of all housing units. The median home value in 2014 is estimated to be a staggering \$531,508 but is projected to increase to \$689,076 by 2019, a 30% increase. An equally large increase in median home values is expected in the broader Santa Clara County, but the 2014 estimate of home values is already at \$614,798 and is projected to increase to \$802,782. The gradual rise in the cost of homes and living expenses is a recognized phenomenon. But, wages have not been keeping up with the anticipated rise in the cost of living. Without a good salary, owning one's own home is not an achievable goal.

The largest racial groups in the EVC service areas have been and will continue to be White and Asian. The portion of the self-reported White group is expected to shrink 3% by 2019 while the portion of the self-reported Asian group is anticipated to increase 2.7% by 2019.

The area is composed of over one-third of the residents who self-report as of Hispanic origin or ethnicity. The Hispanic ethnic group is estimated to continue expanding toward 2019. These are also the trends for Santa Clara County as a whole in which the Hispanic portion of the population is expected to increase one percent from 27% in 2010 to an estimated 28% in 2019.

Table 22: Evergreen Valley College Service Area, Ethnic/Racial Composition

				<b>2010 vs. 2019</b>
				<b>Absolute</b>
<b>Ethnicity</b>	<b>2010</b>	<b>2014</b>	<b>2019</b>	<b>% Change</b>
White Alone	39.2%	37.8%	36.1%	-3.1%
Black Alone	3.0%	2.9%	2.9%	-0.1%
Am. Indian Alone	1.0%	0.9%	0.9%	-0.1%
Asian Alone	33.6%	34.7%	36.3%	2.7%
Pac Is Alone	0.4%	0.4%	0.4%	0.0%
Some Other Race Alone	17.9%	18.1%	18.3%	0.4%
Two or More Races	4.9%	5.0%	5.1%	0.2%
Hispanic Origin	37.3%	37.8%	38.3%	1.0%

Source ESRI, Market Profile; analysis by Cambridge West Partnership, LLC

Across the State, the participation rate in the community college system varies among ethnic and racial groups.

Implications for Evergreen Valley College:

1. The Bay Area is projected to continue growing and Santa Clara County in particular is projected to grow faster than the State over the next five years. However, after the first five years, Santa Clara County will start to trail State population in rate of growth out to 2040. Among the County residents there is a large foreign-born population and one-fifth of them report they speak English less than “very well.” Data assembled for the adult education consortium activities indicate that within the District service area 20% of the population is at or below the poverty level, 20% has no high school diploma, 42% are English language learners and 16% need literacy education. *These data present opportunities for the College and the District as a whole to provide services to a group in need of postsecondary educational.*

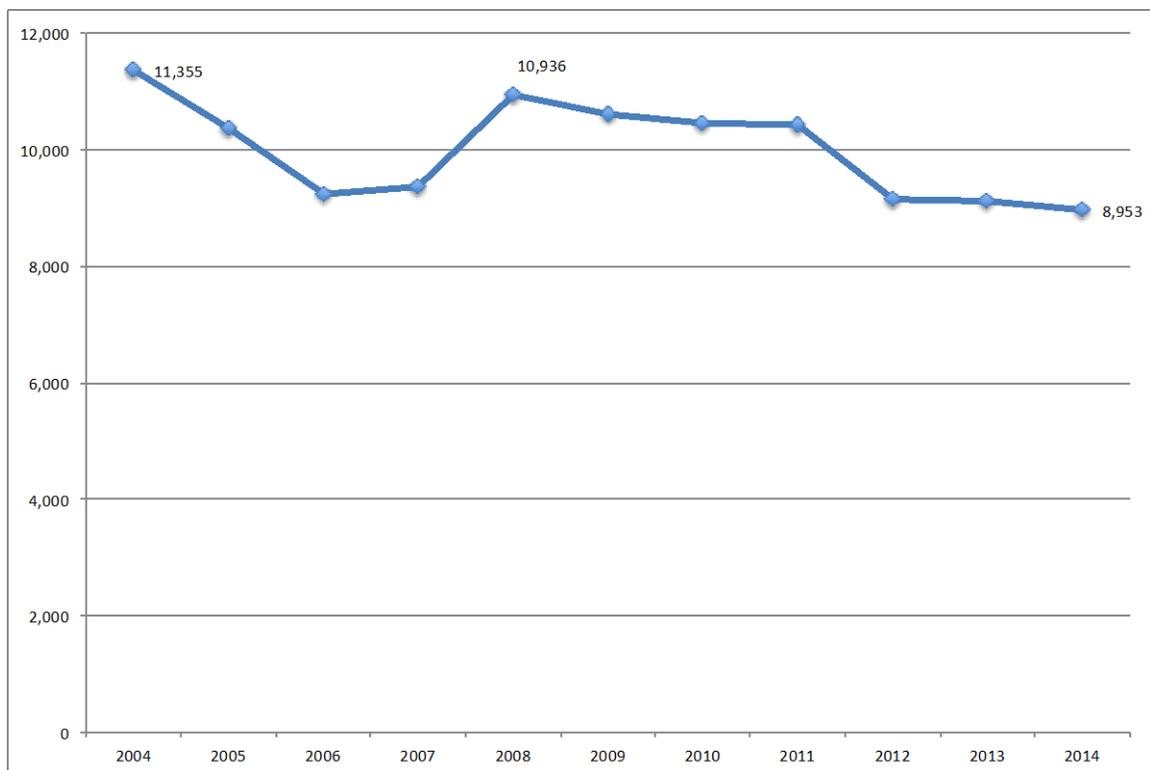
2. Over the fall semesters (2009-2013) 19 zip codes provided 85% of the students with only 2 of the zip areas outside of the official District boundaries. These 19 zip code areas remain the effective service area for the College. Since 2009, enrollments have dropped by 1,474 students, a -14% overall decline. To some extent, the decline in enrollments is related to the significant shortfall in state resources related to the Great Recession. *The College should focus on arresting and reversing the decline in student enrollments.*
3. The portion of EVC adult residents age 25 or older that have no high school diploma is 20%, which is 6.8% higher than the County level of educational achievement. Four particular zip codes stand out because over half of the adult residents have only completed high school or achieved even less education. *In the immediate and effective service area of the College there are ample residents who could benefit by attending the institution and completing a certificate or degree.*
4. Over the next five years the portion of the population in the effective service area who are 18 to 24 years of age will continue to represent a substantial segment of the population. Twenty-four high schools have been the primary providers of students to the College. Overtime and throughout the State, the 18-24 age range historically represents the highest rate of participation in the community colleges. The long-term Santa Clara County trend for high school graduates shows an annual increase of 1.3% out to 2022-23. *This graduation rate bodes well for outreach efforts the College might wish to continue or initiate in order to recapture the enrollment volume it had in 2009.*
5. Both median household and per capita income in the effective service area are below the corresponding County figures. The cost of housing is particularly high and is projected to increase by 38% over the next several years. Measured by the federal 2014 poverty level a family of four earning \$23,850 is unable achieve economic stability. This income equates to between 10% and 31% of the households in 10 zip codes. Other measures of a living wage for a family of four translate to mean that 14% to 52% of the households are unable to attain economic stability. *The variation of household income across the zip codes in the College's effective service area provides specific opportunities for the College to be a "merchant of hope" by recruiting students whose lives will be transformed from their success at the institution.*
6. Over the next five years the greatest growth (2.7%) in the effective service area will come from the Asian population group. In past years that group has had a higher participation rate in the community colleges than the system-wide average, but the group has slipped back in the last two years to be equal to the system-wide average. *The College must be ready to compete for those students against four-year schools and their other opportunities.*

## B. Scan of Conditions Internal to Evergreen Valley College

### The Institution from Within

From fall 2004 to fall 2008, the College declined in unduplicated student headcount by 0.74% annually. However, from fall 2009 to fall 2014 the decline in unduplicated student head count accelerated to 2.16% annually. State fiscal support to all of the community colleges was reduced during the great recession and that translated into reduced offerings and access. Due to this decline in student enrollments and the fact that property values increased over the last several years, the District changed to become a basic aid District that is no longer dependent upon apportionment from the State. Nevertheless, student headcounts have continued to decline.

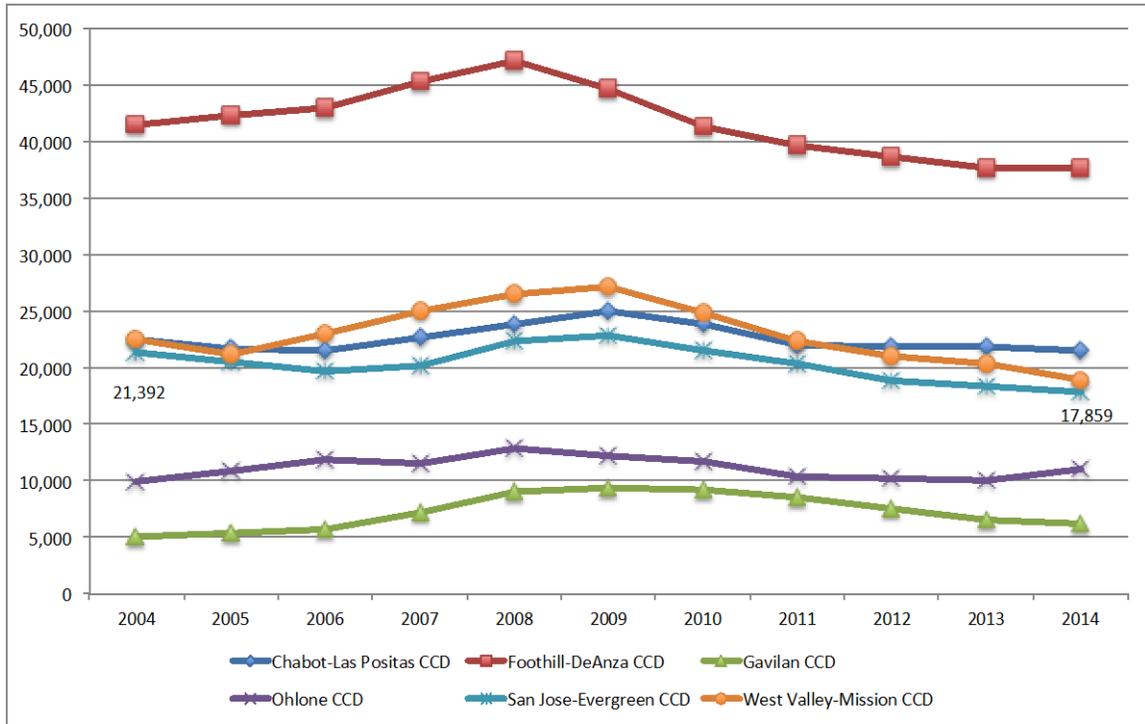
Chart 10: Evergreen Valley College Fall Term Unduplicated Student Headcount



Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

The College's experience parallels the student headcount experience in neighboring districts. Only two districts have increased the fall term unduplicated headcount ( at 2.4% and Ohlone at 1.1%) from fall 2004 to fall 2013.

Chart 11: Neighboring Districts Fall Term Unduplicated Student Headcount

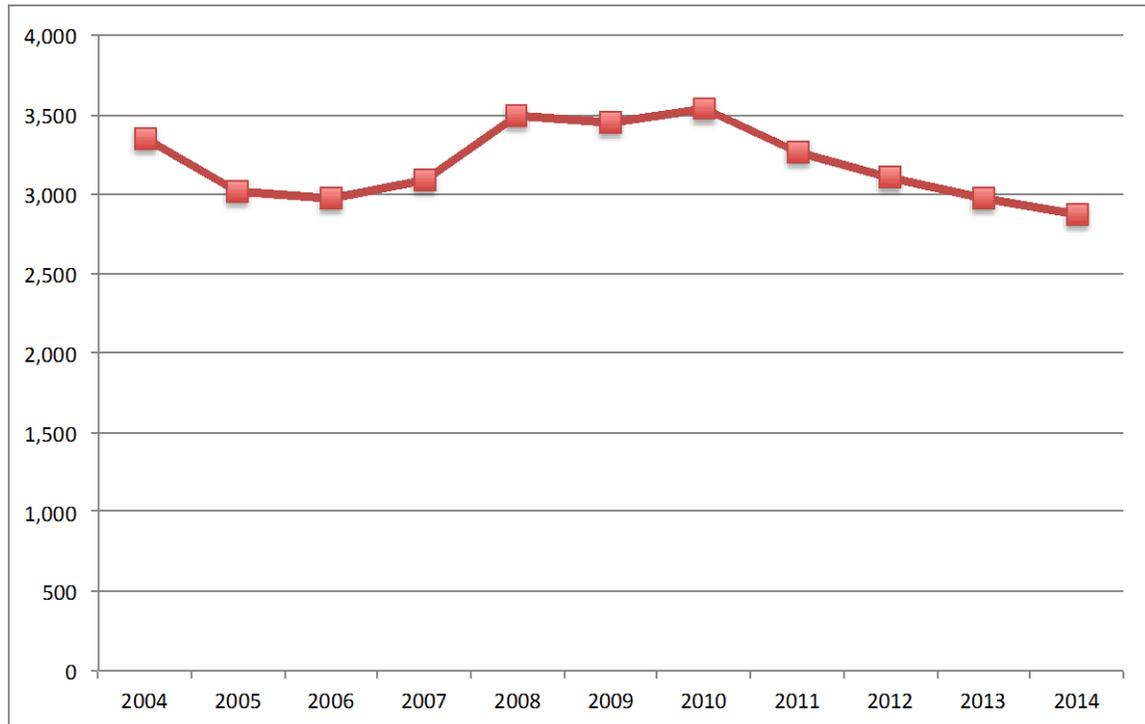


Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC



Over the period of fall 2004 to fall 2014 the Full-time Equivalent Student (FTES) attendance produced at the College decreased 484 units of FTES or annually by -1.3%. As was the case with unduplicated student headcount, the sharpest decline was from fall 2010 to fall 2014.

Chart 12: Evergreen Valley College Fall Term Total FTES Trends

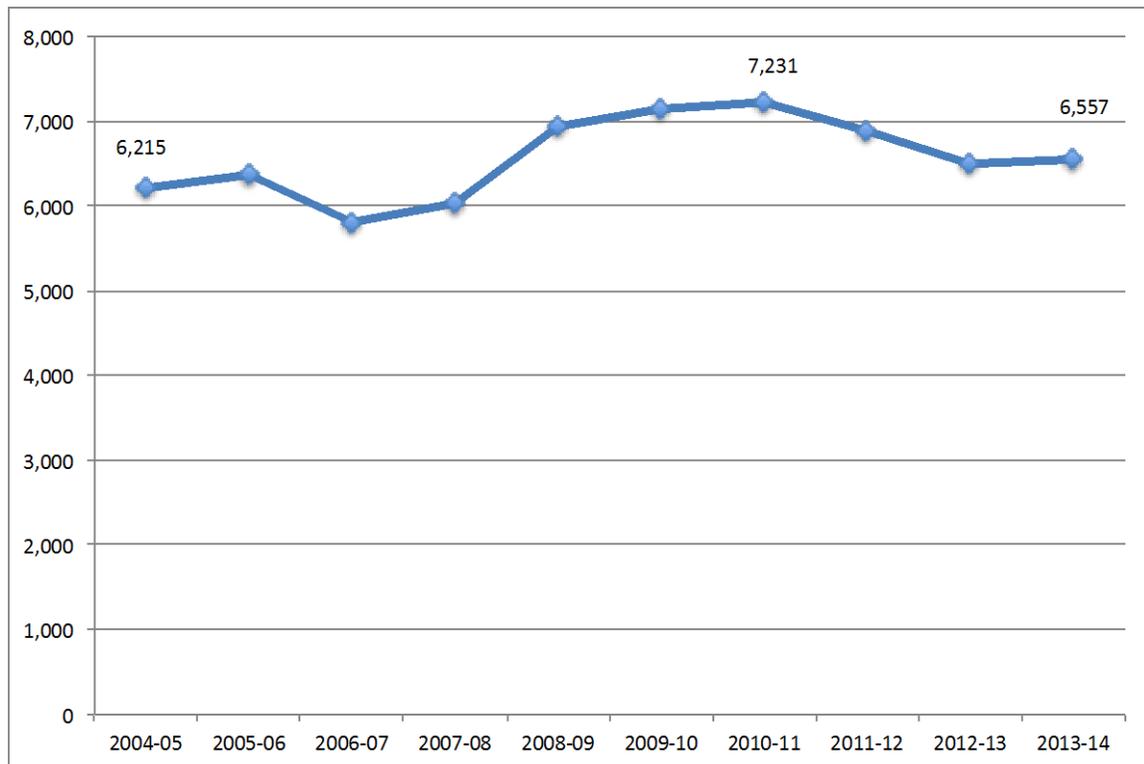


Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

The vast majority of this FTES, 95% on average, has been generated through face-to-face instructional activity. The FTES generated from distance education methods of instruction has only increased by 2% from fall 2009 to fall 2014.

From an annual perspective, the FTES generated by the College, without the Police Academy attendance, increased .6% annually from 2004-05 to 2010-11. However, since 2010-11 there has been an annual decline of 2.3%.

Chart 13: Evergreen Valley College Annual FTES Trends



Source: SJECCD 1<sup>st</sup> Quarter Budget Report FY 2014-15, p. 104; analysis by Cambridge West Partnership, LLC

### Current Program of Instruction

The current program of instruction begins to define the needs for instructional and student support space. The fall 2013 term was selected as a baseline from which future needs for space were determined. The detailed analysis of the projected program of instruction is located in Chapter IX of this EMP. The available instructional space determines the institution's capacity to produce weekly student contact hours (WSCH).

At the start of the 2014-15 academic year the College was authorized to offer 52 instructional programs (degrees and certificates). In some cases the authorization was to offer either an Associate of Arts or an Associate of Science Degree in the same field of study. In a few cases the College was approved to offer one of the new transfer model curriculum degrees in addition to the formerly approved Associate Degree in the same field of study. There are eighteen degrees or certificates offered in disciplines that are considered within the liberal arts areas. Seventeen of these programs of study culminate in the award of an Associate Degree; one program awards only a Certificate of Achievement requiring 18 to 30 units. The College offers thirty-one degrees or

certificates in disciplines that are considered to be career and technical education fields of study. Sixteen of these programs culminate in the award of an Associate Degree; fifteen of them award a Certificate of Achievement. In many cases the student may select to earn a certificate and a degree in the same program of study discipline. In addition, the Board of Trustees has authorized the College to offer six locally approved career and technical education certificates that require less than 12 units of credit. These certificates are not recorded on a student's transcript.

The fall 2013 program of instruction consisted of 839 sections, which generated 97,600 WSCH, including all modes of instruction. Enrollments (seat tickets) per section averaged 31 and a WSCH per section of 116. For every one weekly hour of laboratory instruction 1.7 hours of lecture instruction was offered. The key characteristics of the fall 2013 program of instruction are reflected in the following table where all sections and WSCH have been included, regardless of the instructional mode and the residence status of the enrolled students.

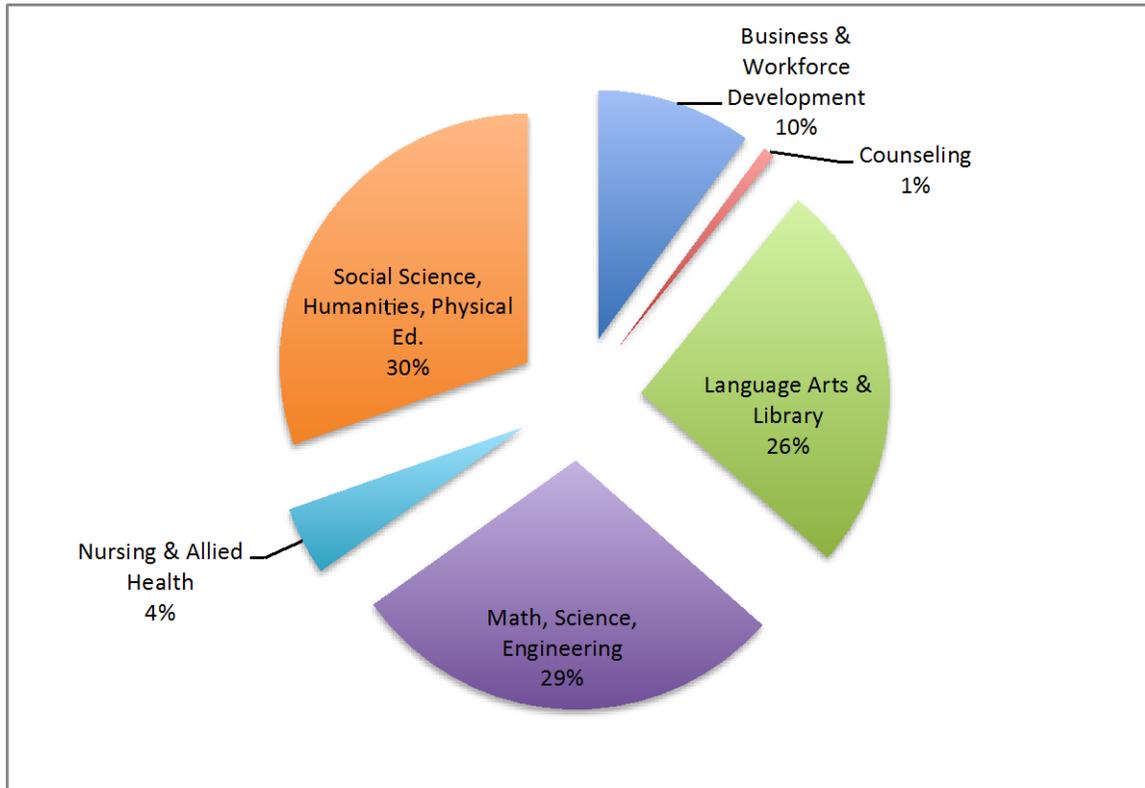
Table 23: Fall 2013 Key Measures for the Program of Instruction

<b>Division</b>	<b>Net Sections</b>	<b>Seats</b>	<b>Seats/Sect.</b>	<b>WSCH</b>	<b>WSCH/Sect.</b>	<b>FTEs</b>	<b>Lec Hrs %</b>	<b>Lab Hrs %</b>
Business & Workforce Development	99	2,661	26.9	9,835.2	99.3	305.4	65%	35%
Counseling	14	351	25.1	779.8	55.7	24.2	100%	
Language Arts	274	7,702	28.1	24,966.5	91.1	775.2	72%	28%
Library & Learning Resources	1	10	10.0	30.0	30.0	0.9	100%	
Math, Science, Engineering	172	5,674	33.0	27,996.3	162.8	869.2	67%	33%
Nursing & Allied Health	39	815	20.9	4,355.9	111.7	135.2	29%	71%
Social Science, Humanities, Physical Ed.	240	8,855	36.9	29,636.7	123.5	920.2	64%	36%
<b>Total</b>	<b>839</b>	<b>26,068</b>	<b>31.1</b>	<b>97,600.3</b>	<b>116.3</b>	<b>3,030.3</b>	<b>63%</b>	<b>37%</b>

Source: Evergreen Valley College Office of Instruction, analysis by Cambridge West Partnership, LLC

The divisions of the College were used to determine percentage shares of the WSCH attendance. As illustrated in the pie chart below, three divisions account for the largest portions of WSCH in the fall 2013 program of instruction: (1) Social Science, Humanities, and Physical Education (30%); (2) Math, Science, and Engineering (29%); and (3) combined Language Arts and Library (26%).

Chart 14: Fall 2013 Distribution of Attendance WSCH



Source: Evergreen Valley College Office of Instruction, analysis by Cambridge West Partnership, LLC

During the fall 2013 baseline term the College offered 390 different courses spread across the six divisions as noted below. Among the 390 courses, 35 of them accounted for fifty percent of all enrollments at the college.

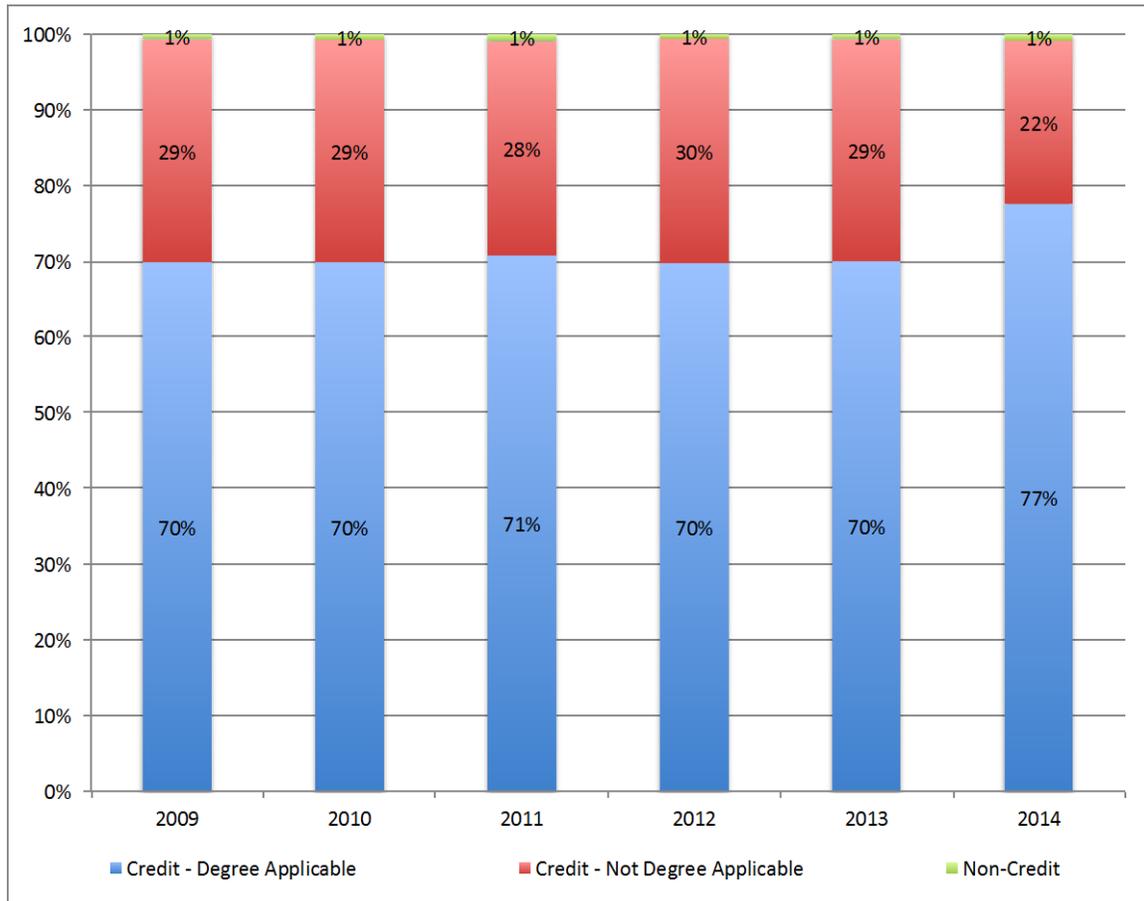
Table 24: Fall 2013 Distribution of Courses

<b>Division</b>	<b># Courses</b>	<b>Rank</b>
Social Science, Humanities, Physical Ed.	121	1
Math, Science, Engineering	89	2
Business & Workforce Development	84	3
Language Arts & Library	70	4
Nursing & Allied Health	17	5
Counseling	9	6
<b>Total</b>	<b>390</b>	

Source: Evergreen Valley College Office of Instruction, analysis by Cambridge West Partnership, LLC

During the last six fall terms the portion of credit degree-applicable class sections has increased by 7% while credit but not-degree applicable sections has decreased an equal amount. Noncredit instruction, as measured by counts of sections, has not exceeded 1% of all classes scheduled.

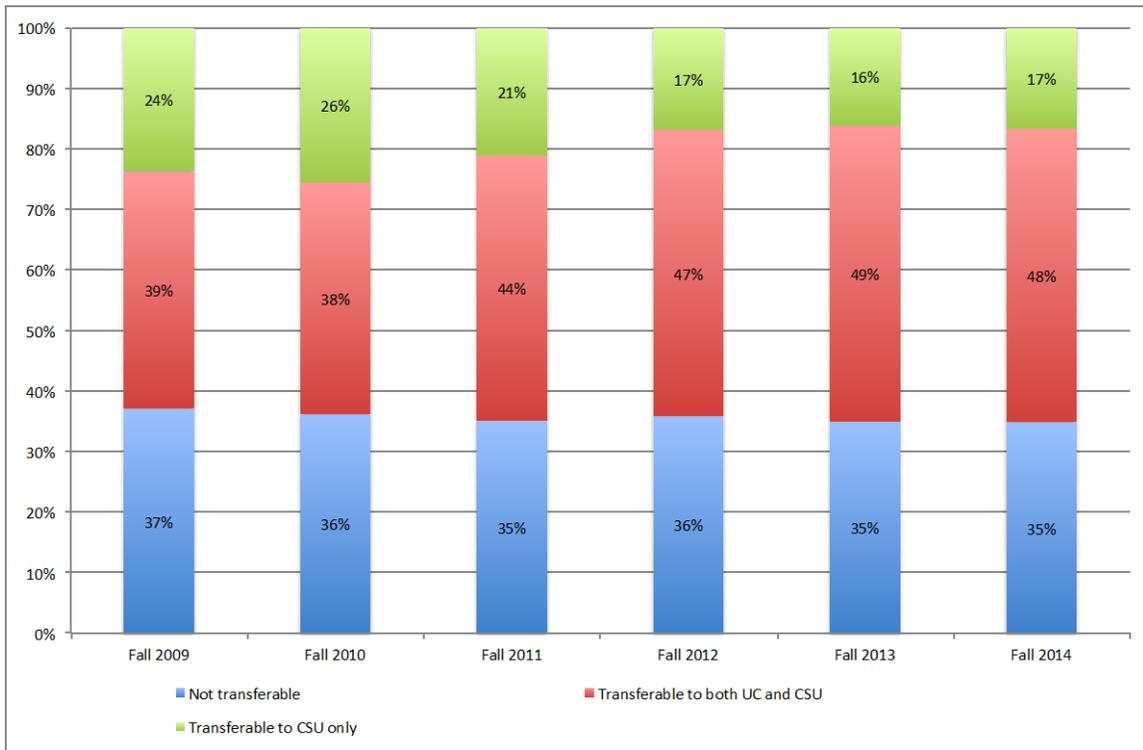
Chart 15: Fall Class Offering Trends by Credit Status



Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

With respect to transfer status, the trend in the portion of scheduled classes that are transferable to both the University of California (UC) and the California State University (CSU) has increased by 9% while the curriculum that transfers only to CSU has decreased by 7% over the last six fall terms. Nontransferable course offerings have dropped by 2%.

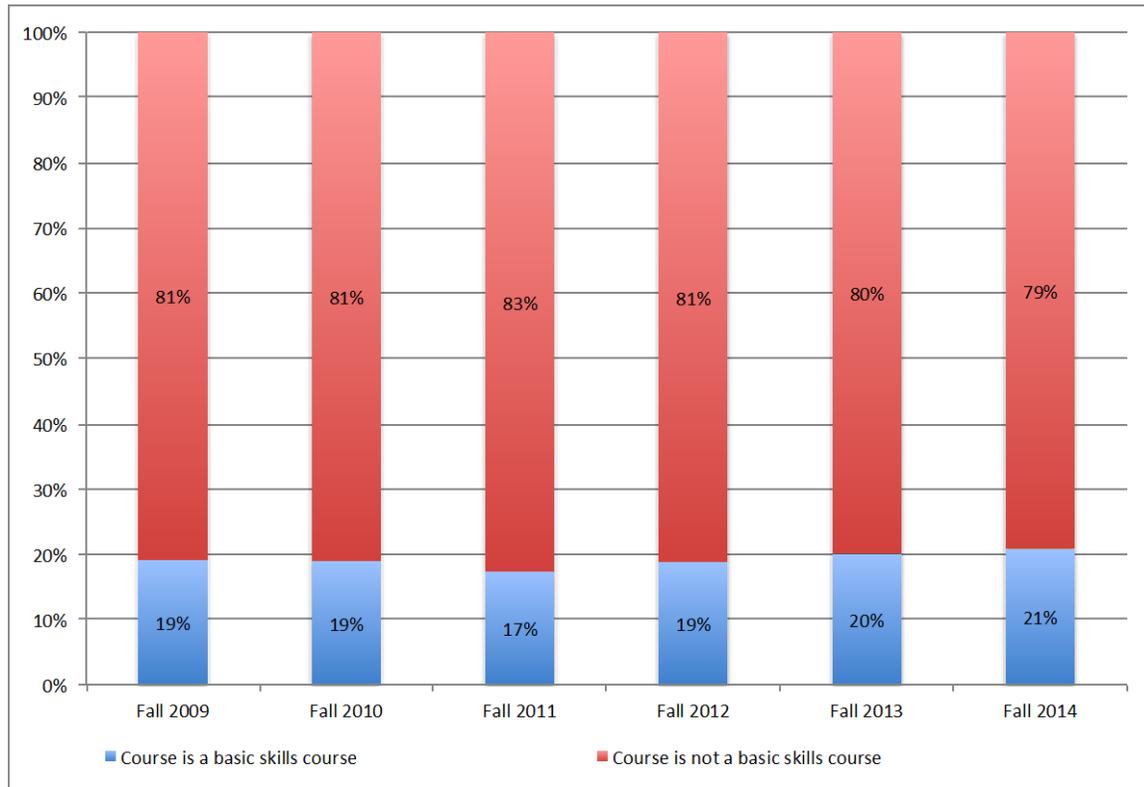
Chart 16: Fall Class Offering Trends by Transfer Status



Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

The trend in the split between basic skills classes vs. non-basic skills curriculum has altered by only two percent over the last six fall semesters (2009 to 2014). The portion of basic skills classes offered has increased by 2% while the portion of non-basic skills has decreased by 2%.

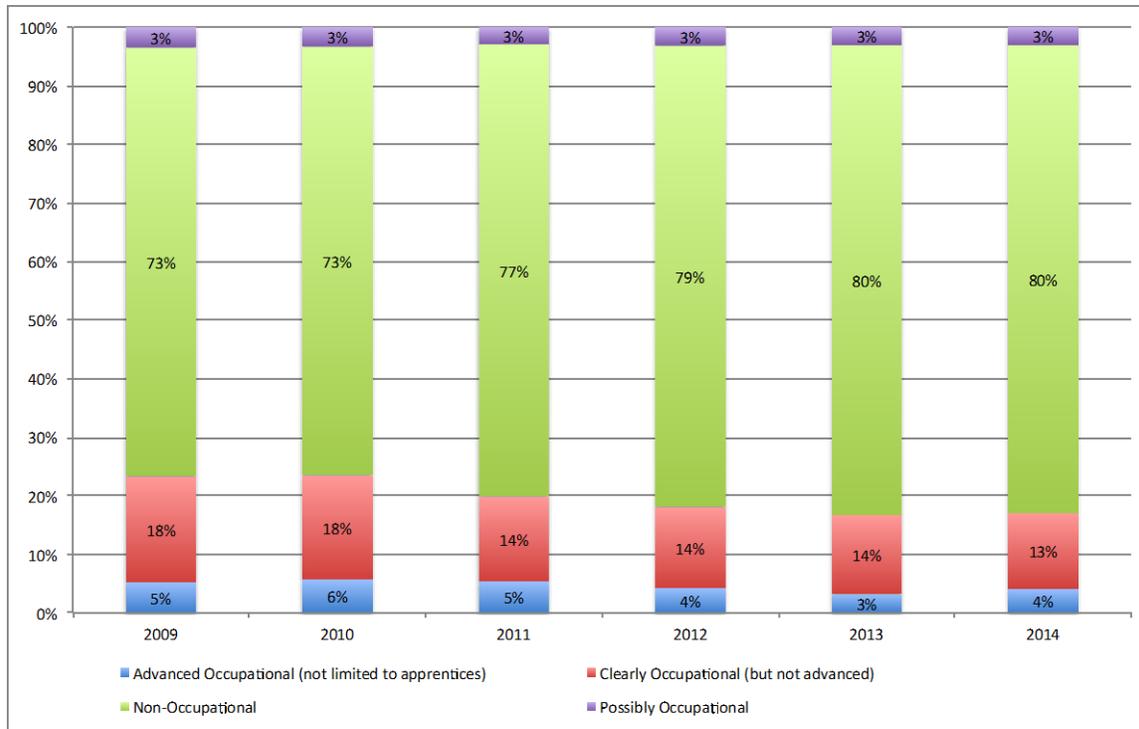
Chart 17: Fall Class Offering Trends by Basic Skills Status



Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

A Student Accountability Model (SAM) coding system, used to categorize the College curriculum, distinguishes among different kinds of career and technical education (CTE) and separates them from non-career and technical courses. On average the CTE offerings represent 23% of the offerings while the non-CTE classes comprise 77% of the sections scheduled from fall 2009 to fall 2014. Among the CTE courses, those identified as clearly occupational, but not advanced, dominate the schedule.

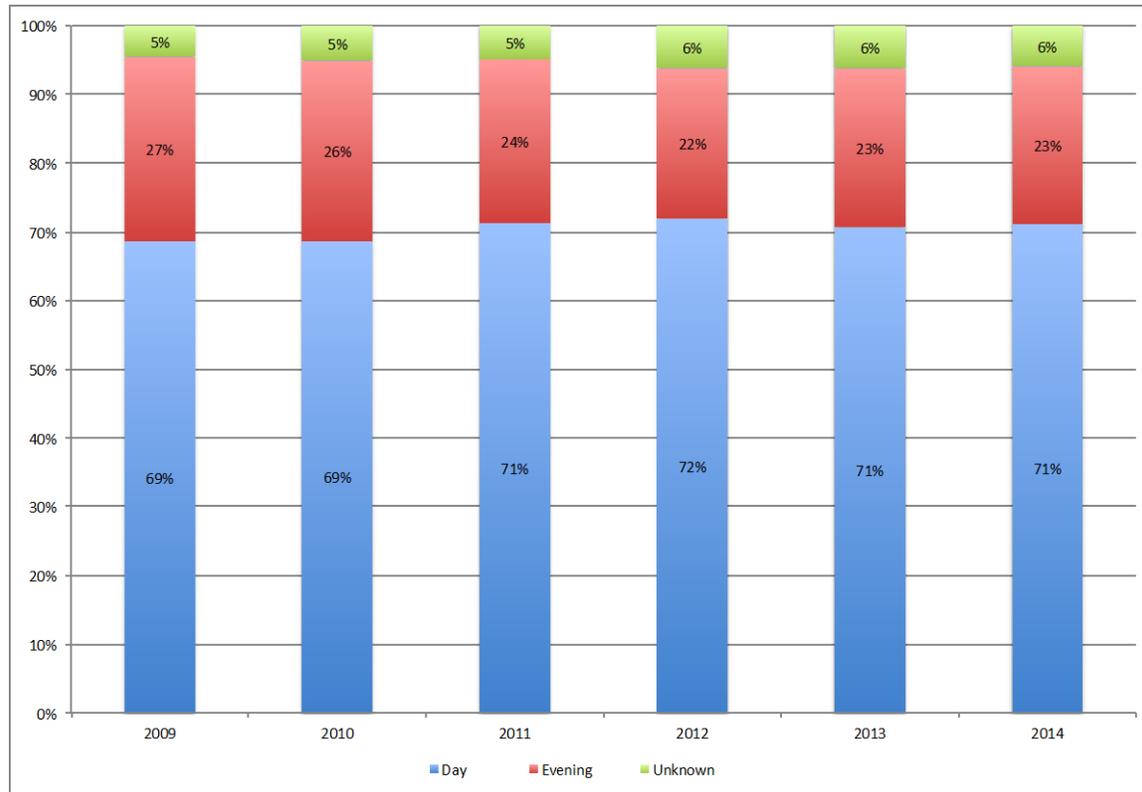
Chart 18: Fall Class Offering Trends by SAM Code Status



Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

Most classes (70%) from fall 2009 to fall 2014 were scheduled to start before 4:30 pm. Evening classes have been reduced by 4% while TBA (to be arranged) have increased by 1%. The TBA scheduling is used for independent study and online instruction.

Chart 19: Fall Class Offering Trends by Day vs. Evening Schedule



Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

An analysis of the instructional periods used in the fall 2013 schedule indicated that there were six primary instructional periods related to the common two-day-a-week day scheduling pattern (starting before 4:30 pm). Each primary instructional period lasted 80 minutes. However, there were a number of classes that were scheduled at starting and ending times or day patterns that conflicted with these primary instructional periods. Some of this potential conflict arose from the differences in contact time required by courses with different units of credit values and different combinations of lecture and laboratory modes of instruction. The tables below illustrate those patterns and potential conflicts.

Table 25: Fall 2013 Day Schedule Pattern Analysis

<b># Full-term Classes, Two Days Per Week</b>					
<b>Period #</b>	<b>Period Times</b>	<b>Monday and Wednesday</b>	<b>Tuesday and Thursday</b>	<b>Total</b>	<b>Note</b>
	starts <7:45am	1	0	1	
<b>1</b>	<b>7:45-9:05 am</b>	<b>16</b>	<b>17</b>	<b>33</b>	
	starts between 7:46-9:14 am	13	15	28	various starts & ends
<b>2</b>	<b>9:15-10:35 am</b>	<b>50</b>	<b>42</b>	<b>92</b>	
	starts between 9:16-10:44 am	4	8	12	various starts & ends
<b>3</b>	<b>10:45 am-12:05 pm</b>	<b>51</b>	<b>44</b>	<b>95</b>	
	starts between 10:46 am-12:14 pm	9	11	20	various starts & ends
<b>4</b>	<b>12:15-1:35 pm</b>	<b>37</b>	<b>38</b>	<b>75</b>	
	starts between 12:16-1:44 pm	13	8	21	various starts & ends
<b>5</b>	<b>1:45-3:05 pm</b>	<b>27</b>	<b>23</b>	<b>50</b>	
	starts between 1:46-3:15 pm	10	3	13	various starts & ends
<b>6</b>	<b>3:15-4:35 pm</b>	<b>5</b>	<b>5</b>	<b>10</b>	
	starts between 3:16-4:29 pm	4	5	9	various starts & ends
	<b>Totals</b>	<b>240</b>	<b>219</b>	<b>459</b>	
	<i>Percent in the primary periods</i>	<i>77.5%</i>	<i>77.2%</i>	<i>77.3%</i>	
	<i>Percent out of the primary periods</i>	<i>22.5%</i>	<i>22.8%</i>	<i>22.7%</i>	

<b># Classes Scheduled One-Day-A-Week in the Prime AM Hours (up to noon)</b>						
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Subtotal</b>	<b>Friday</b>	<b>Saturday</b>
10	16	18	15	59	22	20

Source: Evergreen Valley College, Office of Instruction; analysis by Cambridge West Partnership, LLC



Evening classes, those starting at 4:30 pm or later, which were scheduled to meet two-day-a-week, showed even greater variety of starting and ending times.

Table 26: Fall 2013 Evening Schedule Pattern Analysis

Start Times	# Full-term Classes			
	Monday and Wednesday	Tuesday and Thursday	Total	
starts between 4:30-5:59 pm	7	4	11	various starts & ends
<b>6:00 PM</b>	<b>21</b>	<b>14</b>	<b>35</b>	
starts between 6:01-6:29 pm	0	0	0	
<b>6:30 PM</b>	<b>9</b>	<b>7</b>	<b>16</b>	
starts >6:30 pm	6	2	8	various starts & ends
<b>Total</b>	<b>43</b>	<b>27</b>	<b>70</b>	

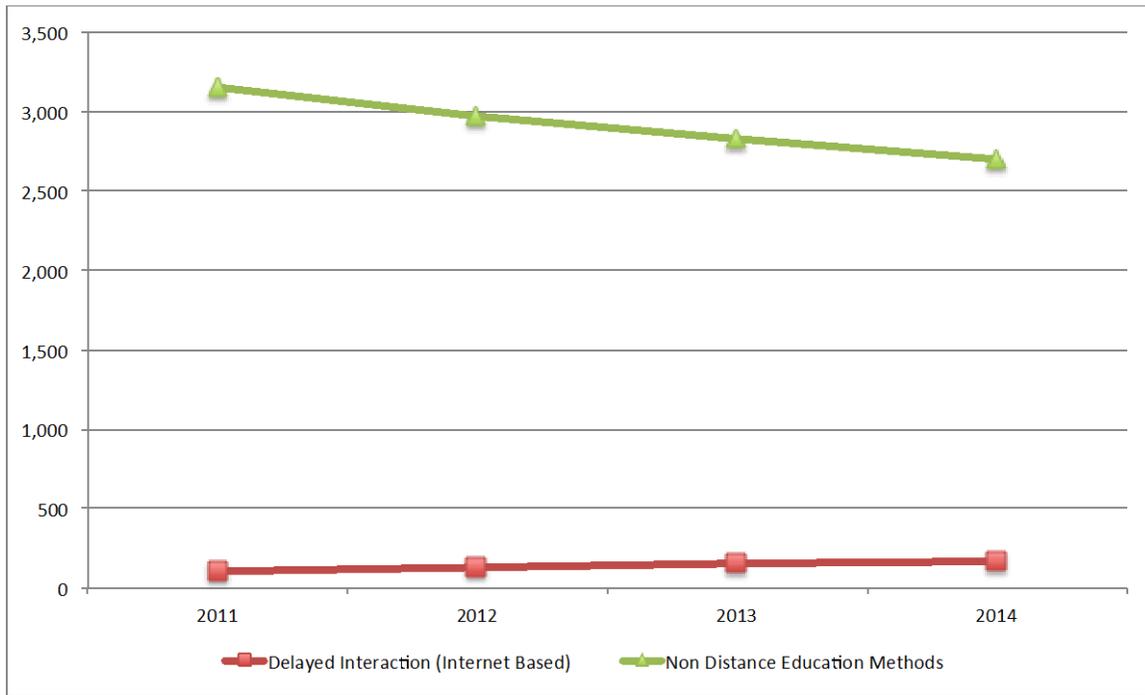
# Classes Scheduled One-Day-A-Week in the Evening (start after 4:29pm)								
Period #	Start Time	Monday	Tuesday	Wednesday	Thursday	Total	Friday	Saturday
	>4:29<5:30 pm	3	2	4	3	12		
<b>7</b>	<b>5:30 PM</b>	2	2	1	2	7		
	>5:30 <6:00 pm	1	0	0	1	2		
	6:00 PM	22	26	20	19	87	1	
	6:15 PM	0	0	0	0	0		
	>6:15<6:30 pm	0	0	0	0	0		
	6:30 PM	9	9	8	7	33		
	>6:30<<7:00 pm	1	2	2	1	6		
<b>8</b>	<b>7:00 PM</b>	0	1	0	1	2		
	>7:00 pm	4	2	2	1	9		
	<b>Total</b>	<b>42</b>	<b>44</b>	<b>37</b>	<b>35</b>	<b>158</b>	<b>1</b>	<b>0</b>

Source: Evergreen Valley College, Office of Instruction; analysis by Cambridge West Partnership, LLC

The College may want to consider a more detailed study of the classes that are scheduled to start or end at times other than the primary day instructional periods or those that meet in the evening hours, but vary in their starting times, to determine if potential class conflicts might be reduced. If conflicts among class meeting times were reduced, it would provide students with greater access to instruction they need to complete their programs of study.

EVC has had neither a long nor strong history of offering distance education instruction through the Internet. Internet-based instruction was not offered prior to fall 2011. From fall 2011 to fall 2014 online instruction has only represented 4.6% of the FTES generated while on campus education instructional methods accounted for 95.4% of the FTES.

Chart 20: EVC, FTES Trends by Method of Instruction

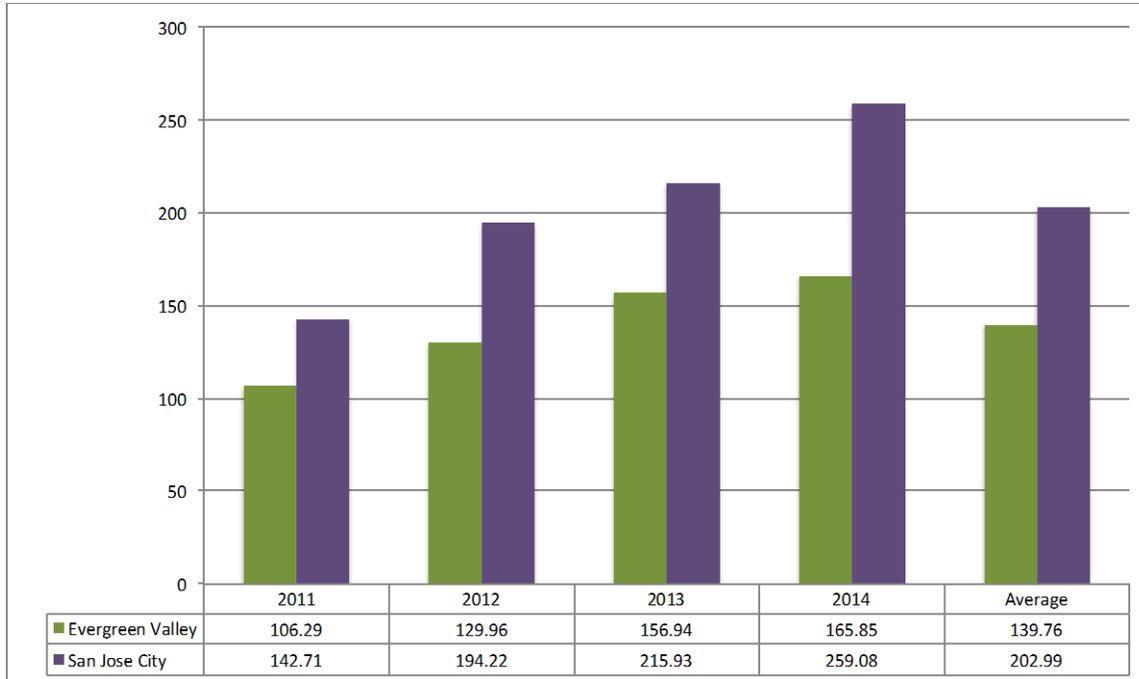


Source: Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC



San Jose City College reports slightly more online instructional activity with 6.5% of its FTES generated between fall 2011 and fall 2014.

Chart 21: SJECCD Online Instruction FTES Trends



Source: Chancellor’s Office Data Mart, analysis by Cambridge West Partnership, LLC

When compared to the 28 colleges within the Bay Area Community College Consortium (BACC) for FTES generated through online instruction in fall 2014, EVC ranks in the bottom one-third of the group. Evergreen Valley College is also below the fall 2014 statewide portion of FTES (8.7%) generated from online instruction.

Table 27: FTES From Online Instruction, BACC Ranked Colleges

District Name	College Name	Fall 2014 DE FTES	Fall 2014 % DE FTES	Rank % DE FTES
Foothill CCD	Foothill	1,115.32	27.6%	1
Peralta CCD	Alameda	433.85	24.8%	2
Peralta CCD	Merritt	369.4	22.2%	3
West Valley CCD	West Valley	683.97	19.5%	4
Peralta CCD	Berkeley City	280.71	14.5%	5
Chabot-Las Positas CCD	Chabot Hayward	584	13.8%	6
West Valley CCD	Mission	382.58	13.5%	7
Ohlone CCD	Ohlone	465.12	12.2%	8
Chabot-Las Positas CCD	Las Positas	355.2	12.1%	9
Solano CCD	Solano	394.51	11.0%	10.5
Contra Costa CCD	Diablo Valley	850.85	11.0%	10.5
Peralta CCD	Laney	307.82	10.2%	12
Cabrillo CCD	Cabrillo	478.92	9.8%	13
Monterey CCD	Monterey	260.72	9.1%	14
Gavilan CCD	Gavilan	222.67	8.8%	15
San Jose CCD	San Jose City	259.08	8.7%	16.5
Statewide		44,821.51	8.7%	16.5
San Luis Obispo CCD	Cuesta	311.19	8.6%	18
Napa CCD	Napa	211.2	8.2%	19
Foothill CCD	Deanza	498.41	8.1%	20
Hartnell CCD	Hartnell	236.7	7.1%	21
Sonoma CCD	Santa Rosa	551.16	6.2%	22
San Mateo CCD	Canada	119.03	5.9%	23
<b>San Jose CCD</b>	<b>Evergreen Valley</b>	<b>165.85</b>	<b>5.8%</b>	<b>24</b>
Contra Costa CCD	Contra Costa	118.92	4.7%	25
Contra Costa CCD	Los Medanos	139.37	3.8%	26
Marin CCD	Marin	35.29	3.4%	27
San Mateo CCD	Skyline	105.37	3.0%	28
San Mateo CCD	San Mateo	49.68	1.4%	29
San Francisco CCD	San Francisco	39.76	0.5%	30

Source: Chancellor's Office Data Mart, analysis by Cambridge West Partnership, LLC

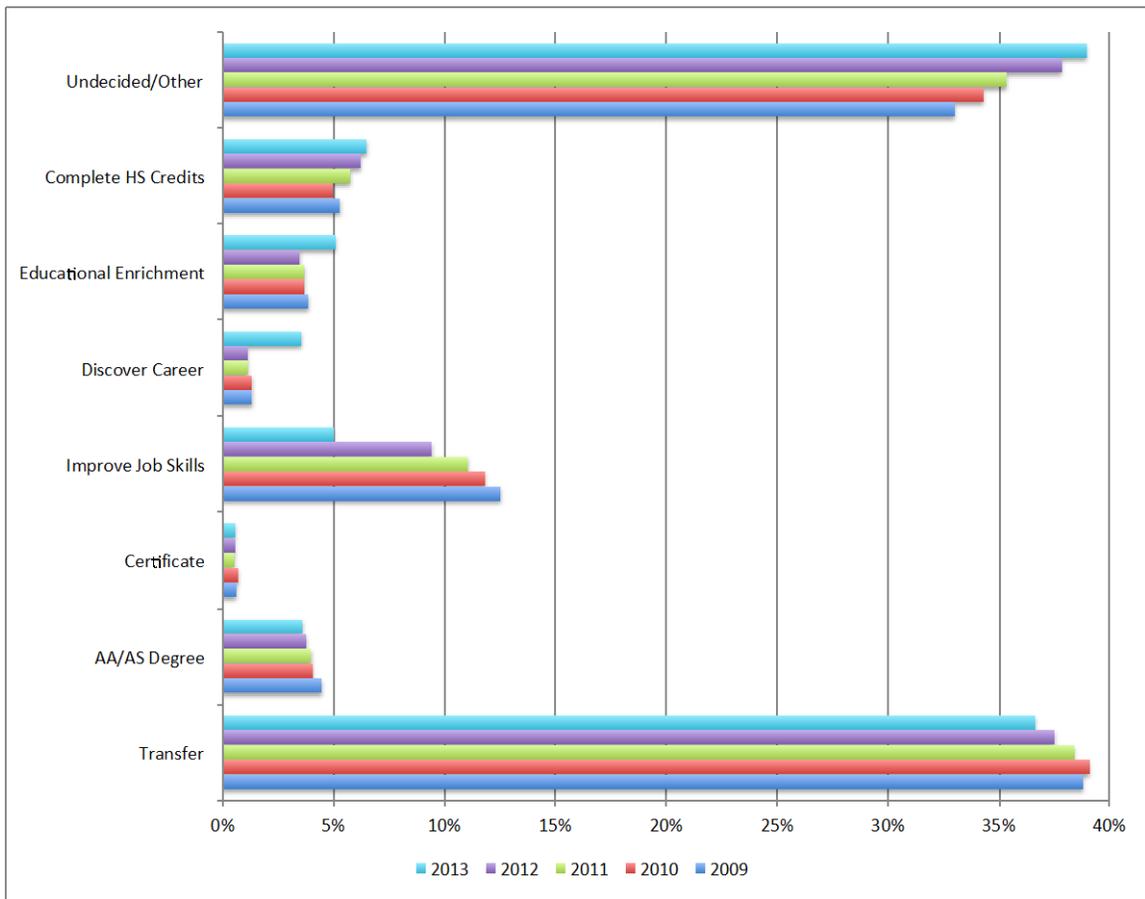
### Students Who Attend the College

With their hopes and dreams students enroll in the College to pursue their goals in life. Sometimes those goals are not well-formulated or adequately informed at the start of the college experience, but the matriculation process is intended to assist students to navigate through the higher education curriculum. The portion of students who articulated an intention to transfer has declined modestly (2%), those coming to improve their job skills has dropped 8%, while the undecided/other group has grown by 6% over the 2009-2013 fall terms. These changes are similar to the District-wide experience over that same

period. Interest in transfer has declined by 4% and those students who stated a goal to “discover a career” has increased 3%.

The following chart reflects the trends in the initial goals reported on the application for admission to Evergreen Valley College.

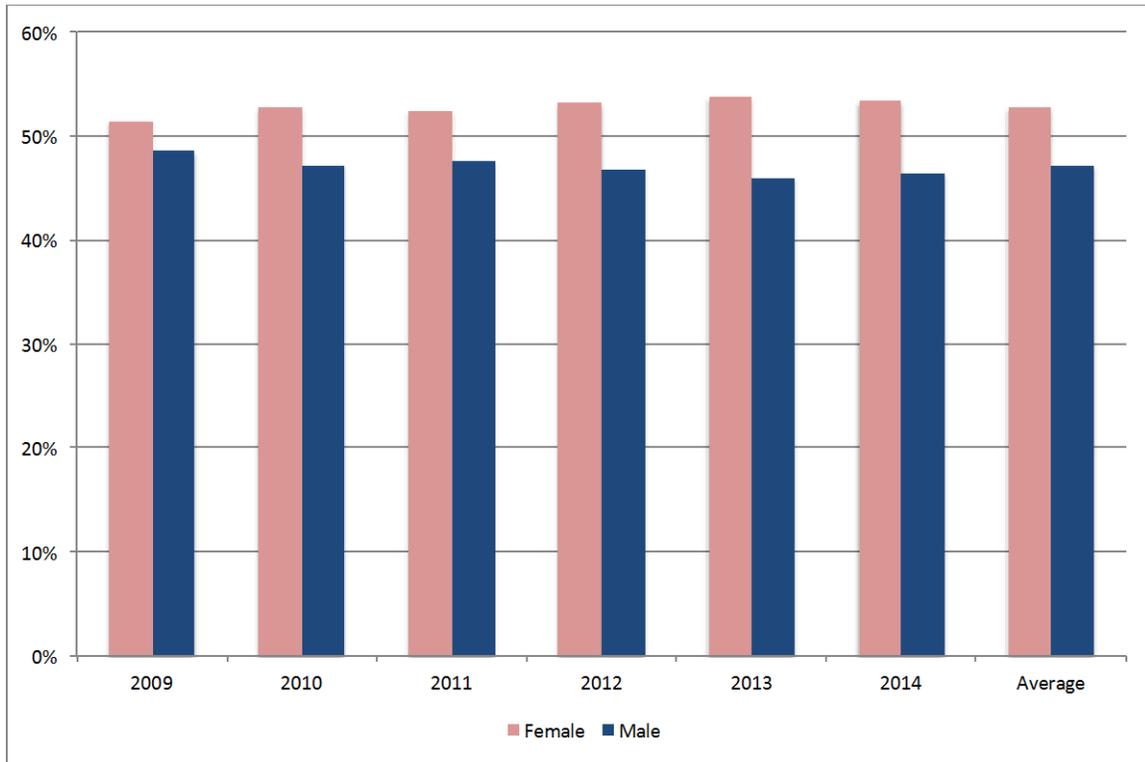
Chart 22: Fall Term Application Goal Trends



Sources: SJECCD Office of Institutional Effectiveness and Student Success, Factbook for Fall 2013 and California Community College Chancellor’s Office, Data Mart; analysis by Cambridge West Partnership, LLC

More women have attended the College than men. The average distribution has been 53% female and 47% male, almost exactly the same as the District distribution for both colleges and the statewide distribution.

Chart 23: Fall Term Distribution by Gender Trends

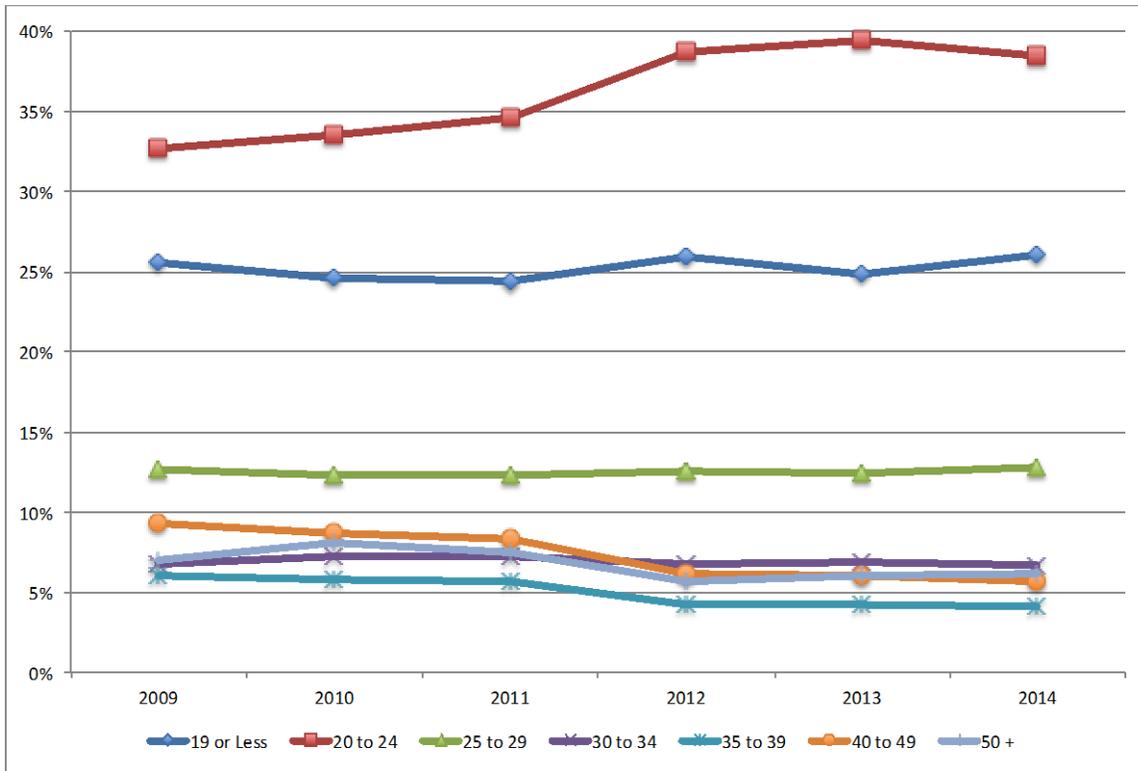


Sources: SJECCD Office of Institutional Effectiveness and Student Success, Factbook for Fall 2013 and California Community College Chancellor’s Office, Data Mart; analysis by Cambridge West Partnership, LLC



Viewed over several years the College student body is “young” with the 2009 to 2014 average for the two age groups below 25 years of age representing 61% of the students. The District as a whole enrolled 56% of the entire student population below the age of 25. Statewide 57% is the average for the two under 25 years of age groups during these semesters.

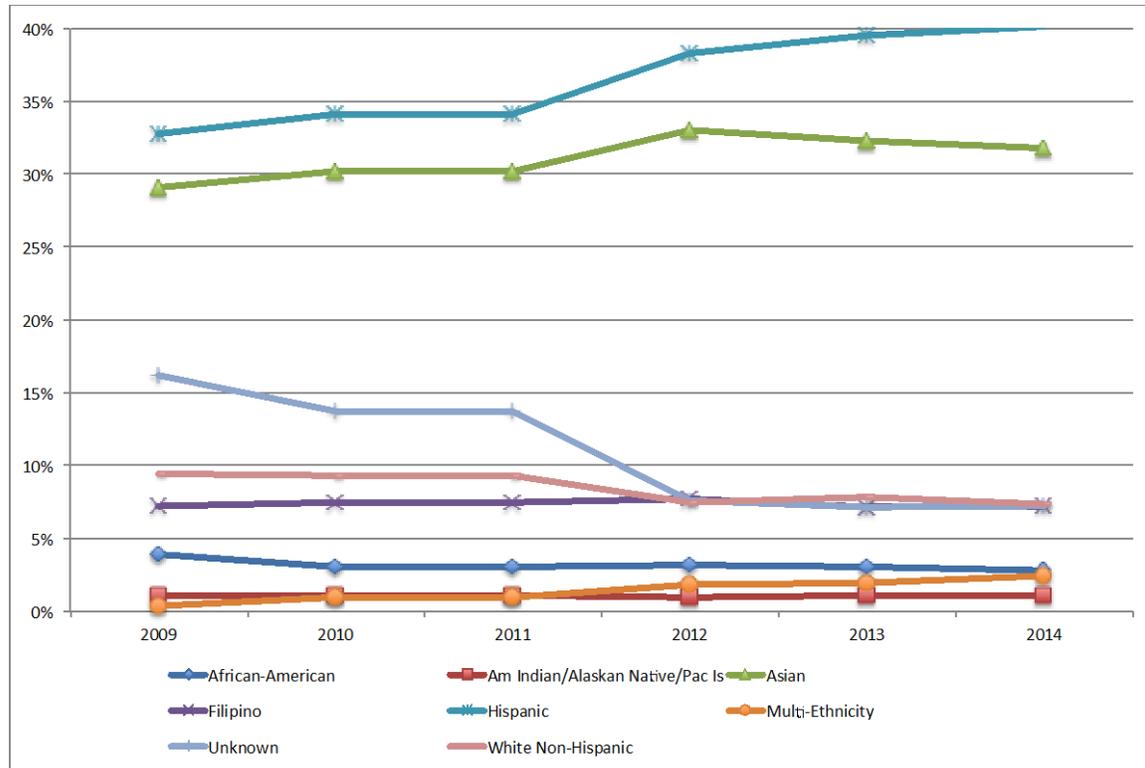
Chart 24: Fall Term Distribution of Age Ranges Trends



Sources: SJECCD Office of Institutional Effectiveness and Student Success, Factbook for Fall 2013 and California Community College Chancellor’s Office, Data Mart; analysis by Cambridge West Partnership, LLC

From fall 2009 to fall 2014 the Hispanic student population increased 7% while the unknown/unreported group decreased by 9%. The Hispanic (37% on average) and Asian (31% on average) students are the largest ethnic groups on campus. Viewed from the perspective of the District as a whole the Hispanic students represent 38% of all enrollments while the Asian students represent 26% of all enrollments. Throughout the California community college system Asian students represent 11% of the student body while Hispanic students represent 42%.

Chart 25: Fall Term Student Ethnicity Trends

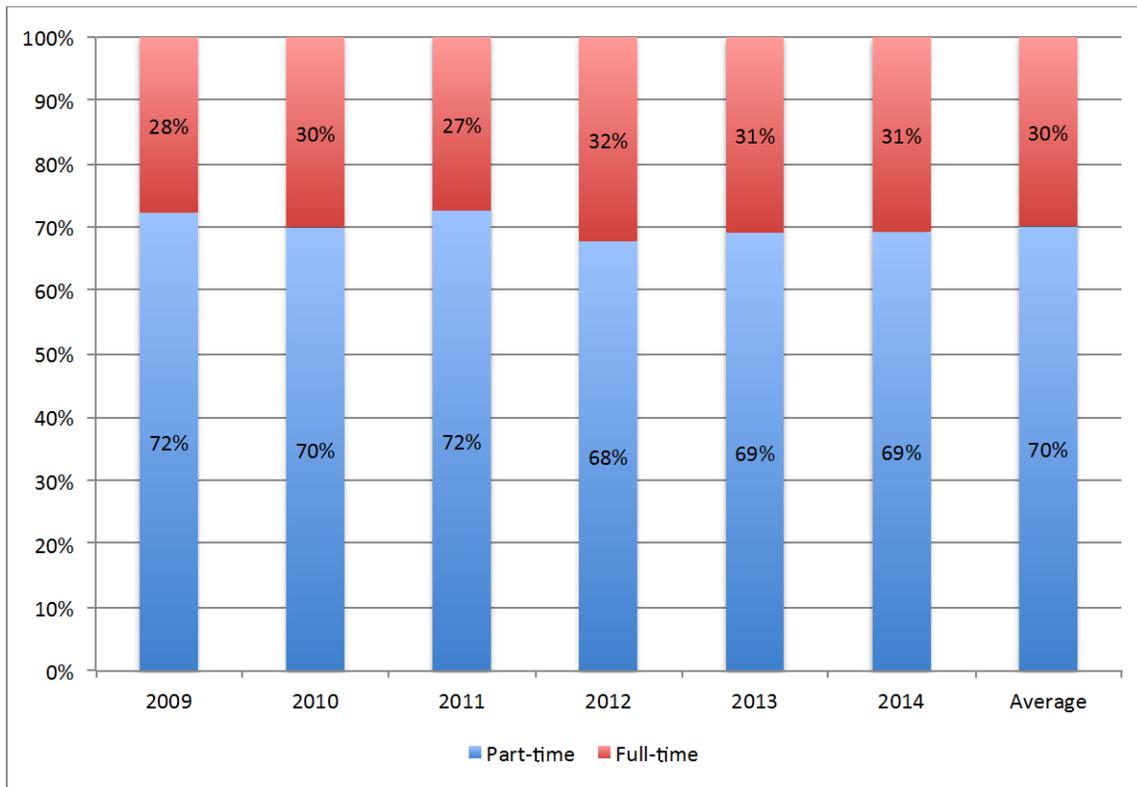


Sources: SJECCD Office of Institutional Effectiveness and Student Success, Factbook for Fall 2013 and California Community College Chancellor's Office, Data Mart; analysis by Cambridge West Partnership, LLC

Evergreen Valley College is similar to most community colleges in that the majority of the students attend on a part-time basis, taking less than 12 credit hours per term. On average 70% of the students completed a unit load of less than 12 units while 30% completed 12 or more units. There has been a modest shift from fall 2009 to fall 2014 in that the part-time portion of the enrolled students decreased by 3% while the full-time portion of the student body increased by 3%. Within these broad categories there are two distinct groups, each with an average of 23% of all students: (1) students completing 3.0 to 5.9 units; and (2) students completing 12.0 to 14.9 units.

The average portion of part-time students throughout the District over this period of time was 72% while the average portion of full-time students was 28%. Within these two broad categories there are the same two distinct groups: (1) students completing 3.0 to 5.9 units (28%); (2) student completing 12.0 to 14.9 units (21%). Statewide data for this period of time documents the same two concentrations by unit load

Chart 26: Fall Term Full-time vs. Part-time Student Status Trends

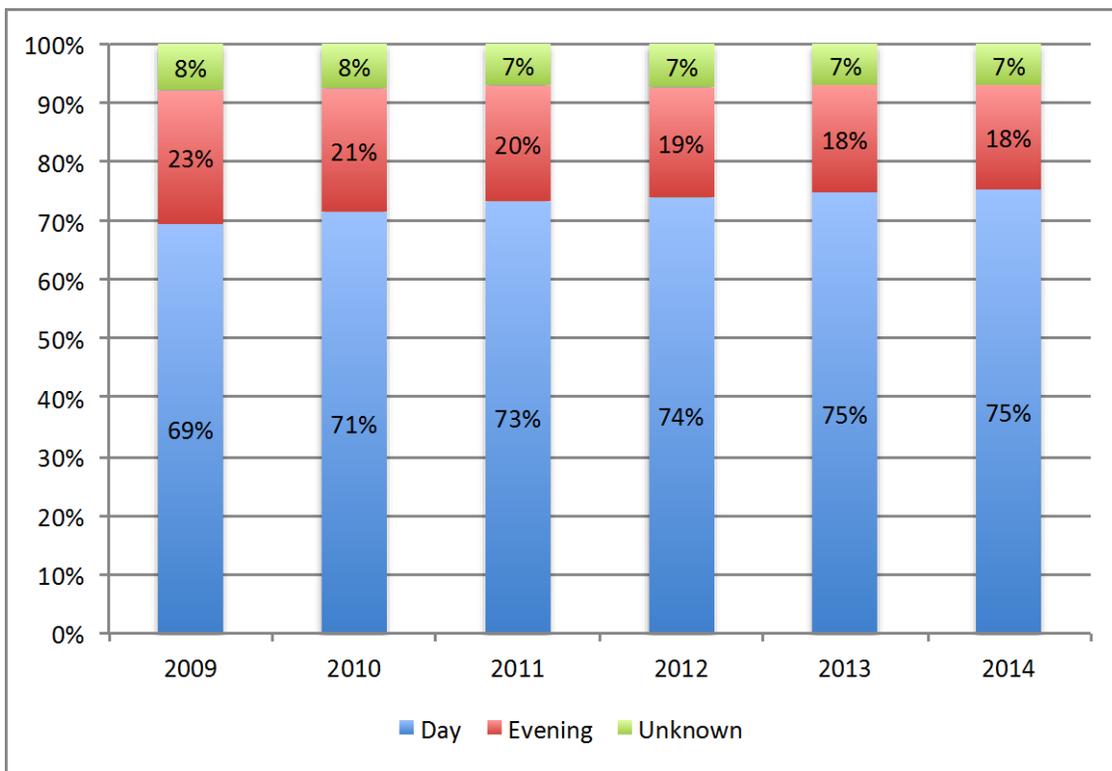


Sources: SJECCD Office of Institutional Effectiveness and Student Success, Factbook for Fall 2013 and California Community College Chancellor’s Office, Data Mart; analysis by Cambridge West Partnership, LLC

On average, over the fall terms from 2009 through 2014, almost three-fourths of the students attended the College during the day, where as 20% attended only in the evening and 7% were enrolled in classes where the meeting times were TBA. Evening classes are those that start at 4:30 pm or later. Over this period of time the portion of the students attending in the evening dwindled by 5% while the day classes grew by 6%.

Throughout the District the portion of students attending during the day mirrored that of Evergreen Valley College alone, but the evening attendance at EVC was slightly higher at 24%. Statewide, the six-term average portion of students attending during the day (73%) vs. evening (20%) exactly matched the trends at EVC.

Chart 27: Fall Term Time of Attendance Trends

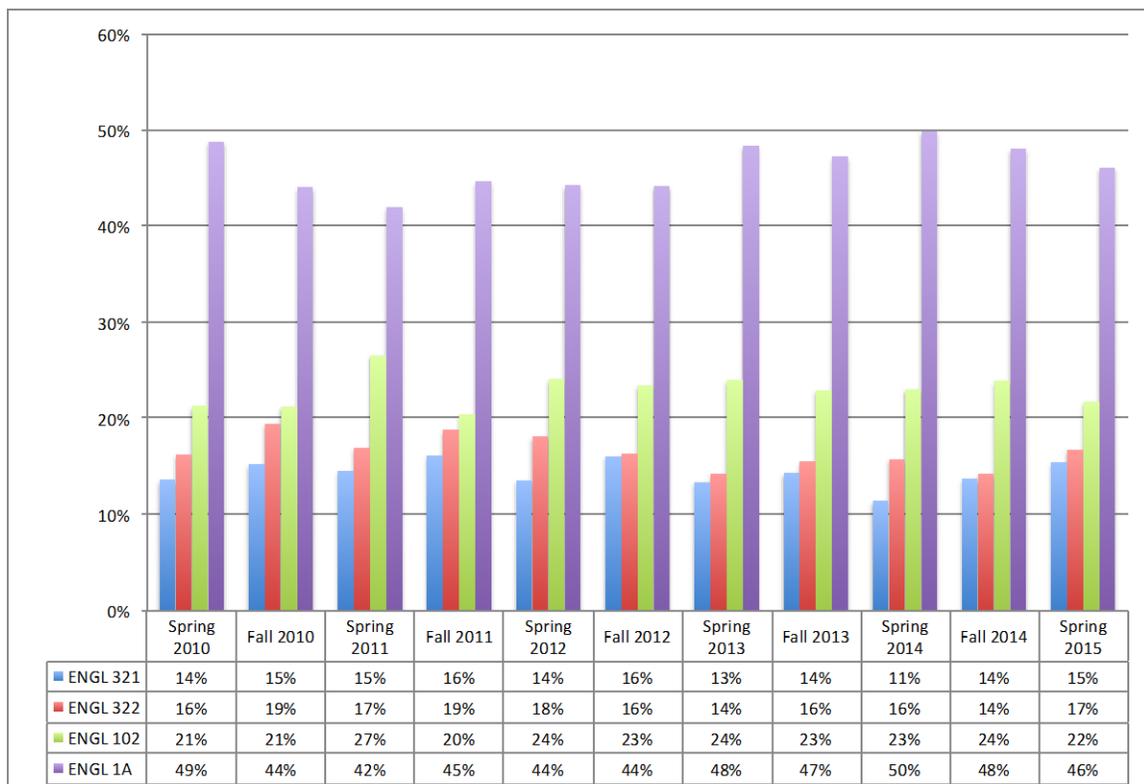


Sources: SJECCD Office of Institutional Effectiveness and Student Success, Factbook for Fall 2013 and California Community College Chancellor’s Office, Data Mart; analysis by Cambridge West Partnership, LLC

The College provides placement assessment experiences for students in the disciplines of reading, writing, and math. Placement assessments are provided for ESL students in reading, writing, and listening. For those students participating in the placement experience from spring 2010 to spring 2015 the results draw a portrait of the extent to which the students are prepared for college-level curriculum.

Of the 11,710 reading placement exams, 54% of the students were placed into curriculum below the transfer level. In the graphic below, ENGL 1A is the transfer course.

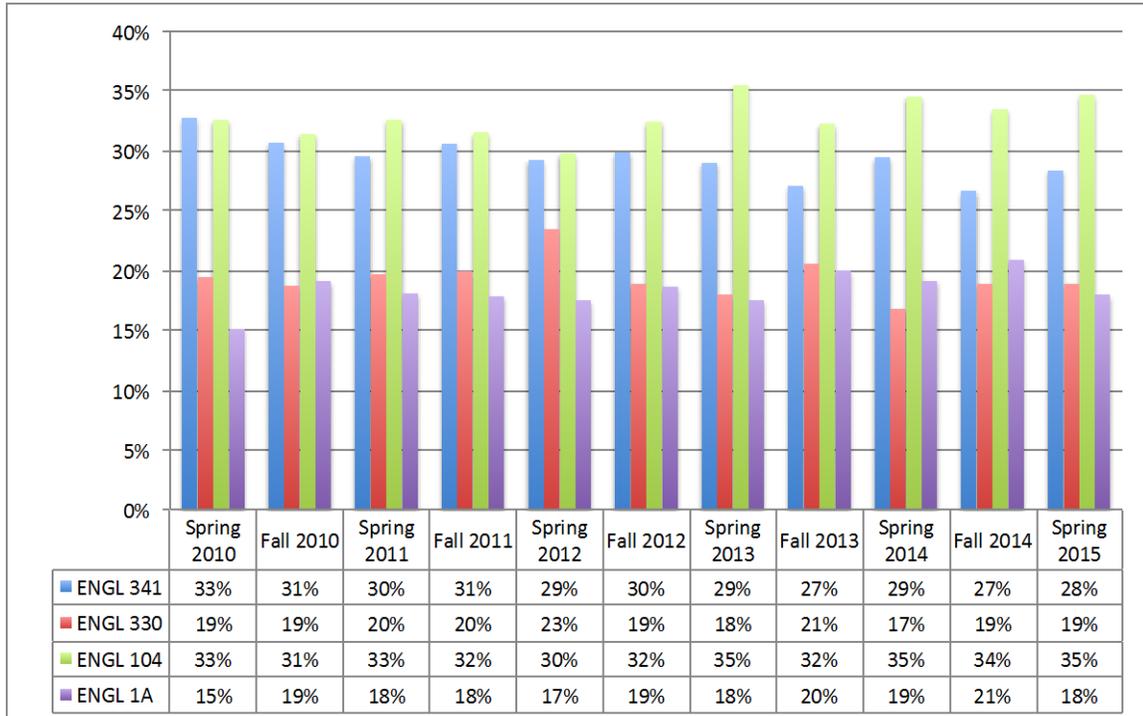
Chart 28: Reading Placement Results



Source: Evergreen Valley College Office of Assessment; analysis by Cambridge West Partnership, LLC

Of the 12,007 placement exams in writing, 82% of the students were placed into curriculum below the transfer level. In the following graphic, ENGL 1A is the transfer course.

Chart 29: Writing Placement Results



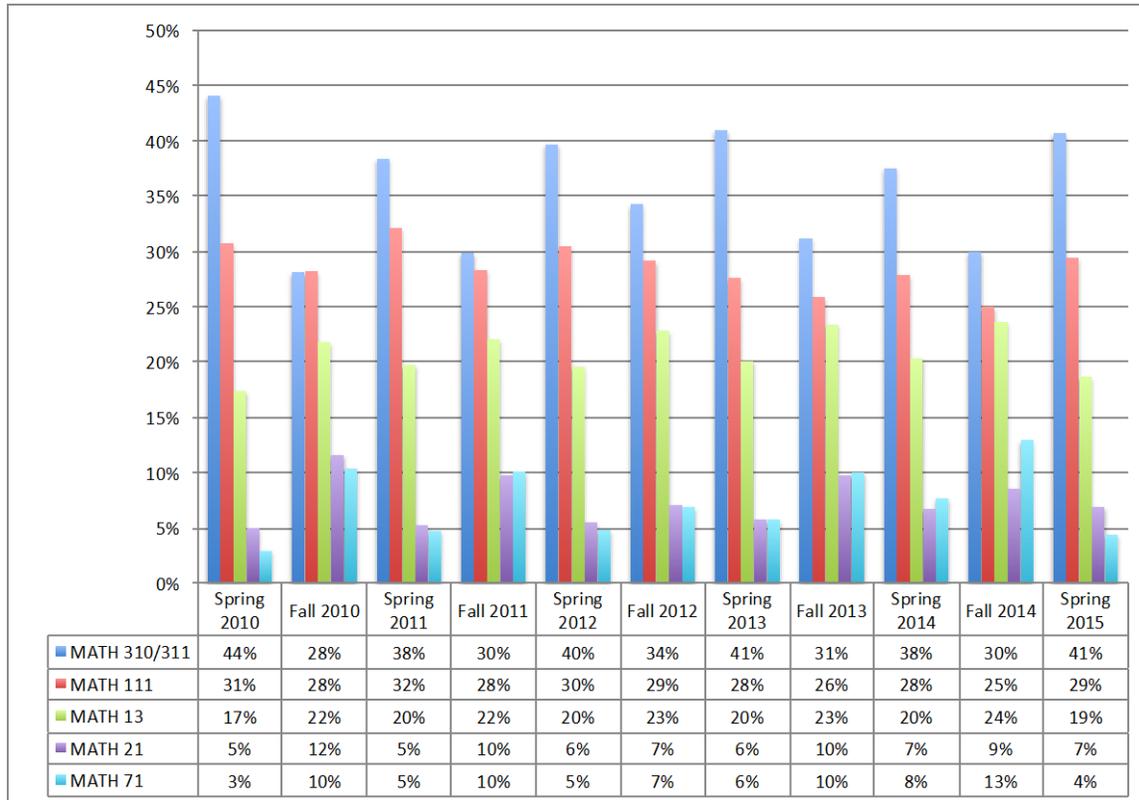
Source: Evergreen Valley College Office of Assessment; analysis by Cambridge West Partnership, LLC



Evergreen Valley College, Physical Education Building

Of the 14,653 math placement exams, 93% of the students were placed into curriculum below the transfer level. In the following graphic, MATH 21 and MATH 71 are the transfer courses.

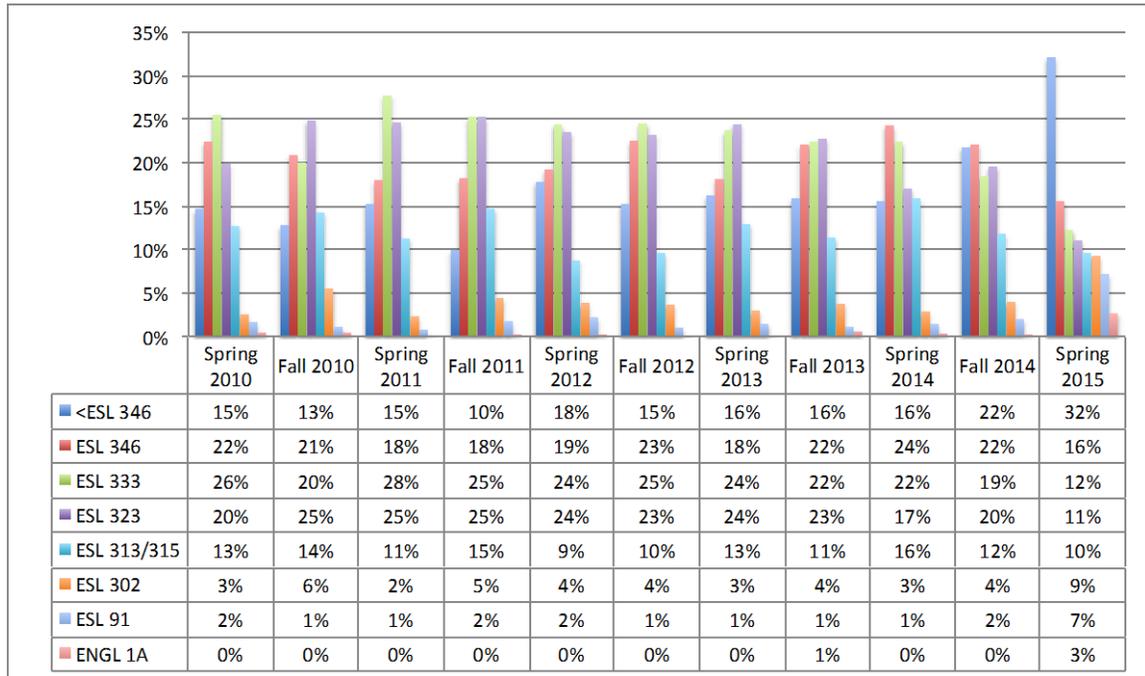
Chart 30: Math Placement Results



Source: Evergreen Valley College Office of Assessment; analysis by Cambridge West Partnership, LLC

Of the 4,427 ESL reading placement exams, 100% of the students were placed into curriculum below the transfer level. In the following graphic, ENGL 1A is the transfer course.

Chart 31: ESL Reading Placement Results



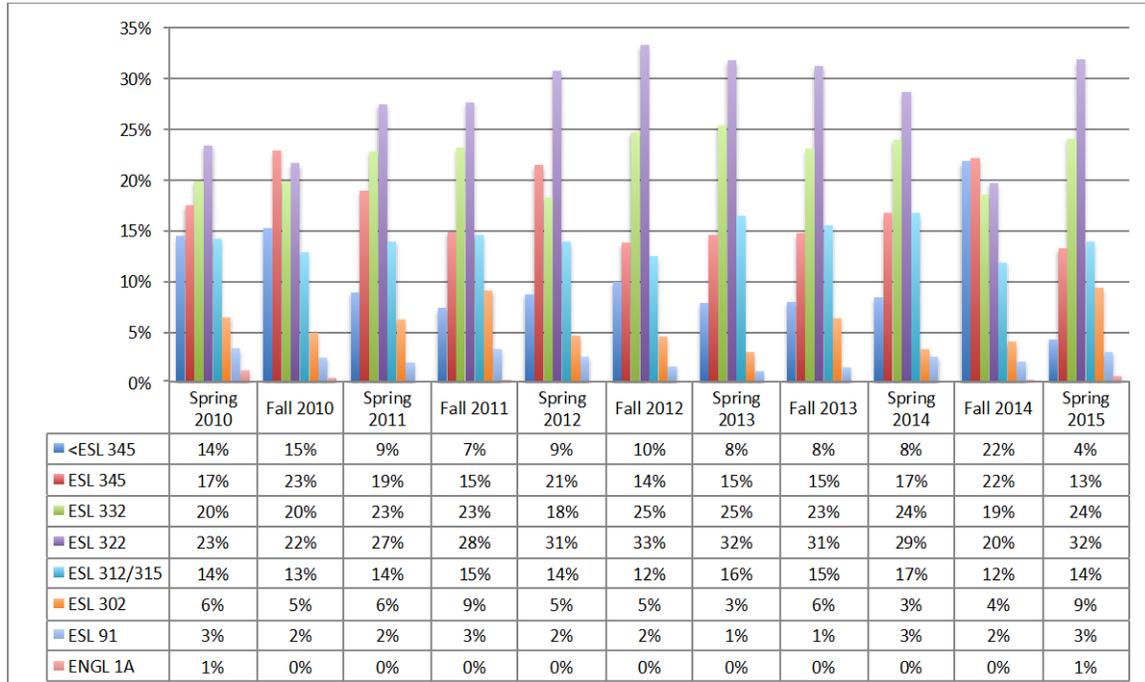
Source: Evergreen Valley College Office of Assessment; analysis by Cambridge West Partnership, LLC



Evergreen Valley College, A&R and Sequoia Buildings

Of the 4,431 ESL placement exams in writing, 100% of the students were placed into curriculum below the transfer level. In the following graphic, ENGL 1A is the transfer course.

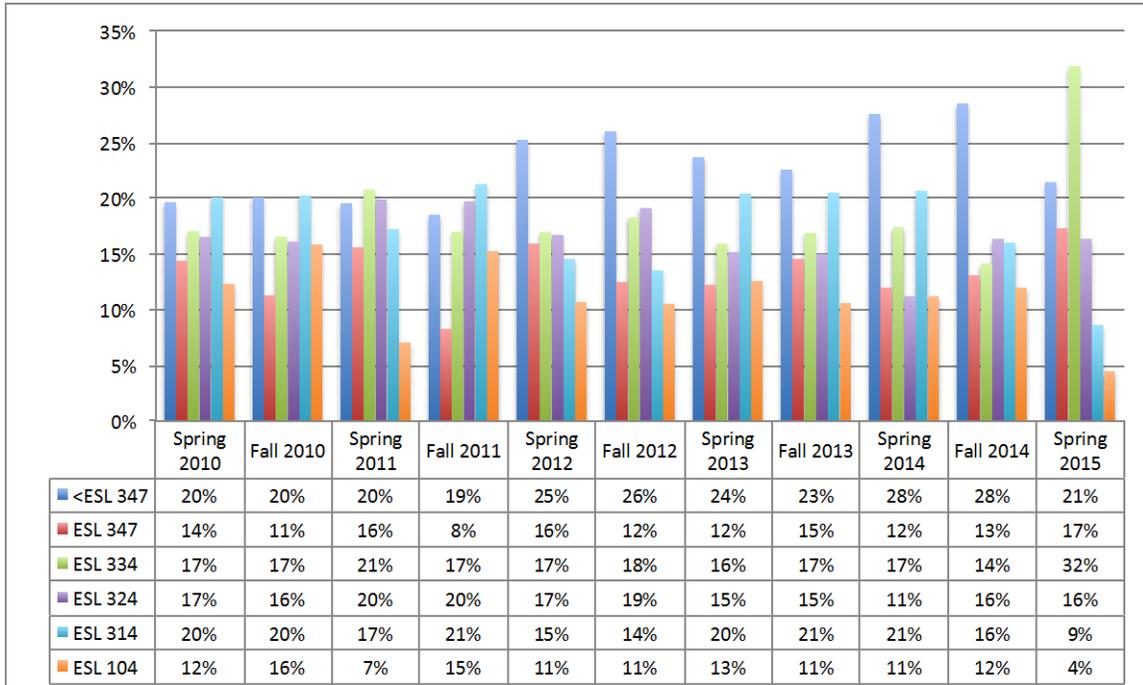
Chart 32: ESL Writing Placement Results



Source: Evergreen Valley College Office of Assessment; analysis by Cambridge West Partnership, LLC

Of the 4,430 ESL placement exams in listening, 100% of the students were placed into curriculum below the transfer level because none of this curriculum transfers to a UC or CSU campus.

Chart 33: ESL Listening Placement Results



Source: Evergreen Valley College Office of Assessment; analysis by Cambridge West Partnership, LLC

Because the College is located in a large urban setting and offers some courses by distance education, the curriculum attracts students from zip codes outside of the official District boundaries. From fall 2009 to fall 2013 an average of 14% of all enrollments were coming from students living outside of the official District boundaries. In fall 2009 and 2010 that portion of enrollments was at an all-time high of 18% each fall term. But, by the fall 2013 term, only 10% of all enrollments at the College came from students living outside of the official District boundaries.

The following table reflects the subjects in which the portion of fall 2013 enrollments from students living outside of the official District service area were 10% or more of the total enrollment in those courses.

Table 28: Fall 2013 EVC Selected Subjects With Out of District Enrollments

Fall 2013 Out of District Enrollments															
Subject	Out of District Subtotal	% of All Enrl.	Alameda	Contra Costa	Marin	Merced	Monterey	San Joaquin	San Mateo	San Benito	San Francisco	Santa Clara	Santa Cruz	Stanislaus	Other
LE	50	98.0%	2	39				1			1			1	6
SG	8	47.1%	2							1	1		4		
LIB	4	40.0%	1									3			
NURS	91	31.3%	23	5			5		6	2		41	7	2	
ATHM	7	21.2%	1			1						3			2
AUTO	117	20.5%	14			1	15			3		68	6		10
LA	39	20.1%	3						3	3		26	4		
SPAN	53	15.1%	3	1		1	1	1		6		38			2
SL	13	15.1%	1							1		11			
OCEAN	7	14.9%	2				1	1				2		1	
ENGR	17	14.3%					1			1		14	1		
HED	10	13.5%	1			1						6			2
WE	7	13.5%	2			1						4			
AJ	58	12.5%	8	1		1	1	3	1	1		40		2	
EDUC	1	12.5%					1								
POLSC	38	11.7%	1			1		2	1			30		1	2
BIM	2	11.1%				1						1			
PHOTO	4	11.1%	1								1	2			
ANTH	4	10.8%	1									1		1	1
COMS	83	10.4%	7	1		1		4		3	3	59			5
PSYCH	124	10.1%	13	1		1	4	3	2	6	7	76	2	1	8
CHEM	43	10.1%	4				1			6		27	1		4
ECON	36	10.1%	4	1		1	1	2	1			22			4
WOMS	2	10.0%										2			

Source: California Community College Chancellor’s Office, Management Information System Referential Data Files; analysis by Cambridge West Partnership, LLC

A study of student enrollments during the fall terms of 2004, 2009 and 2013 revealed that on average 11,300 potential SJECCD students, especially those who live in seven *shared* zip codes, attend either Mission or West Valley College in the adjacent community college district. This enrollment swirl is common among neighboring community colleges in urban settings.

### Non-Instructional College Resources to Support the Educational Mission

#### Support Service Offices and Programs

The College offers a rich array of services to support student success. Those listed below are provided and supervised by the Student Affairs administrators, faculty, and staff.

*Admissions and Records Office* – The office staff provide assistance to students in a variety of service areas related to becoming a student at the College, navigating through the college experience, and documenting that experience.

*Articulation Office*- This office develops formal, written agreements that identify courses from EVC that are comparable to or acceptable in lieu of specific course requirements at a CSU or UC campus.

*Assessment Center* - The Center provides a venue for students to complete required placement examinations. The computer-based assessment exams in English (reading and writing), Math and ESL are arranged by appointment only. Suggestions for exam preparation are provided through web links.

*Associated Student Government (ASG)*- The student government is part of the student life program at the College. It promotes campus-wide activities and offers club support to encourage student involvement in the College and community. The ASG represents students at local, state and national government levels.

*Bookstore* – The bookstore, operated by the Follett Company, is located in the Student Center building. In addition to its brick-and-mortar operation, it has a separate dedicated set of web pages that allows students to order textbooks, apparel, and supplies online.

*California Work Opportunities and Responsibility to Kids (CalWORKs)* - CalWORKs provides services to parents who receive Temporary Aid to Needy Families (TANF) or cash aid. CalWORKs is under the WIN (Workforce Initiative Network) umbrella of programs. The WIN/CalWORKs Program offers degree and training programs for TANF students and is specifically created to enable students to pursue both educational and career opportunities.

*Career Center* – The Center supports students by promoting their career development through the provision of comprehensive resources, activities, services, online career assessment tools, career fairs, workshops, and the College cooperative work experience program.

*Cooperative Agencies Resources for Education (CARE)* - The program is for eligible students in the Extended Opportunity Programs and Services (EOPS) program sponsored by the college. To be eligible the student must be the single head of household, currently receiving cash from CalWORKs/TANF, and responsible for at least one child under the age of 14. CARE provides grants to help with the cost of childcare, monthly meal ticket and gas cards. The program can offer students a book voucher and help to purchase school supplies. Students can use the lending library services of the program and also receive referrals for housing and transportation assistance.

*Cooperative Work Experience* – The program matches students with educators and employers to help the students acquire the skills necessary for a successful career. The program is open to all students in all majors who want to gain experience with the latest techniques, procedures, and equipment used in community agencies and business while receiving credit toward their certificate or degree.

*Counseling* – The Department provides comprehensive academic, career, and personal counseling services to assist students in achieving their educational and vocational goals. Workshops for the development of a Student Educational Plan (SEP) are provided appointments are available or drop-in advisement, for brief questions, is available. The Department provides an online orientation to give a brief overview of programs and services at the College. The orientation is available in English, Spanish, and Vietnamese.

*Disabilities Support Program & Services (DSP&S)* - DSP&S provides support services and instructional programs for students with disabilities. A variety of services as needed

are available, including academic and vocational counseling, American Sign Language interpreting, captioning, provision of print materials in alternate formats, tutorial assistance, and individual adaptive assistance.

*Early Alert* – The goal of the program is to support the academic success of students through collaboration among instructors, counselors, support staff and the District ITSS experts. It is designed to identify, early in the semester, students who are in need of support and inform them of the resources available that will help them be successful in their courses.

*Extended Opportunity Programs and Services (EOPS)* – EOPS is a California-funded student support program designed specifically to offer financial assistance and academic support to students facing financial and educational challenges. EOPS assistance is available to an eligible student seeking a vocational certificate, associate degree or transfer opportunity to a traditional college or university.

*FasTrack Student Support Services (SSS) TRIO* – The Student Support Services - FasTrack (SSS) TRIO supports students' academic success and goal achievement. The program assists first-generation, low-income, and disabled students as they prepare to obtain a degree and/or transfer to a university.

*Financial Aid and Scholarship* – The staff helps students apply for and obtain funds from a variety of financial aid programs. Through scheduled workshops students receive assistance to complete the Free Application for Federal Student Aid (FAFSA) and to apply for EVC scholarships.

*Health Center* - The Center provides health and wellness services through general appointments with a physician, physical exams, immunizations, several preventive routine screenings, and family planning information and referrals.

*International Students* – The staff provides drop-in advising and assistance to foreign students. Admitted international students receive an orientation, assistance with housing, information about health insurance providers, and support services that include academic counseling, immigration advising, learning resources, language support, and tutorial service. The College is now formalizing academic follow-up services to these students.

*Outreach and Recruitment* – The Office of Relations provides outreach and recruitment services to students throughout Santa Clara County schools. High school seniors are provided an opportunity to participate in the Early Admissions Program, which allows them a priority registration date for fall term classes. Campus tours are conducted throughout the year and materials are provided to prospective students to help them choose the right college.

*Outreach & Advocacy Services for Immigrant Student Success (OASISS)* - The Outreach & Advocacy Services for Immigrant Student Success is a center serves immigrant students (AB540 students) in a safe space and with personnel that is sensitive,

knowledgeable and experienced in working with this group who are sometimes described as DREAMers. OASISS's mission is to provide DREAMers and immigrant students with the necessary tools and information to succeed in pursuing a higher education and a selected career.

*Student Life, Student Clubs-* The student life program at the College supports more than a dozen student clubs that are open to any student registered at the College. Each club sponsors its own activities and provides a venue for student socialization and involvement with the College and community.

*Student Life, Associated Student Government-* The student life program is the student government association, which promotes campus-wide activities and supports various clubs at the College. Student government represents and speaks on behalf of the students at the local, state, and national level.

*Student Success Center (SSC) -* The Student Success Center (aka formerly the Counseling Center) empowers and supports all EVC students in accomplishing educational, career and personal goals by offering orientation, assessment, counseling, transfer, work experience, early alert and academic follow-up services.

*Transfer Center –* The Center offers students resources and services to help them make informed transfer decisions and to facilitate a smooth transition to the university. Online transfer resources are available. Representatives from public and private four-year institutions advise EVC students on campus and by phone or email.

*Veterans Center -* The EVC Veterans Center, offering a variety of services and resources to assist veteran students, ensures that current, former, and future military members and their families receive the necessary support to achieve student success. Veterans and dependents may apply for educational benefits by contacting the Veterans Coordinator in the Admissions and Records Office. The College is now formalizing services, waiting to hire staff so that the Center can open late in fall 2015.

*Youth Empowerment Strategies for Success/Foster and Kinship Care Education Program (YESS/FKCE) -* The YESS program provides educational, daily living, financial literacy, career planning skills, on-campus support, and other resources to current and former foster care youth. In collaboration with Santa Clara County and many community-based organizations, the FKCE Program ensures that kinship caregivers are trained to successfully meet the educational, emotional, behavioral and developmental needs of children and youth.

The support services listed below are provided and supervised by the Academic Affairs administrators, faculty, and staff.

#### *Special Academic Programs*

*Academic Force for Inspiration, Retention and Matriculation (AFFIRM) -* The AFFIRM Program assists students in developing positive self-images as

successful college students while providing them with the opportunity to acquire a solid foundation of basic skills in a supportive environment.

*Asian/Pacific Islander Resources for Excellence (ASPIRE)* - Asian/Pacific Islander Resources for Excellence Program enhances the academic and personal success of Asian/Pacific Islander students, utilizing the commitment and skills of faculty, staff, and mentors. The program welcomes all students who may benefit from the nurturing services that this program offers.

*Enlace Program* - The Enlace Program enables Latino/a students to successfully complete rigorous academic courses, and increases the number of Latino/a students who graduate with an Associate of Arts or Associate of Science degree and who transfer to four-year colleges and universities.

*Honors* – The program offers students a more challenging curriculum beyond the normal classroom requirements and the opportunity to work on special projects with distinguished faculty in transferable courses. Individualized counseling and academic planning are provided to those who participate.

*Service Learning* - The mission of the program is to help EVC students have constructive encounters with the life experiences of the community. It integrates and supplements the theory learned in the classroom with the practice of the curriculum in the community. It is particularly helpful to students who learn best experientially.

*Southeast Asian American Student Excellence (SEAASE)*- The federally-funded project will recruit, prepare and guide more Southeast Asian students to enroll at EVC, set assertive career goals, expand critical thinking and leadership skills, and develop fluency in business English. The focus will be upon new Vietnamese students.

*Writing/Language Center* - The Center enhances regular class curriculum in grammar review and practice with writing essays. Students enroll in weekly three-hour sessions where, supported by an Instructional Assistant, they write independently and then participate in a small-group hour taught by an English faculty member.

Over the years the College has crafted several distinct pathways to college programs for the benefit of students attending public schools in the service area. The inventory below highlights these unique college access programs.

*Acell Middle College*- This program is a long-standing cooperative venture between the College and the East Side Union High School District. Successful applicants, in their junior and senior year of high school, attend college classes in the morning and high school courses in the afternoons at EVC. Students receive both high school and college credits for completing the college curriculum.

*College Connections Academy* - The program is sponsored in cooperation with the East Side Union High School District and the Franklin-McKinley School District. The program draws support from SJSU. Students in grades seven to community college are involved with dual enrollment arrangements. While in middle school the students are attending classes on a high school campus to complete their high school graduation requirements. Starting in the eleventh grade participating students attend college-level classes offered at EVC. By the time a student in the program graduates from high school they will have earned one-year of credit toward an Associate Degree. The students are prepared over a longer period of time for success in college by receiving high-level academic concepts and being required to explain and apply them to real world problems. In addition, students are required to be involved in service learning throughout their high school experience, and starting in the eleventh grade year, the students also participate in work-based learning experiences (internships and/or apprenticeships).

*Tech Prep* – The Tech Prep program , a school-to-career educational partnership program, helps students explore and train for career options by integrating high school or adult education with 13 discipline areas in community college education. Students are given college credit for articulated courses they complete while still in high school, thus “jump-starting” their future pursuits.

*Early Admission Program (EAP)*- The College is the only one in the area doing this recruitment for high school students and has been providing this service for the last five years. Prospective high school students interested in attending EVC are invited to attend an information session and application workshop. Those who complete the application are invited to take the assessment tests. By the spring term, the College knows which high school students are to attend. The high school students who complete these two steps are invited to a Days at the Green early April event where counselors review their placement scores with them and provide an orientation to the college. The students are also given help in completing the Board of Governor’s Fee Waiver forms and the federal Free Application for Federal Student Aid (FAFSA). On that day students can apply and use priority register for summer and fall term classes. The instructional deans have cooperated in this effort when additional class sections are needed.

The Student Affairs Division is making a concerted effort to provide to students services that are online and available 24/7. The following chart is a listing of those services.

Chart 34: Online Services

<b>Service Area &amp; Service</b>	<b>Online Interactivity</b>	<b>Notes</b>
<i>Admissions &amp; Records</i>		
Apply online	X	
Enroll in classes, add/drop classes, view class schedule	X	
Manage wait list	X	
Update contact information	X	
College Facebook page	X	
Make payments	X	
Receive student & faculty emails;	X	
Send student petition responses to students	X	Students can print forms and submit in person, by mail or FAX
Printable forms	X	
<i>Articulation</i>		
Articulation transfer agreements	X	Via ASSIST.org
<i>Assessment</i>		
Practice tests and test guides	X	
Schedule appointments	X	
Testing schedule		
<i>Career Center</i>		
Virtual Career Planning	X	Via Bridges.com Careers in California
Bureau of Labor Statistics	X	
Career Magazine	X	
Career/Major exploration links	X	
Career Magazine	X	
Job Starter Career Guides	X	
O*NET	X	
<b>Service Area &amp; Service</b>	<b>Online Interactively</b>	<b>Notes</b>
<i>Parking</i>		
Online parking permits purchase	X	
<i>Student Activities</i>		
Basic information	X	
<i>Student Accounts</i>		
Payment of fees	X	
<i>Student Bookstore</i>		
Order or rent texts online	X	
<i>Work Experience</i>		
Basic information & forms available	X	
<i>Transfer Center</i>		
External transfer links available	X	Via ASSIST.org
Transfer assistance links	X	

Source: Evergreen Valley College Student Affairs

Chart 34: Online Services (continued)

Service Area & Service	Online Interactively	Notes
<i>Center for International Studies</i> Basic information available	X	
<i>Counseling</i> Online Student Success Workshop Videos Online orientation Link to Student Ed Plan website	X X X	Studentlingo.com/evc Multiple languages
<i>FasTrack</i> Basic information	X	
<i>Disability Support Services</i> Basic information and agency links	X	
<i>Equal Opportunity Programs &amp; Services (EOPS)/CARE</i> Basic information	X	
<i>Veterans</i> Basic information and forms available	X	
<i>Financial Aid &amp; Scholarships</i> Net calculator available; Apply for financial aid online Online scholarship application	X X X	
<i>Health Services</i> Basic information and mental health link available	X	
<i>Library</i> Online resources & catalog search	X	
<i>Online Instructional Supports</i> Online tutoring	X	
<i>Service Learning</i> Forms available	X	
<i>Bookstore</i> Order textbooks	X	

Source: Evergreen Valley College Student Affairs

### Library and Learning Resources

The College Library/Educational Technology Center building, positioned on the west side of the campus, is a welcoming anchor facility for students and visitors arriving via Paseo de Arboles road. The Library, located on the third floor of the building, primarily serves students, faculty and staff but is open to the public. The collection holds more than 60,000 books and media, research databases, periodicals, course-specific resources, and a special Heritage Room of local history regarding the Evergreen Valley area. A special effort has been made to place required textbooks for many of the courses taught at the College into a reserve holdings area so that students can access the required reading. There are 12 group study rooms available for two-hour check out, six of which have some technology installed. Room LE 324 is a computer lab with 35 student computers that are used for library orientations and the LIB 015 course. In addition, there are 19 computer stations for student use in the reading area with Microsoft Office and Internet access. On the Library floor of the building, there are also 20 laptop loaner computers available for must use strictly in the Library.

The Library faculty members teach information competency and computer literacy skills through the LIB 015 course and their daily contact with visitors to the facility. A number of web-based aides are available to the faculty, staff and students of the College. These include: (1) research guides and resources; (2) catalog search for books and more information; (3) periodical database searches; (4) look up the call number for a class textbook, if it has been placed on reserve; and (5) citation help resources.

The second floor (ground level) of the Library/Educational Center building contains the Learning Resource Center where students can use the open computer laboratory to access any one of 60 PC computer units with installed Internet connection and Microsoft Office applications. The lab operates on a first-come, first-serve drop-in basis and students must sign in using their EVC student ID card. Fee-based printers are available.

Tutoring is available at several campus sites. Tutoring services are free to EVC registered students, but they must register for the II 210, Supervised Tutoring course and must use their student ID to log in and out from each drop-in tutoring session. New tutors are trained each semester through a one-unit course, II 90 Tutor Training, and are supervised by a faculty member serving as the tutoring coordinator. The primary Campus Tutoring Center is also located on the first floor of the Library/Educational Center building. The Acacia Building hosts a math and science-tutoring facility while the Sequoia Building is the site for tutoring services in several pre-nursing program courses in the life sciences. Additional tutoring services are provided to students in learning community (ASPIRE, ENLACE, FASTRACK) and EOPS programs through the program office locations on campus. Students enrolled in selected basic skills courses also are provided with in-classroom tutors and supplemental instruction. Online tutoring is available for English, ESL, and math students.

#### Budget to Support Instruction and Student Support Services

The state provides funding for California Community College's (CCC's) 72 districts through two primary mechanisms: apportionments (general-purpose funding based on student contact hours of instruction), and categorical programs (funding designed to achieve specific educational purposes and allocated based on separate formulas). State lottery proceeds are distributed to the districts based on the FTES each district generates. Each year, the Legislature and Governor specify the total amount of apportionments and categorical-program funding for the CCC system.

All districts receive General Fund monies for categorical programs and State lottery proceeds. However, while categorical programs are funded entirely by the General Fund, apportionment funding comes from three main sources: local property taxes, student enrollment-fee revenues, and the State General Fund. The community college districts retain the local property taxes and fees collected. The General Fund provides the additional funding needed to meet each district's apportionment target.

In a few districts, however, local property tax and fee revenues alone exceed the districts' annual apportionment obligation. These districts, commonly referred to as "basic aid" or

excess tax districts, also retain the excess local revenue and use it for educational programs and services at their discretion.<sup>21</sup>

Beginning in 2011-12, weekly student contact hours (WSCH) and full-time equivalent student (FTES) units fell significantly in the SJECCD. As a result, state revenue to the District dropped. In contrast, starting in 2011-12 property tax revenues rose sharply and exceeded the income the District would have received from general apportionment. With the loss of FTES and the sharp increase in property tax revenues, the District became a basic aid district in 2012-13. As such, it is not dependent upon the annual allocation of general apportionment for its core operating revenue.

As a basic aid (excess tax revenue) district the SJECCD has resources beyond the normal revenue level that would have been received through property taxes, fees, and State apportionment. A portion of that excess tax revenue might be used to experiment with new curriculum or programs to serve the citizens in a way that apportionment dependent colleges can not. The colleges might wish to start a new program or try out an intervention to increase student success that is supported by a portion of these excess tax revenues. However, these excess tax revenues should *not* be devoted to the ongoing costs of salaries and fringe benefits as there is no guarantee that this revenue would be available in future years. These excess funds should only be used for one-time expenses throughout the District.

While the District is now categorized as a basic aid district and is financed primarily through property tax revenues, it is still important efficiently to generate instructional contact hours. Property taxes increased a modest 3.67% in the most recent year. Should property values fall, as they did in the Great Recession, or experience very slow growth, the District would lose revenue and perhaps fall out of the basic aid category.

A basic aid district is well advised to optimize its efficiency and continue serving ever more students to meet the needs of citizens in the district boundaries. In keeping its attendance contact hours in line with the growth formula targets provided by the Chancellor's Office, the District is ensuring that potential apportionment income would continue to grow. Should the District ever find that property tax revenues are curtailed so that the District is no longer in the basic aid category, the SJECCD would be entitled to the growth income. However, if the District fails to grow attendance contact hours it would *not* be entitled to any growth income and would permanently realize far less revenue than would have been the case if it had grown.

The generation of student instructional contact hours represents service to the taxpaying communities within the official District service area. As noted in the environmental scan, there are scores of adults in need of postsecondary education opportunities in order to better their lives. Due to the Great Recession the District lost considerable instructional contact hours and needs to regain its prior level of participation. The college-wide class size average or WSCH per FTEF indicate the extent to which the District is operating

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<sup>21</sup> Legislative Analyst's Office. *Other Budget Issues- Basic Aid Districts, California Community Colleges*. May 16, 2011

efficiently and responsibly using public funds. Whether supported by income taxes and apportionment allocations from the State or supported by property tax revenues from within the official District service areas, the SJECCD is a public agency that is accountable to the citizens and taxpayers for the economic, efficient, and effective use of public resources to accomplish its mission.

The budget development at the district historically has been completed as a “rollover” process. The managers of departments were provided with budget development sheets that displayed their discretionary accounts and they were allowed to move their resources from one category to another to better serve their needs. At each college the budget development process has unfolded through a participation in governance framework and in recent austere years has used a form of zero-based budgeting in which each manager had to explain the uses of the funds and describe the consequences of not funding at the past level as well as the potential benefits of funding at a slightly higher level.

In December 2008 the District Budget Committee adopted a set of principles for budget development as the Great Recession unfolded and because the District had experienced considerable variation in revenue from year-to-year. At that time District leadership understood that it was facing leaner income years in the near future. While endorsing the principles adopted in 2006-07, the December 2008 set of principles recognized that the goal of providing the highest level of service to students to ensure student success while preserving positions for all employees, to the extent that it was possible, would require considerable “belt-tightening.” Scheduling principles were articulated to emphasize the efficiency measure of WSCH/FTEF while focusing upon the primary mission of transfer, vocational, and basic skills education. Administrative strategies were promulgated to promote efficiency, capture savings from vacant positions, eliminate redundancy, suspend services when possible, minimize expenditures on travel and conferences, and proceed carefully on any new initiatives.

With the impact of the Great Recession continuing to be felt, on July 14, 2011 the District Budget Committee adopted a set of principles to guide the district-wide budget allocation model. Those new principles reaffirmed the success of students as the primary commitment but also asserted the Board’s obligation to ensure the fiscal solvency of the District and compliance with Federal, State, and local regulations. The District Office and colleges were expected to prioritize needs based on an integrated planning process before accepting responsibility to develop, implement and monitor its budget. In recent years the District Budget Committee and District Office staff have identified several key fiscal data points for the Board to observe when executing its fiduciary responsibilities:

1. Property tax receipts
2. Student Success Initiative priorities and efforts
3. District redesign priorities and efforts
4. High Impact Program priorities and efforts (how much can be put to work to support student programs at the colleges and Workforce Institute)
5. Resource allocations to achieve Board Ends Initiatives
6. Health and Welfare increases

7. STRS and PERS pension costs
8. Future collective bargaining settlements
9. The need to bankroll the Stabilization Fund with one-time dollars while the economy is providing new resources.

The 2014-15 District Adopted Budget embraced the following six Board Budget Planning Principles. In preparing for the 2015-16 budget the Board added items 7 to 11 with a formal adoption Board agenda item on February 24, 2015.<sup>22</sup>

1. The Trustees will provide the Chancellor and staff with a policy framework for managing an “appropriate” fund balance and structural balance.
2. The Board validates a “student-centered” approach to operations.
3. The District will be in compliance with accreditation standards.
4. The Board and District staff will distinguish between on going vs. one-time savings and needs.
5. The District will add back resources *slowly and strategically* to maximize program initiatives.
6. The District staff will seek efficiencies in operating procedures and revenue opportunities.
7. There will be established and maintained an employee salary and compensation structure that is competitive among the Bay 10 community college districts.
8. A District Stabilization fund will be established and will:
  - a. Require Board authority to be accessed;
  - b. Be accessed during economic downturns;
  - c. Be replenished during healthy fiscal times.
9. A balanced funding model will be established and maintained for:
  - a. Compensation;
  - b. Board initiatives (staffing);
  - c. Global Ends Policy initiatives.
10. Property tax projections will be based on 3.5% growth and will be adjusted each period based on County Tax Collector updates.
11. Adopted Budgets and Quarterly Reports will include long-term revenue and expenditure forecasts, enrollment experience, and financial risk analysis (BP6200)

The District Budget Committee and corresponding committees at the colleges play a vital role in the budgeting process. On an annual basis, the committees are presented with a summary of expenditures from the previous year and a breakdown of those expenditures by major category (salaries, utilities, supplies, etc.). A similar breakdown of the current fiscal year budget is included in that same report. This allows the constituents that serve on the committees to understand where the expenditures were made in the previous year, as well as where the expenditures are anticipated to be needed in the coming year. With the budget challenges that the District and colleges have been facing, the committees gets regular updates as new information is made available from the State and County

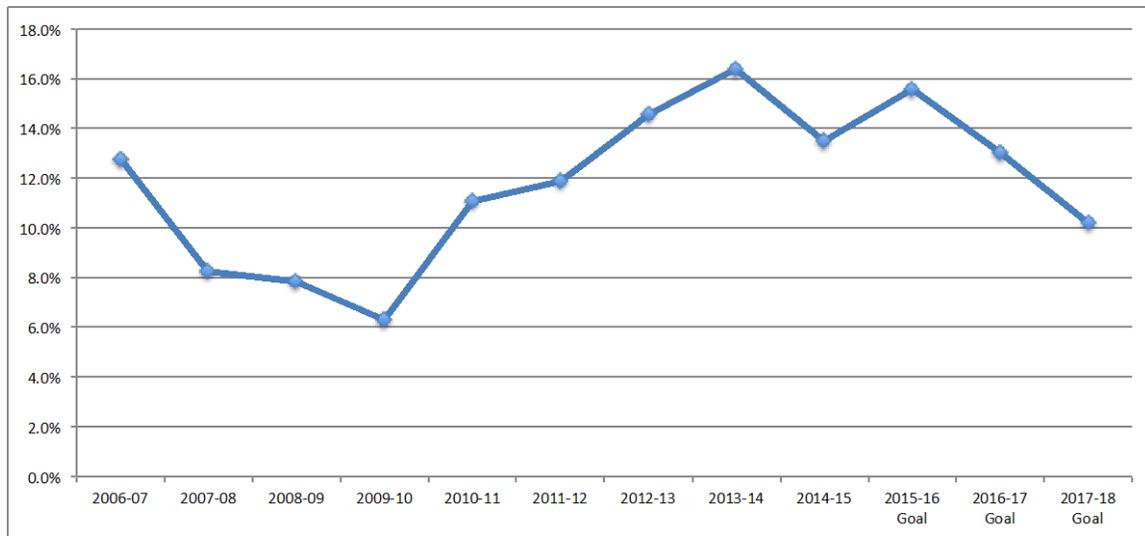
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<sup>22</sup> Douglas Smith, Vice Chancellor for Administrative Services. *Tentative Budget FT 2015-16,*” Presentation to the Board of Trustees June 9, 2015 and Board action item of February 24, 2015.

authorities to ensure that everybody has an overall understanding of the financial status of the District.

The District's ending unrestricted general fund balance, calculated as a percentage of total expenditures, has fluctuated with the economic times. The ending balance history is illustrated in the following chart.

Chart 35: SJECCD Unrestricted General Fund Ending Balance History

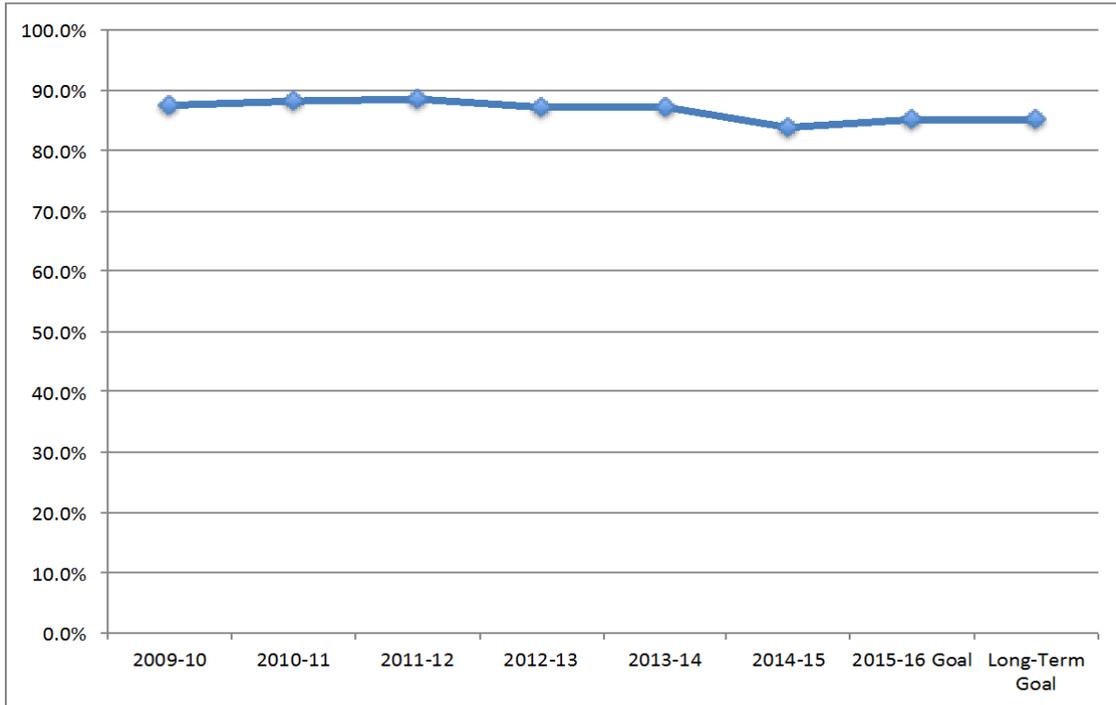


Source: SJECCD Institutional Effectiveness Goals and Recent History Report June 9, 2015; Adopted Budgets; and Tentative Budget for 2015-16; analysis by Cambridge West Partnership, LLC



Because the SJECCD is primarily a human resource organization fixed expenditures for salary and benefits claim the majority of the revenues. The recent history of those predictable costs and projected goals are illustrated in the following chart.

Chart 36: SJECCD Salaries and Benefits as a Percentage of Unrestricted General Fund Expenditures



Source: SJECCD Institutional Effectiveness Goals and Recent History Report June 9, 2015 and Adopted Budgets; analysis by Cambridge West Partnership, LLC

With the majority of funds spent on salaries and benefits there are very few discretionary funds available. However, in 2014-15 several Board initiatives were funded, including \$950,000 for Redesign of the District and College organizational structures, \$750,000 for Student Success Initiatives, and \$100,000 for High Impact Programs (student programs at the colleges and Workforce Institute).

The Tentative Budget for 2015-16 contemplates allocating \$100,000 in additional ongoing money for High Impact Programs, \$2.5 million for Redesign initiatives, and \$400,000 for additional Student Success initiatives. That budget provides approximately \$75,000 to each college for curriculum innovations including STEM, CTE, and international education or other programs given a high priority by the colleges. These are funds beyond the one-time Board general allocation of \$500,000 provided to the colleges and the \$325,000 allocation provided to meet ADA compliance requirements at the colleges by providing additional interpreter student support services.

General apportionment funds allocated by the State to the colleges have varied over the last six years, but not a great deal. The 2012-13 academic year was a revenue low point for the colleges while the 2014-15 year was a high point.

Table 29: General Fund Allocations

College	General Fund Allocations, Adopted Budgets					
	2009-10	2010-2011	2011-12	2012-13	2013-2014	2014-2015
San Jose City College	\$31,134,914	\$30,496,360	\$30,149,207	\$29,836,122	\$30,371,304	\$33,083,826
Evergreen Valley College	\$30,438,539	\$30,348,227	\$30,689,848	\$29,623,753	\$31,241,065	\$33,582,925

Source: SJECCD Adopted Budgets

The Board must address these fiscal facts. Income from Proposition 30 will disappear at the end of calendar 2017 representing an annual revenue loss of \$1.2 million. Starting in January 2018 the Affordable Care Act provides financial penalties for “Cadillac” medical benefit plans. Those penalties will cost the District \$1.8 million annually. The State’s allocations to the districts for FY2015-2016 were unusually generous and were based upon unexpected State revenue growth. The magnitude of growth in State revenue may not be repeated in future years and the unusual level of funding through “one time” money and categorical program dollars may not be repeated.

The District has allocated “one-time” funds to enhance student success efforts at the colleges and has earmark \$3 million in 2015-2016 for Board initiatives involving redesign and student success staffing. Curriculum innovations for STEM and international student programs were allocated \$113,000 in the 2015-16 Adopted Budget.<sup>23</sup> These “one-time” funds are used by the colleges to experiment with new interventions to promote student success or to augment funding for interventions with a proven record of increasing student success. At a future date the Board may allocate more on-going funds for those purposes and additional full-time faculty positions.

#### College-wide Staffing Patterns

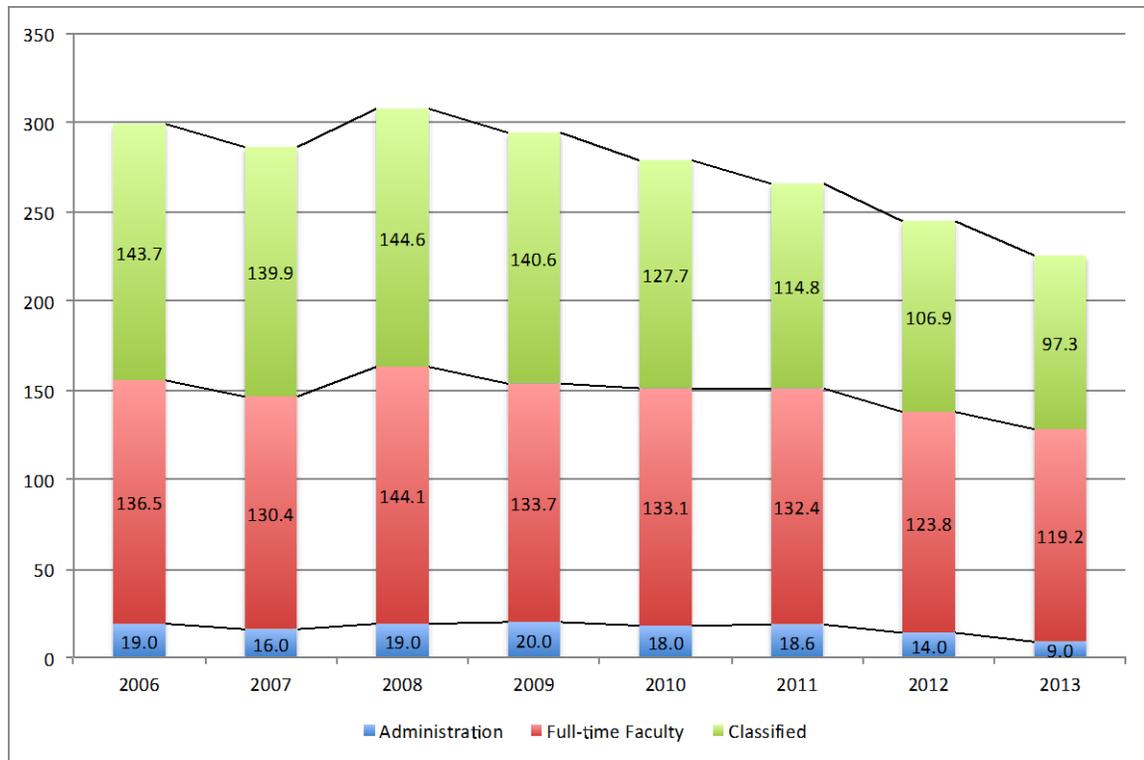
During the Great Recession the District experienced large reductions in the workforce headcount from 2008 to 2012. The peak of employment was 2006 (721 employees) while the low point was 2012 (548). Between those six years there was a 24% reduction in employees. Managers, supervisors and confidential staff members were reduced by 31.2%; classified staff employment was curtailed by 32.2%; and full-time faculty ranks were reduced by 9.5% from the peak point in 2006. An organizational redesign process is moving forward to focus on the current and future needs of the District but not simply to restore the prior staffing levels before the Great Recession.<sup>24</sup> Those future personnel requirements will be determined by assessing on-going initiatives and innovations, upcoming requirements, and emerging trends.

<sup>23</sup> Adopted Budget FY2015-2016 Presentation to the Board of Trustees, September 9, 2015

<sup>24</sup> San Jose-Evergreen Community College District. *Redesign Report 2013-2017*. April 22, 2014.

From 2006 to 2013, the overall full-time workforce, expressed as units of full-time equivalency (FTE) at the College has declined by 24.6%. The full-time equivalent (FTE) number of administrative personnel has declined the most (52.6%) over this period of eight years. The FTE level of classified employees has declined by 32.3% since 2006. The FTE level of tenured faculty has declined 12.7%. In addition to these changes, a number of positions have remained vacant as part of a strategy to conserve resources.

Chat 37: Evergreen Valley College, Employee Groups by Full-time Equivalency



Source: Chancellor's Office Data Mart, Annual Staff Data Report; analysis by Cambridge West Partnership, LLC

A second view of the employee headcounts, grouped by age ranges as of fall 2014, revealed that 27% of the educational administrators had reached the typical retirement age range, age 60 to 64. An additional 27% had worked beyond the typical retirement age range. In contrast, 21% of the tenured faculty members were within the typical retirement age range, and an additional 14% had worked beyond the typical retirement age range. By comparison, through fall 2014 only 17% of the classified staff members were in the normal retirement age range, another 10% had worked beyond the normal age for retirement.

Over the next six years to 2019, an additional 18% of the administration and 15% of the full-time faculty (tenure track and tenured) will reach the typical retirement age. Over the next six years 16% of the classified staff will reach normal retirement age. There is no

requirement that an employee retire at a particular age but this information is based on present averages.

Table 30: Evergreen Valley College Employee Groups by Age Ranges, Fall 2014

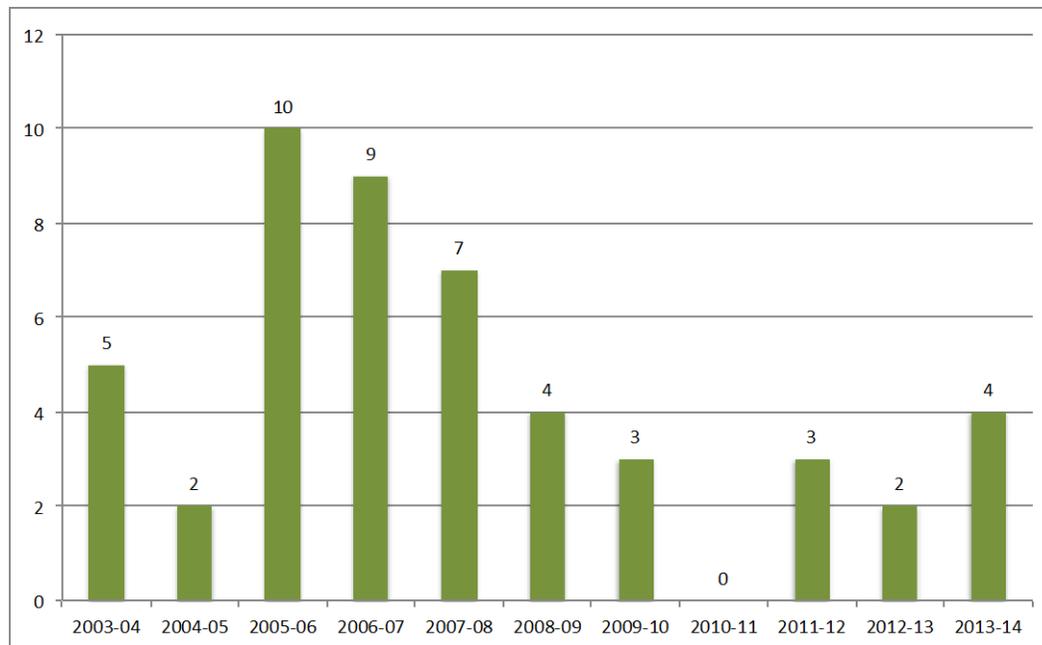
Category	Total	Percent of Each Category Row						
		<40	40-44	45-49	50-54	55-59	60-64	65+
Educational Administrator	11	0.00%	18.18%	0.00%	9.09%	18.18%	27.27%	27.27%
Tenured Faculty	114	7.89%	10.53%	13.16%	18.42%	14.91%	21.05%	14.03%
Academic Temporary	217	23.97%	10.14%	9.22%	10.60%	10.60%	11.98%	23.50%
Classified	124	17.74%	10.48%	10.48%	17.74%	16.13%	16.94%	10.49%
<b>Total of All Employees</b>	<b>466</b>							

Source: Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC

Given that 35% of tenured faculty are of retirement age or are working beyond that normal time, it may be time for the College to consider priorities to guide the decisions about replacement personnel. A concern should be that 55% of the educational administrators are of retirement age or are working beyond the normal retirement age range.

From 2003-04 to 2013-14 the College annually hired an average of 4.5 full-time faculty members with the largest numbers joining the College in 2005-06 and 2006-07.

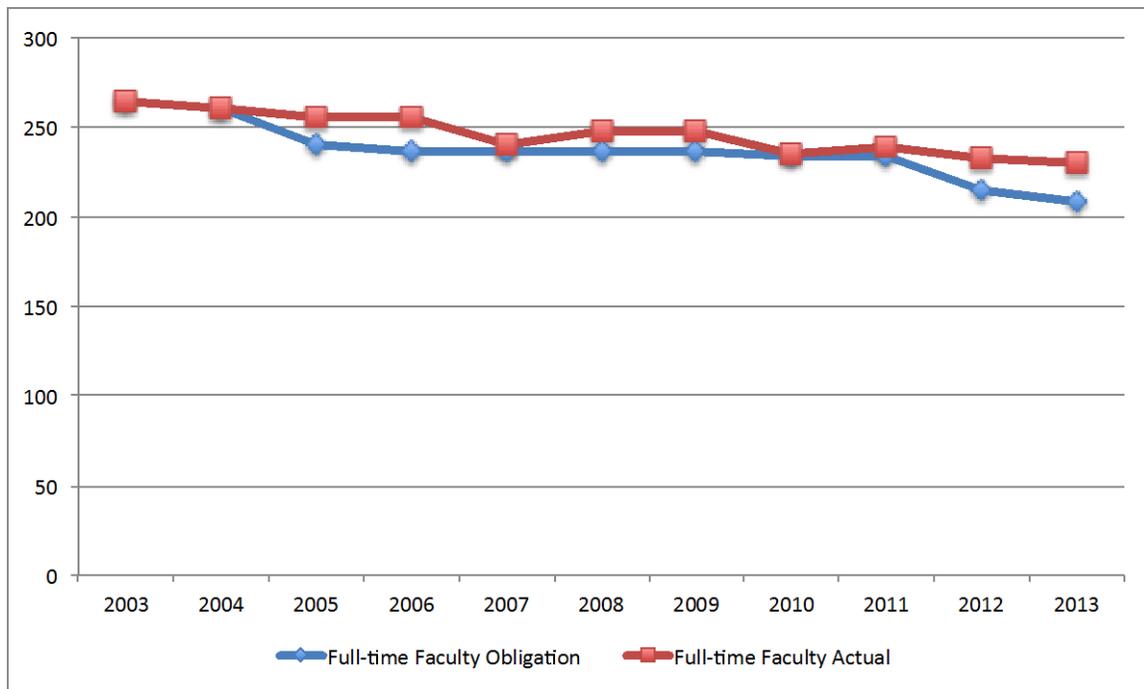
Chart 38: Evergreen Valley College, Full-time Faculty Hires



Source: San Jose-Evergreen Community College District. *Redesign Report*. April 22, 2014.

From 2003-2013 the District met or exceeded its full-time faculty obligation.

Chart 39: San Jose-Evergreen District Full-time Faculty Obligation



Source: San Jose-Evergreen Community College District. *Redesign Report*. April 22, 2014.

## Technology

The District continues to evolve its information technology capabilities with a robust District Technology Plan. One recent (2014-15) emphasis has been a network upgrade that will improve services at all locations. In 2014-15 the information technology focus was also seeking to implement functionality for online student educational plans (SEPs) and degree audit. A third focus has been the implementation of the CurricUNET curriculum planning system District-wide. The fourth direction of technology efforts is to systematically upgrade classroom technology so that more instructional spaces have smart boards, projectors, sturdy document readers, etc. to facilitate distributed learning (both in and out-of-class) and thereby enrich the teaching and learning experience. The library software system at both colleges has been upgraded to the most recent version (Sierra) of the Millennium system.

As of summer 2015 a project to expand the data bandwidth between the campuses and District Office, location of the new data center, was launched. Its goal is to implement a high-speed, at least one giga-bite per second, data line between all locations. Virtual servers at the District Office had reached their capacity and were replaced with upgraded equipment in 2012. Starting in spring 2015 and continuing through spring 2016 the Wi-Fi networks at the District Office and at each college were upgraded to an enterprise-level service. That upgrade will bring more reliable Wi-Fi service to locations throughout the District.

In addition to these network and software initiatives, the District plan includes six hardware initiatives, five data/document initiatives and a host of organizational initiatives.

The technology emphasis at Evergreen Valley College has been on these five recommendations captured in the 2011 Campus Technology Plan.

1. Expand the numbers of online and hybrid offerings. In order to provide the necessary support services and equipment to effectively offer courses and services via alternative delivery systems.
2. Encourage student success by providing early support and services via mandatory faculty participation in online census and early alert programs. Make additional counseling and tutoring available in alternate delivery systems. Implement tracking, and analysis of retention and completion data.
3. Increase on and off campus community engagement by developing and implementing a comprehensive college communication plan that includes available technologies.
4. Develop and implement a professional development plan for faculty and classified staff. Include online workshops on topics such as online course development, best practices, and course management system.
5. Review, strengthen and implement a comprehensive Emergency Preparedness Plan that includes a regular review and assessment cycle per state regulations.

The College does have a Technology Resource Center and a knowledgeable lead faculty member in distance education instructional technology. The College Technology Committee (CTC) has resolved to approve the College's participation in the State Online Education Initiative (OEI). The College Council has approved adoption of the Common Course Management System (CCMS) supported by the OEI, Canvas, to replace the current Moodle CMS. District adoption of the Canvas software is pending support from the faculty at SJCC. EVC has sent several faculty to course design training offered by the OEI because the intent is to improve the current online offerings and to expand online offerings to statewide audiences.

The CTC would like to have devoted more attention to promoting the use of technology as a pedagogical tool, but has been obliged to focus on technology infrastructure challenges. As of fall 2015 Wi-Fi connectivity has improved, but additional resources will be needed in order to support mobile applications. The College web site has been revised and is much improved; however, students initially reported being unable to see "below the fold" where key hot links were located on many web pages and still do not have optimal access via their various mobile phone devices. The District implemented Office 365 this past year. The CTC was part of an effort to promote training for faculty and staff on that software and looks forward to the implementation of Microsoft Office applications to use by faculty, staff and students at the College. The CTC has been devoting time to the development of distance education guidelines and standards to ensure that the College distance education practices are consistent with accreditation expectations.

During campus interviews academic deans and faculty members expressed some common technology interests. They would like to see upgrades in the classrooms so that reliable wireless Internet is available and smart boards and durable document projectors are provided. Several specialized areas have been highlighted as needing comprehensive technology upgrades or space dedicated to new program initiatives:

- CISCO Academy, Cyber Security, mobile applications programming and project management curriculum will need a laboratory to share.
- World Languages needs a staffed laboratory of their own.
- Dedicated space for the computer science instruction.
- Instructional software for the sciences needs to be replaced.
- Technology maintenance contracts need to be approved more rapidly.
- The Nursing Simulator Laboratory is located at SJCC requiring the students to commute there for that instruction. No other program or group uses the SJCC simulator laboratory.
- Re-establishment of the graphic design/digital video program will require technology with a video emphasis.

Faculty members in several areas of the College expressed an interest in greater administrative and technology support for teaching hybrid and online classes.

Juxtaposed to these campus technology perspectives are larger information technology (IT) issues facing the SJECCD and all higher education institutions. The EDUCAUSE organization annually articulates the top ten issues in technology for colleges and universities. The 2015 list of top issues includes the following points.<sup>25</sup>

Inflection Point (where past leading trends become mainstream)

- Hiring and retaining qualified staff, and updating the knowledge and skills of existing technology staff.
- Increasing the IT organization's capacity for managing change, despite differing community needs, priorities, and abilities.
- Developing an enterprise IT architecture that can respond to changing conditions and new opportunities.
- Balancing agility, openness, and security.

From Technical to Business Problems

- Optimizing the use of technology in teaching and learning in collaboration with academic leadership, including understanding the appropriate level of technology to use.
- Developing IT funding models that sustain core service, support innovation, and facilitate growth.
- Improving student outcomes through an institutional approach that strategically leverages technology.
- Demonstrating the business value of information technology and how the IT organization can help the institution achieve its goals.

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<sup>25</sup> Susan Grajek. "Top IT Issues 2015: Inflection Point," *EDUCAUSE Review*. January/February 2015, p. 11-48.

New Normal (change dominates the day-to-day work)

- Providing user support in the new normal- mobile, online education, cloud, and Bring Your own Device (BYOD) environments.
- Developing mobile, cloud, and digital security policies that work with most of the institutional community.

### Space

The Chancellor’s Office monitors the use of five types of interior spaces at all community colleges. The majority of interior space is considered assignable. It includes any functionally usable interior space that could be assigned to an. Other areas such as restrooms, mechanical equipment rooms, janitor’s closets, and corridors are not considered assignable. The annual Space Inventory Report communicates the College’s changes in space utilization to the Chancellor’s Office. During the course of developing this Plan several discrepancies were noted between the Space Inventory entries and the current use of space on campus. A spot check prompted some key changes to room use coding in the Space Inventory Report. However, the College may want to consider an additional review of the Space Inventory data because it impacts the institution’s ability to be competitive for state funding in support of construction or renovation projects.

Table 31: Evergreen Valley College, 2015 Space Inventory Data

<b>Title 5 Space Category</b>	<b>On Campus ASF per 2015-16 Space Inventory</b>	<b>Assigned Stations</b>
Classroom (lecture)	54,482	2,880
Laboratory	65,498	1,313
Office	40,549	308
Library	50,246	951
AV, TV, Radio	9,387	2
Physical Education	26,258	1,490
Assembly	13,907	1,069
All Other	68,911	928
<b>Total</b>	<b>329,238</b>	<b>8,941</b>

Source: California Community College Chancellor’s Office, FUSION Database. Retrieved from fusion.deltacollege.edu on September 30, 2015

## VII. Institutional Effectiveness

### A. Assessment of Institutional Performance Against Goals

#### Institutional Mission and Effectiveness Goals

With equity, opportunity and social justice as its guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

The College has evaluated data about its performance of its established mission and goals with respect to accountability framework used by the community college system. The State first introduced an accountability system for the community colleges in the late 1990s. At that time the Partnership for Excellence (PFE) established system-wide goals for performance in exchange for enhanced funding. By 2004 legislative action replaced the PEF initiative with the Accountability Reporting for Community Colleges (ARCC), which created college-specific reporting in addition to system-wide reporting. The framework approached the outcomes measures based on cohort analysis of students whose behavior defined their intentions. Although colleges were encouraged to develop their own goals for improvement on the outcome measures there were no financial incentives or penalties attached to performance.

The outgrowth of the Student Success Task Force (SSTF) initiative was the 2012 legislation that fine-tuned the ARCC framework into what was renamed the Scorecard. Like the ARCC framework, the Scorecard outcomes for SPAR, persistence and 30 units completed, places a student into the cohort if the student:

- Is a first-time student in the academic year;
- Completes six units in three years; and
- Attempts any level math or English

The difference in the two frameworks is that the Scorecard restricts the students to three years, rather than six years, as was the case with ARCC, to complete the behavior that qualifies them to be in the cohort. Those that do meet the criteria are placed into the denominator used to calculate the various rates.

The Scorecard emphasizes milestones or momentum points in a student's college experience as well as final outcome measures that all colleges are expected to use in their planning activities to improve institutional performance. The Scorecard reports student outcomes in these five metrics:

1. Student Progress and Achievement Rate (SPAR)
  - a. Earned an AA, AS or certificate of achievement or
  - b. Transferred to a four-year institution or
  - c. Transfer prepared (earned 60 transferable units with a 2.0 GPA)
2. Persistence
  - a. Earned six units
  - b. Attempted math or English and

- c. Enrolled in credit courses *three consecutive primary terms* anywhere in the California community college system
- 3. 30 Unit Completion
  - a. Earn at least 30 units anywhere in the California community college system
- 4. Career and Technical Education (CTE) completion
  - a. Completed more than 8 units in a three-year period in the same CTE discipline and
  - b. Earned an AA, AS or certificate of achievement or
  - c. Transferred to a four-year institution or
  - d. Became transfer prepared
- 5. Basic Skills Progress
  - a. Attempted a below-college-level English, ESL or math course and successfully completed a college-level course in the same subject area

Students who were qualified to be in the cohort and who also achieve one of the outcomes listed above are counted in the numerator used to calculate the various rates.

The College has identified several key performance areas where the institution intends to make progress. Those that are most closely related to the Educational Master Plan include:

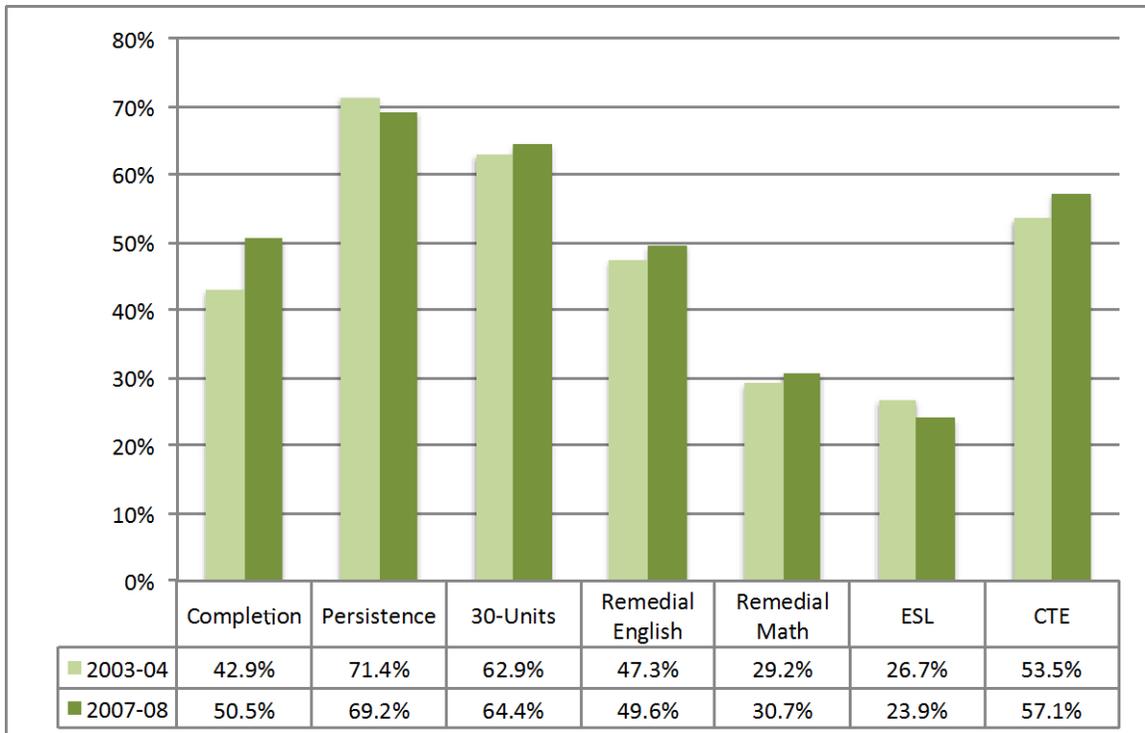
Goal 3: Organizational Transformation

A. Completion of Educational Goals

- A1. Decrease achievement gaps in pre-collegiate basic skills
- A2. Increase online and hybrid course and program offerings
- A3. Increase persistence, retention, and success rates for all courses

Each pair of columns in the graphic below represents students who enrolled in a community college during the identified academic year. To be included in the cohort these students, within the first three years of enrollment, must complete six units of credit and attempt any level of math or English. The students were followed for a period of six years. They are included in the numerator of the completion rate calculation if they achieved one of three outcomes for the SPAR metric: (1) transfer to a four-year institution; (2) earn an Associate Degree or a Certificate of Achievement; or (3) become transfer prepared in terms of GPA and by completing 60 transferable units.

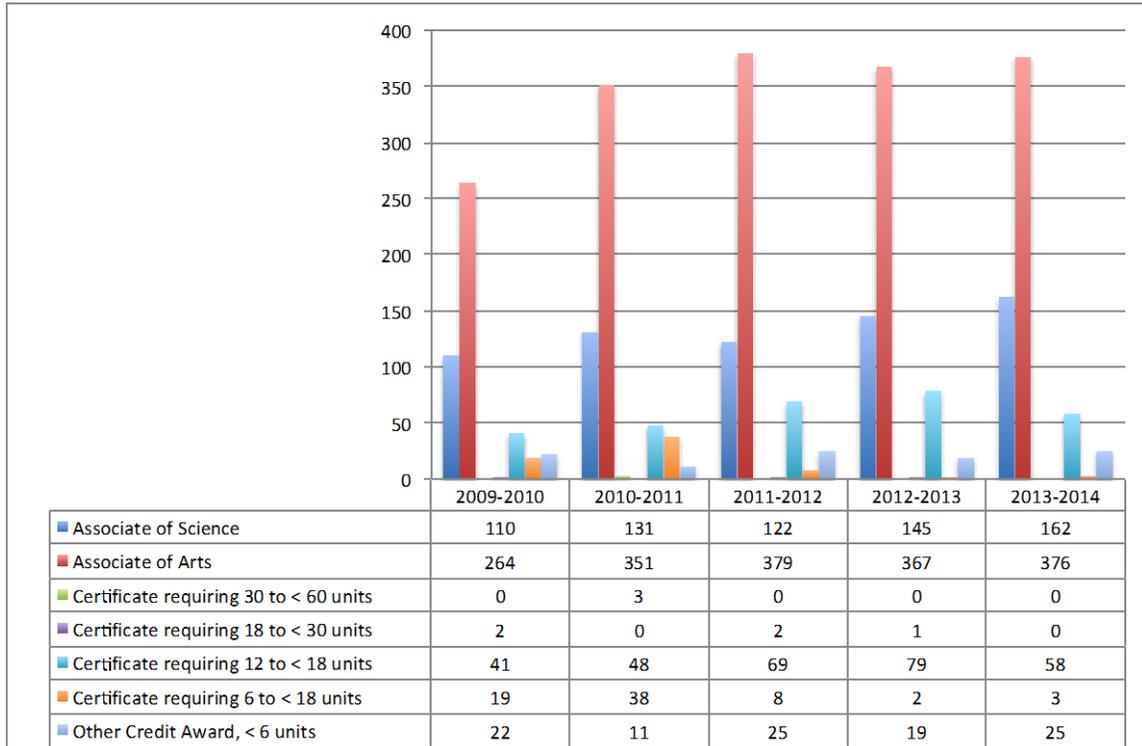
Chart 40: Comparative Scorecard Rates



Source: California Community College Chancellor’s Office, 2014 Scorecard Report; analysis by Cambridge West Partnership, LLC

The number of program awards, degrees and certificates of achievement, can be identified on an annual basis. These are important final outcome indicators monitored by the College. The numbers of awards has increased from 2009-10 to 2013-14 by 36%. The greatest category of increase has been the Associate Degrees.

Chart 41: EVC Degrees and Certificates of Achievement Awarded



Source: California Community College Chancellor's Office, Data Mart; analysis by Cambridge West Partnership, LLC

The broad discipline area in which the college has made these awards is illustrated in the table below. In the past, Interdisciplinary Studies is the segment of curriculum in which students completed their degree studies for transfer. As more discipline-specific Associate Degrees for Transfer are implemented the awards in other curriculum areas are likely to increase.

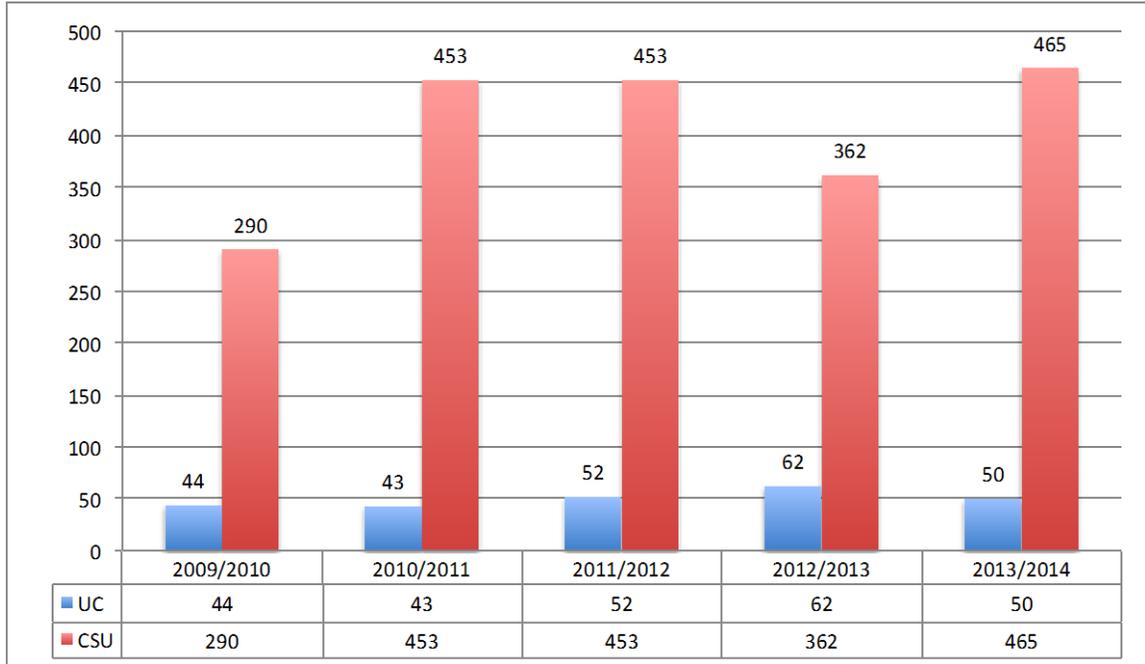
Table 32: EVC Details of the Most Often Awarded Degrees and Certificates

<b>Program Type - TOP2 Code</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>Total</b>	<b>%</b>
Interdisciplinary Studies-49	132	140	146	161	155	734	25.5%
Business and Management-05	78	142	127	118	148	613	21.3%
Engineering and Industrial Technologies-09	61	76	72	67	54	330	11.5%
Health-12	73	74	68	66	45	326	11.3%
Public and Protective Services-21	32	44	71	58	67	272	9.4%
Psychology-20	25	33	42	47	44	191	6.6%
Law-14	27	28	33	48	39	175	6.1%
Humanities (Letters)-15	25	30	28	19	24	126	4.4%
Physical Sciences-19	1	8	11	8	4	32	1.1%
Mathematics-17				5	19	24	0.8%
Social Sciences-22			3	10	11	24	0.8%
Fine and Applied Arts-10	1	4	1	3	7	16	0.6%
Information Technology-07	3	3	1		2	9	0.3%
Biological Sciences-04				2	4	6	0.2%
Education-08			2	1	1	4	0.1%
<i>Total</i>	<i>458</i>	<i>582</i>	<i>605</i>	<i>613</i>	<i>624</i>	<i>2,882</i>	

Source: California Community College Chancellor's Office, Data Mart; analysis by Cambridge West Partnership, LLC

Students who actually transfer to one of the two public university systems in California are counted in the SPAR outcome measure. Between 2009-10 and 2013-14 there was a 14% increase in the numbers of students who transferred to a University of California (UC) campus and a 60% increase in the numbers of students who completed a transfer to a California State University (CSU) campus. During those years the college annually averaged 50 students to UC and 405 students to CSU. Fiscal constraints prompted both public university systems to curtail transfer student acceptances, which adversely impacted the numbers shown in the graphic below.

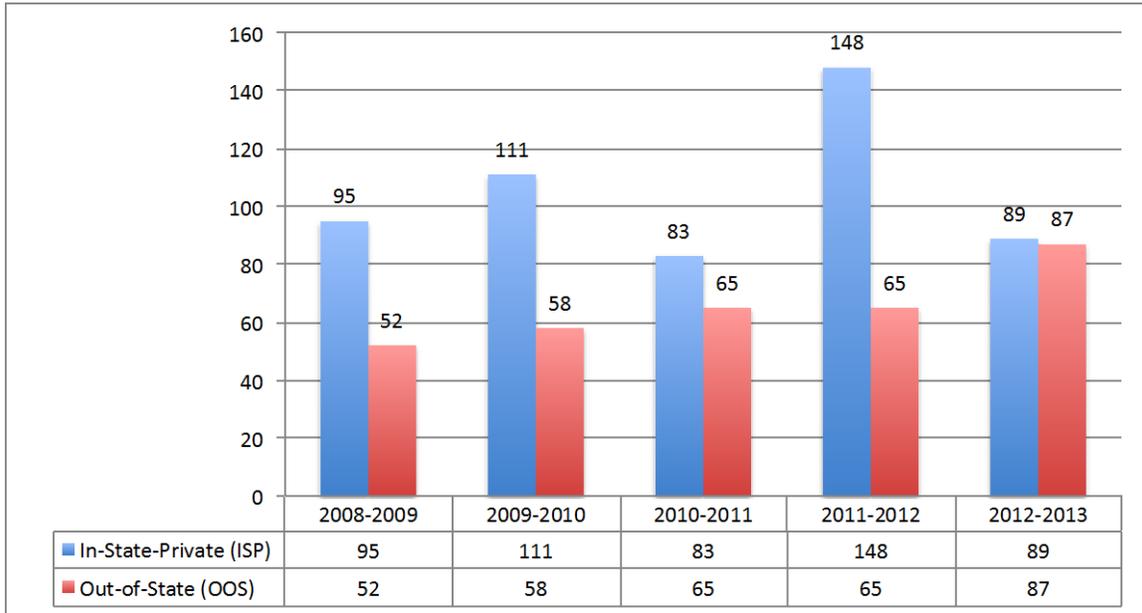
Chart 42: EVC Annual, Full-year Transfers to CSU and UC



Source: California Postsecondary Education Commission, UC Student Source Files, CSU Student Source Reports; analysis by Cambridge West Partnership, LLC

As an alternative to the public university systems, some transfer-oriented students from the College have entered either an in-state private or an out-of-state institution. From 2008-09 to 2012-13 (last year of available data) there was a 6% decrease in the numbers of students attending in-state private institutions but a 67% increase in the student count of those attending an out-of-state institution. The analysis below considers the transfer event from the perspective of a transition year in which the EVC student completes the transfer to a four-year institution by *enrolling* at the senior institution. The analysis does not consider the length of time it took the student to complete the preparation to transfer or to make the actual transfer.

Chart 43: Full-year Transfers to Out-of-State (OOS) and In-State Private (ISP) Schools



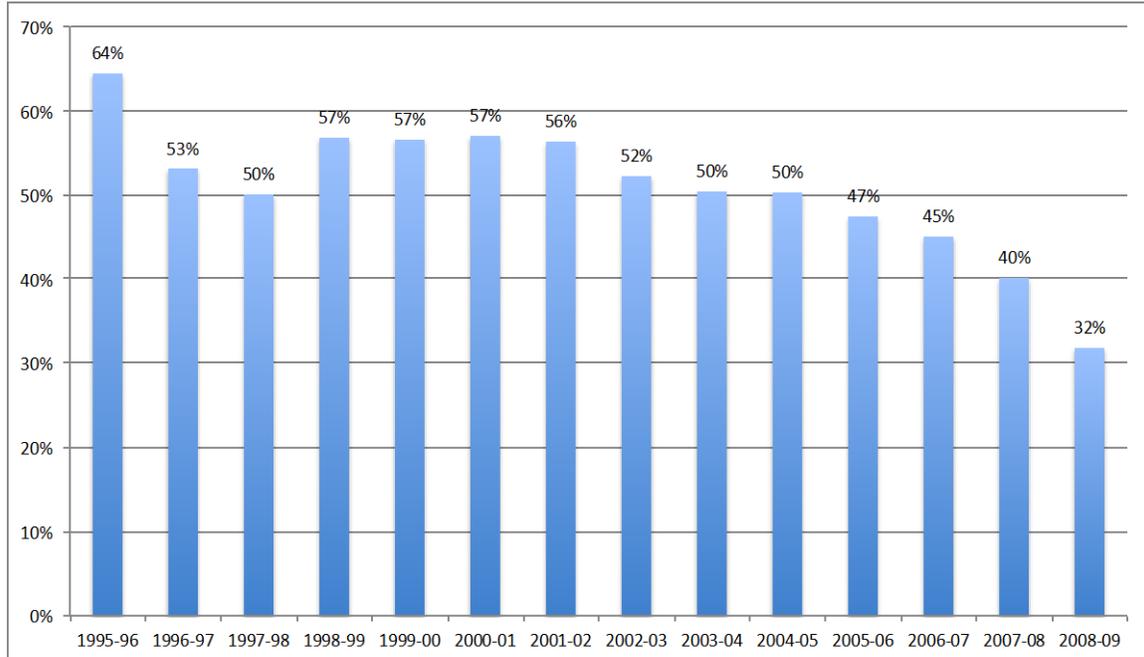
Source: California Community College Chancellor’s Office, Data Mart; analysis by Cambridge West Partnership, LLC

A transfer cohort methodology has been developed by the Chancellor’s Office. The method tracks groups of first-time students for six years to determine if they show a “behavioral intent to transfer.” In this methodology students are assigned a cohort year based on the year they first enroll in a California community college and they are attributed to the community college where they earned the most units of credit.

The initial cohort of students is tracked for six years after the initial enrollment to determine if they have completed twelve units of credit and attempted transfer-level math or English. If they have, the student is placed into the cohort and their transfer outcome is considered over a variety of time frames up to sixteen years. The outcome of transfer is monitored through a data match with the National Student Clearinghouse (NSC), UC and CSU.

Past research by the Chancellor’s Office has concluded that most students complete the transfer process by the sixth year after initial enrollment. An extended analysis of EVC transfer data suggests that indeed after the sixth year, the steady numerical trend of students who transfer does drop off. However, some students from those initial cohorts do continue to transfer and they drive the transfer rate higher than is generally acknowledged. As illustrated below, when students are followed for an extended period of time as many as 50% of the cohort does transfer.

Chart 44: EVC Extended Transfer Rates, 1995-96 to 2008-09 Cohorts



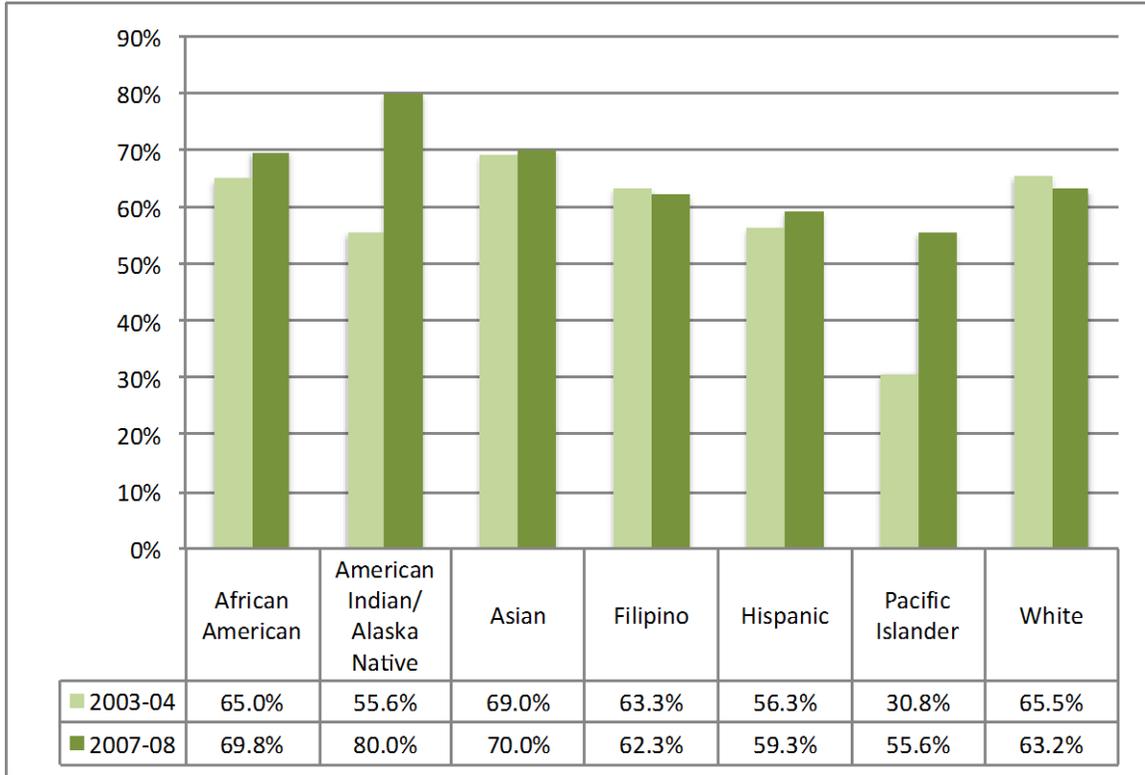
Source: California Community College Chancellor's Office, Data Mart; analysis by Cambridge West Partnership, LLC

For students who intend to transfer, completing 30 units is an important milestone because it indicates that they are halfway to the transfer point. For career and technical education students who neither transfer to a four-year institution nor receive an award from the College, the completion of 30 units translates to substantial gains in wages upon leaving college. Two years after leaving the community college these students have been shown to earn about as much as the vocational student who completes an occupational degree or certificate. For these reasons the accumulation of 30 units of credit was included in the Scorecard as a milestone progress marker.

In the cohorts of students entering the College in 2003-04 and 2007-08 there are notable differences among the ethnic subpopulations of students who achieved the outcome of *completing* 30 units of credit. Between these two cohorts the average completion for Asian students puts them in "first place." Hispanic and Pacific Islander students trail all the other groups.

In this analysis the first academic year represents the point at which the student entered a community college for the first time. To qualify into the cohort a student must, within three years, complete six units and attempt any level of math or English. Those qualified students are tracked for six years. The numerator in the rate calculation is the number of those qualified students who accumulated 30 units of credit within six years of entering a community college.

Chart 45: EVC Percent of Students Who Earned at Least 30 Units

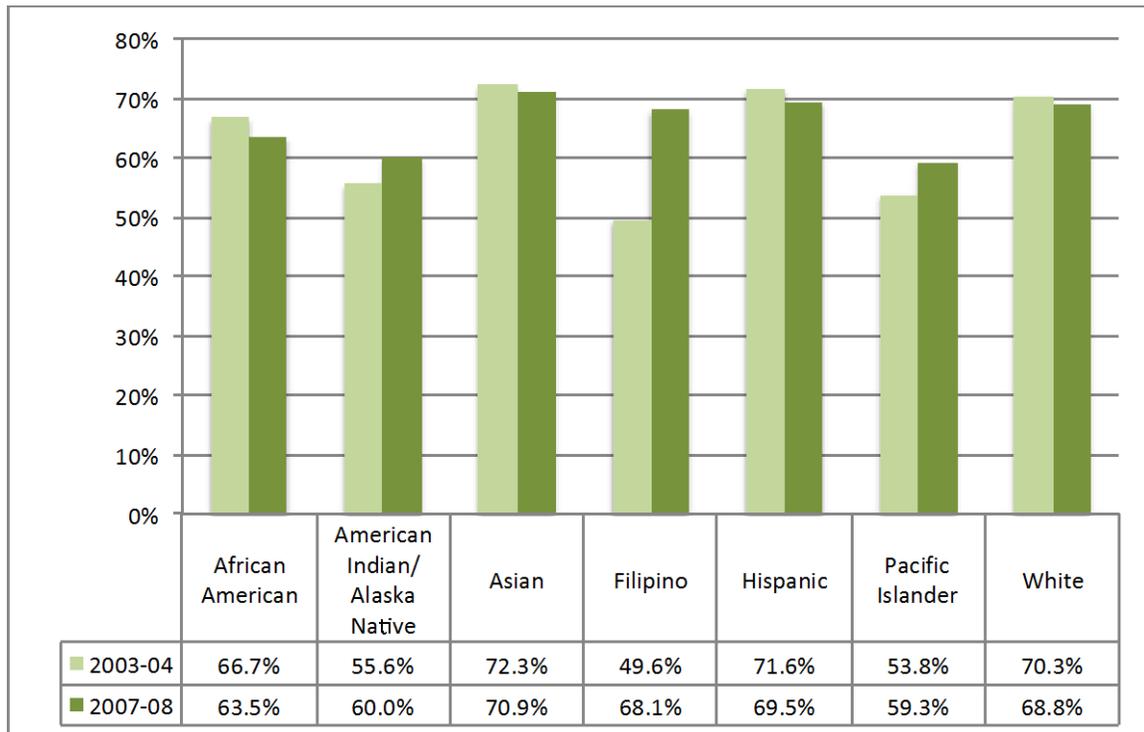


Source: California Community College Chancellor's Office, 2014 Scorecard Report; analysis by Cambridge West Partnership, LLC



In the persistence graphic below there are differences in completing three consecutive terms. Among the ethnic groups of students, the self-reported Asian group again is in “first place,” but, the Hispanic group closely follows the Asian group. The American Indian/Alaskan Native and Pacific Islander groups trail all the others.

Chart 46: EVC Persistence Over Three Consecutive Terms

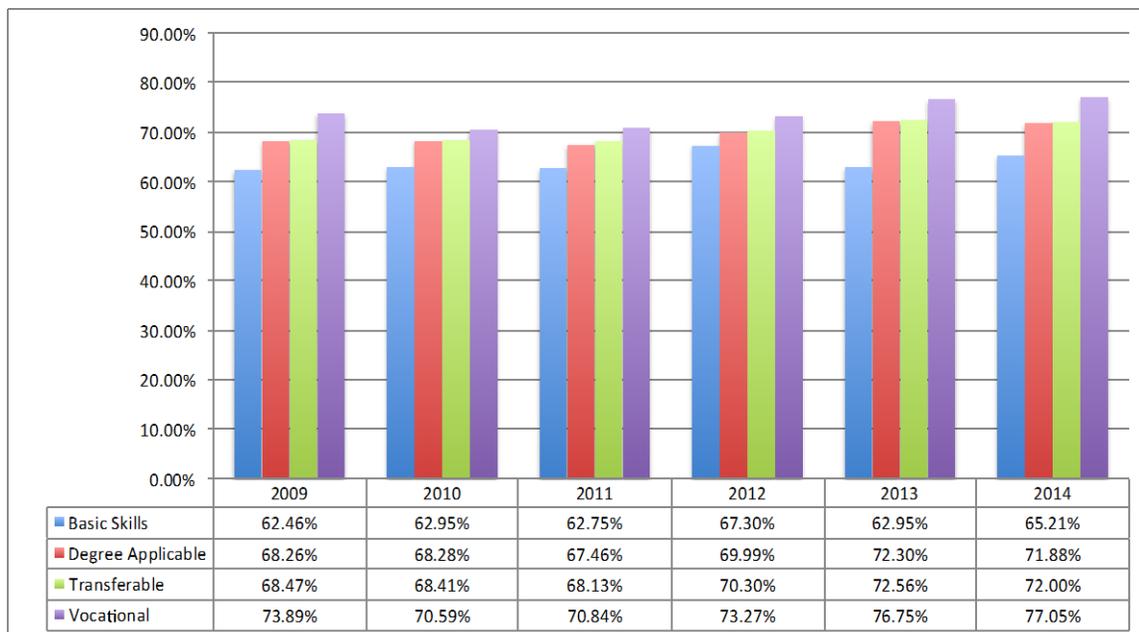


Source: California Community College Chancellor’s Office, 2014 Scorecard Report; analysis by Cambridge West Partnership, LLC

The basic skills success rate of students is a common measure of organizational performance that stimulates persistence and the accumulation of credit units. The rate is calculated by comparing the number of students who earn a grade of C or better to the number of all students who are still enrolled in the course after the normal add and drop period ends.

From fall 2009 to fall 2014 student success rates improved in all four categories of curriculum. The greatest absolute change in the success rate was in the degree applicable curriculum where the rate increased 3.62%. Across this time even students in basic skills curriculum improved their success rate by 2.75%. The graphic below does not represent a cohort study, but rather enrollments in the identified fall terms.

Chart 47: EVC Fall Term Student Success Rates by Type of Course



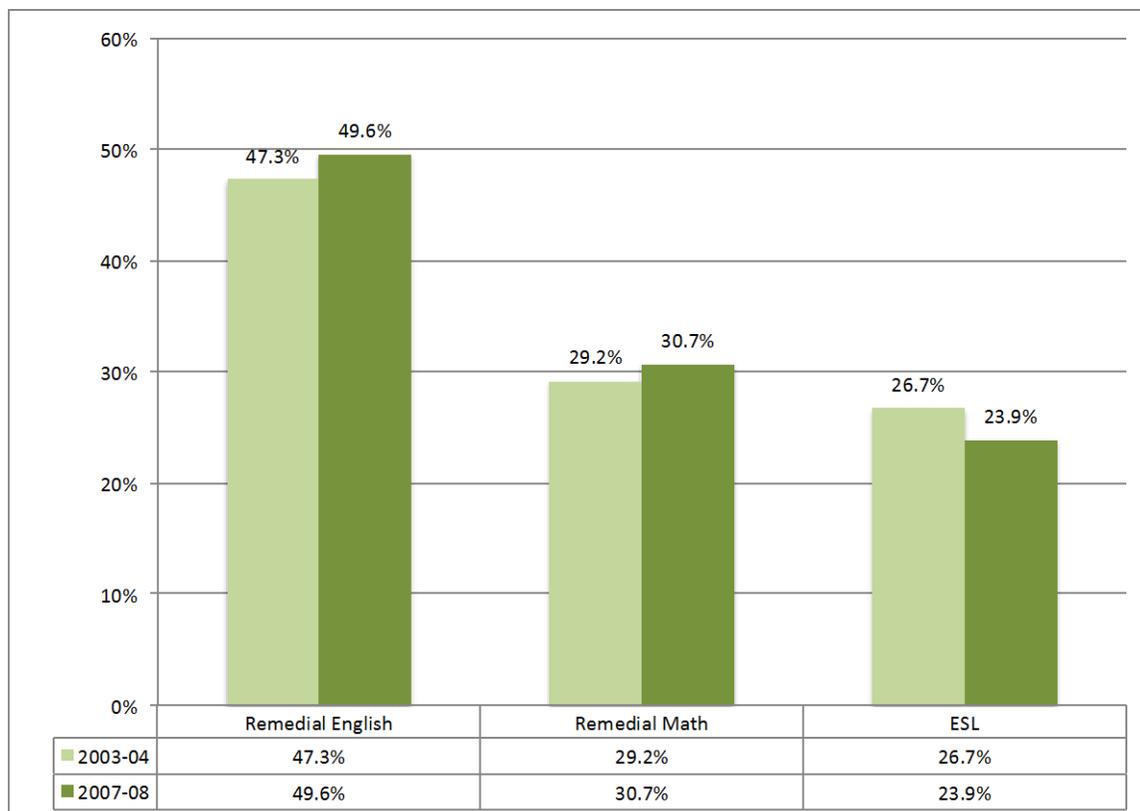
Source: California Community College Chancellor’s Office, Data Mart; analysis by Cambridge West Partnership, LLC

The basic skills curriculum is of particular interest to the College and the Scorecard because so many students begin their college experience in that curriculum. This part of the Scorecard addresses a student's *migration through* the basic skills curriculum sequence. To qualify into this cohort a student must, within six years, attempt a math (2-4 levels below), English, or ESL course below transfer level.

The numerator in the rate calculation is the number of those qualified students who, within six years, complete a higher-level course *in the same discipline*. For English composition it includes completion of a college-level English course. For math the students must complete a college-level math course or a math course that is one level below transfer. The ESL students must complete the ESL sequence or a college-level ESL course.

The experience of basic skills students in English composition, math, and ESL is captured in the graphic below. Both of the cohorts have improved their success rate in English and math.

Chart 48: EVC Basic Skills Student Migration Success



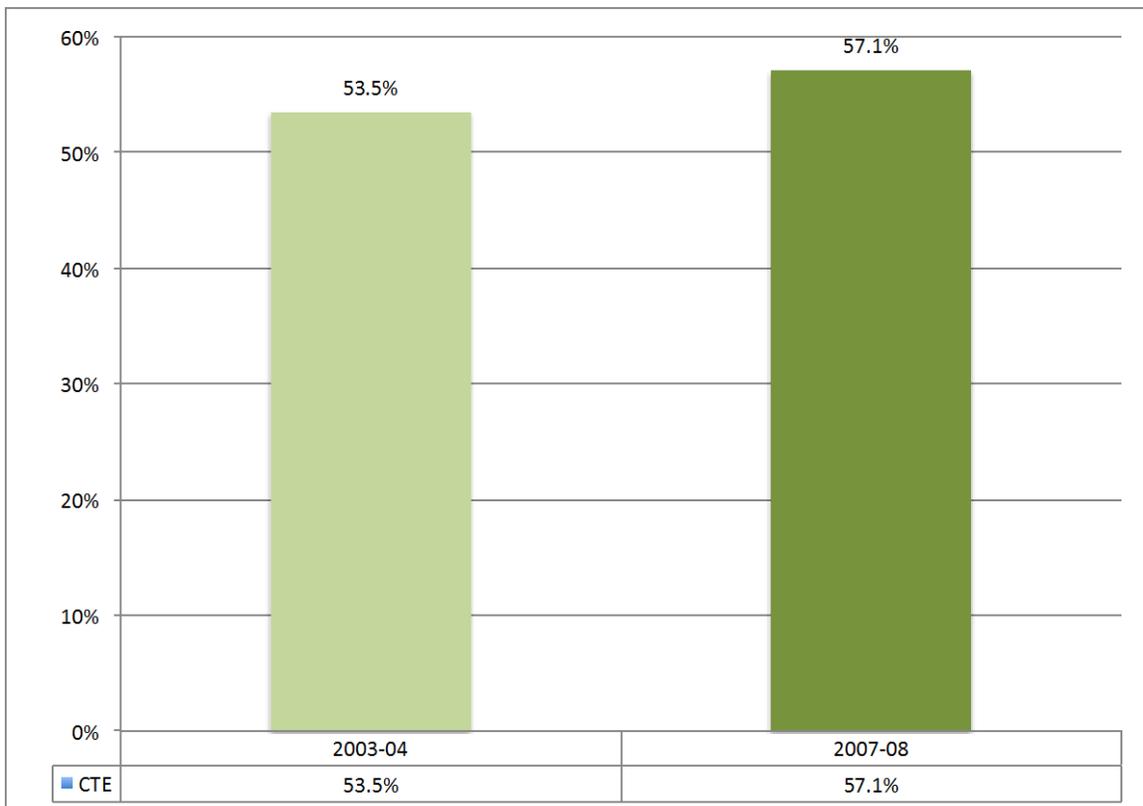
Source: California Community College Chancellor's Office, 2014 Scorecard Report; analysis by Cambridge West Partnership, LLC

When the accountability framework was redesigned to become the Scorecard a separate metric was created for career and technical education (CTE).

In this analysis the years represent the academic year in which the CTE student entered a community college for the first time. To qualify into the cohort a CTE student must, within three years, complete a CTE course for the first time and then complete more than eight units in a single discipline over the next three years. As previously noted, the numerator in the rate calculation is the number of those qualified students who within six years of entering a community college achieve any one of the following: (1) earn a Certificate of Achievement or an Associate Degree; (2) complete a transfer to a four-year institution; or (3) become transfer prepared by GPA and earning 60 transferable units.

For CTE students the success rate between these two cohorts increased by 4% between those that entered in fall 2003 and those entering in fall 2007. More recent data is not available at this time.

Chart 49: EVC Career and Technical Education Student Success



Source: California Community College Chancellor’s Office, 2014 Scorecard Report; analysis by Cambridge West Partnership, LLC

Particularly for the CTE students, but also for all students the aspiration to attend and succeed in the college experience is in part related to improving the prospects of entering the workforce employed in a field of endeavor that is desired by the student. Although it

is not part of the Scorecard framework, the California community college system has developed a reporting tool to demonstrate the efficacy of attending and completing a program of study. The methodology uses the California Employment Development Department Unemployment Insurance (UI) wage data combined with the community college system student records of awards conferred upon students. Students included in the reporting have received an award anytime over eight consecutive academic years. In addition, the included students could not have transferred to a four-year institution, must be older than 21 at the time of the award, and could not be enrolled anywhere in the California community college system after receiving an award. Their total annual median wages at three years after completing the award, adjusted for inflation, are displayed in the reporting for multiple award cohorts of students over the eight-year period.

In assembling this data the Chancellor’s Office acknowledges that students whose employment is not covered by the California EDD UI system are not included nor are students who do not have an SSN. Also, the number of hours an individual worked (full-time vs. part-time) is not known. Nevertheless, the table below provides some insight as to the success of those former EVC students who completed an award and “transferred to work.”

Table 33: EVC Students With An Award Who Transferred Directly To Work

TOP6 Title	Award Categories	Award Year 2001-2002 to 2008-2009		
		Median Wage 3 Years After Award	Total Awards	Award to Wage Match Rate
Accounting	AA/AS Degree Recipient	\$43,595	33	61%
Administration of Justice	AA/AS Degree Recipient	\$57,025	34	71%
Automotive Technology	AA/AS Degree Recipient	\$47,766	18	67%
Business Administration	AA/AS Degree Recipient	\$37,324	55	62%
Drafting Technology	Locally Approved Certificates Recipient	\$59,901	25	76%
Liberal Arts and Sciences, General	AA/AS Degree Recipient	\$39,600	41	61%
Office Technology/Office Computer Applications	Locally Approved Certificates Recipient	\$41,027	19	58%
Paralegal	AA/AS Degree Recipient	\$36,478	19	74%
Paralegal	Chancellor's Office Approved Certificates Recipient	\$47,401	37	68%
Registered Nursing	AA/AS Degree Recipient	\$97,326	231	76%
Transfer Studies	AA/AS Degree Recipient	\$34,077	78	72%

Source: California Community College Chancellor’s Office, Salary Surfer; analysis by Cambridge West Partnership, LLC

### Institutional Set Standards

In response to U.S. Department of Education requirements and ACCJC expectations the College has set a series of minimum student achievement performance standards for the institution as a whole. For 2015 those performance standards are reflected in the table below.

Table 34: EVC Institutional Set Standards, 2015

<b>Student Achievement Institutional-Set Standard Topic</b>	<b>Standard</b>
Successful Course Completion Standard	80%
Successful Course Completion, Fall 2014	70%
Completion of Degrees Per Year Standard	428
Completion of Certificates Per Year Standard	82
# of Students Who Received a Degree or Certificate in 2013-14	624
# of Students Who Received a Degree in 2013-14	538
# of Students Who Received a Certificate in 2013-14	61
# of Students Who Transferred to a 4-Year School in 2013-14	136
# of Career-Technical Education Certificates and Degrees	33
# of Career-Technical Education Certificates and Degrees That Meet Employment Standards	33
# of Career-Technical Education Certificates and Degrees For Which The College Has A Standard for Licensure Passage Rates	90
# of Career-Technical Education Certificates and Degrees For Which The College Has A Standard for Graduate Employment	65
<b>Other Standards Established By The College</b>	
% of Students That Persist To The Next Level	75%
% of Success Rate of Career-Technical Education Students That Meet Their Goal	70%

Source: Evergreen Valley College 2015 ACCJC Annual Report

The U.S. Department of Education and ACCJC have communicated their expectations that colleges will also monitor the licensure examination pass rates and job placement rates of program graduates. As of 2015 those rates are captured in the tables below.

Table 35: EVC Licensure Examination Pass Rates

<b>2011-12 Licensure Examination Pass Rates</b>				
<b>Program</b>	<b>CIP Code</b>	<b>Examination</b>	<b>Standard</b>	<b>Pass Rate</b>
Nursing	51.3801	state	0%	90.77%
Nursing Assistant/Home Health Aide	51.1614	state	0%	93.50%
Honda PACT	47.0604	other	0%	90.00%

Source: Evergreen Valley College 2015 ACCJC Annual Report

Table 36: EVC Job Placement Rates

Program	2011-12 Job Placement Rates		
	CIP Code	Standard	Placement Rate
Nursing	51.3801	0.00%	77.50%
Nursing Assistant/Home Health Aide	51.1614	0.00%	100.00%
Honda PACT	47.0604	0.00%	90.00%

Source: Evergreen Valley College 2015 ACCJC Annual Report

### Goals Framework

Recently enacted legislation (Education Code section 84754.6) has required the Board of Governors for the California community college system to adopt a goals framework that will require attention to and encourage program improvement. The statute also required that, as a condition of receiving Student Success and Support Program funds, each college must develop, adopt, and post a goals framework that, at a minimum, addresses the following four areas:

- student performance and outcomes;
- accreditation status;
- fiscal viability; and
- programmatic compliance with state and federal guidelines.

The legislation anticipates that the colleges will utilize a broad range of activities such as professional development opportunities, best practices, and technical assistance to improve programs and achieve the target goals. The statute requires districts and colleges to create a public web page where the intended targets and goals are annually published. Annual accountability reporting to the Legislature is required of the Chancellor's Office.

In accordance with this mandate Evergreen Valley College has adopted the required and optional goals identified in the table below.

Table 37: EVC Institutional Effectiveness and Program Improvement Goals, Spring 2015

<b>Required Goal Indicators</b>	<b>Long term Goal</b>	<b>Short-term Goal</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>	<b>2009-10</b>
<b>Student Performance and Outcomes</b>							
Successful Course Completion	74.1%	72.6%	72.1%	72.6%	70.8%	69.5%	69.9%
<b>District Fiscal Viability &amp; Programmatic Compliance with State and Federal Guidelines</b>							
District Fund Balance	7.0%	7.0%	16.4%	14.6%	11.9%	11.1%	6.3%
District Audit Findings	modified	modified	modified				
Full-time Equivalent Students	6,827	6,727	6,693	6,851	7,269	7,621	7,639
<b>Accreditation Status</b>							
Next Visit: Oct. 15, 2016	full accred.	full accred.	full accred.	reaffirmed	warning	warning	warning
<b>Optional Goal Indicators</b>							
<b>Completion Rate</b>							
College Prepared	74.5%	73.0%	72.5%	72.0%	71.8%	71.7%	72.0%
Unprepared for College	41.8%	40.3%	39.8%	39.9%	41.9%	39.4%	40.2%
Overall	52.6%	51.1%	50.6%	50.6%	52.6%	52.3%	50.1%
<b>Remedial Rate</b>							
Math	25.3%	23.8%	23.3%	30.7%	34.9%	24.7%	31.8%
English	53.3%	51.8%	51.3%	49.6%	48.9%	41.8%	49.3%
ESL	30.8%	29.3%	28.8%	23.9%	23.3%	30.2%	25.6%
Career-Technical Education Rate	52.1%	50.6%	50.1%	51.2%	63.3%	52.0%	51.4%
Completion of Degrees	549	541	538	512	501	482	374
Completion of Certificates	59	58	58	80	71	51	43
<b>District Fiscal Viability &amp; Programmatic Compliance with State and Federal Guidelines</b>							
Salary & Benefits	85.0%	85.0%	87.1%	87.1%	88.5%	88.3%	87.6%
Annual Operating Deficiency	\$0	\$0	\$2,579,902	\$2,153,657	\$384,006	\$3,535,825	-\$1,427,083
Cash Balance	\$30,000,000	\$25,000,000	\$27,051,663	\$21,784,574	\$14,874,245	\$11,201,780	\$5,702,447

Source: Evergreen Valley College Institutional Effectiveness Committee, Student Success Committee, and College Council

### Interventions to Improve Student Success

The Board of Trustees for the SJECCD has adopted policy 5050.2 on the topic of student success and directed general fund budget resources to support efforts to improve success rates. EVC has launched several academic and student support services initiatives to promote greater student success. These initiatives are *in addition to* the support services listed in Chapter VI.B, Scan of Conditions Internal to Evergreen Valley College. Some of these efforts are the result of planning activities described in Chapter III, Context for the Educational Master Plan.

Evergreen Valley has inherited two federal TRIO grant programs from the National Hispanic University as that institution prepared to close its doors. Both grant programs endeavor outreach to first generation, low-income prospective students to encourage them to enroll in college and then to provide nurturing support to their successful experiences as college students. Because these two programs were transferred to EVC

from the National Hispanic University, EVC will have to reapply in a few years, under its own name, if the College wants to continue the work supported by the grants.

- Upward Bound- This TRIO program serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. It provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.
- Talent Search- This TRIO program identifies and assists individuals from disadvantaged backgrounds but who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assist participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who graduate from high school and then enroll in and complete their postsecondary education.

In fall 2015 the College was awarded another major five-year federal grant designed for Asian American and Native American/Pacific Islander Serving Institutions. Southeast Asian American Student Excellent (SEAASE) project will recruit, prepare and guide more Southeast Asian students to enroll at EVC, set assertive career goals, expand critical thinking and leadership skills, and develop fluency in business English. The emphasis will be upon new Vietnamese students.

The College engaged in two special initiatives to respond to equity achievement gaps between different student groups. In 2008-2009 the Equity Scorecard project was completed in cooperation with the Center for Urban Education at the University of Southern California. In 2009-2010 the College participated in the Achieving the Dream project. Both projects involved extensive data collection and analysis through a process intended to teach administrators and faculty members how to analyze data, ask questions and consider follow up courses of action. The methods learned and the findings developed through these projects have been the foundation for current student success efforts at the institution. The College has been providing several interventions coordinated through its **Basic Skills Initiative (BSI)**. BSI resources have funded some of the activities while others have also used **Student Equity (SE) Plan** dollars and/or **Student Support Services and Program (SSSP) Plan** funding. These planning efforts are integrated through the composition of the Student Success Committee and its charge to direct the campus efforts to improve student achievement.

Two ongoing problems have been the focus of attention at the College: (1) inappropriate course placements into composition and mathematics curriculum; and (2) the lack of persistence by students migrating through the basic skills sequences, particularly Latino and African American students. In 2009 the Student Affairs Division created an early

admissions process for high school seniors and a one-step admissions plan for all other students. The goal was to accomplish assessment and advisement prior to registration. In 2010 the Student Affairs Division implemented enhanced counseling and tutoring services (CTS), an early alert program, and supported supplemental instruction (SI) in key gatekeeping courses. These sufficiently successful efforts were scaled up in 2014-15. An additional math course, two levels below transfer, was added to the SI intervention and a student case management system was introduced to support the early alert program. A student case management system had been in place for those participating in the categorical programs, but not for the student population in general. In fall 2014 two counselors and support staff were assigned to provide that system to the general student population.

The problem of persistence surfaced again as the College prepared its Student Equity Plan during the fall 2014 term. Some 50% of the successful ESL students who were did not advanced to the next level. Preliminary survey results with these students indicated that these students might not have been seeking either a degree or certificate. Rather, they may have been seeking to improve their English language skills in order to gain employment or advance in a job. Students in the English composition curriculum who start one level below transfer were more likely to advance than those students who began at two or three levels below transfer. A similar pattern was noticed in the mathematics basic skills sequence; however, the success rate was below 70% and these courses are considered to be the primary gatekeeper barrier to overall student success.

Some student groups have been succeeding to a greater degree (Asian) than other student groups (African American, Latino, White). EVC has had a long-standing tradition of offering specialized learning community programs for some of these groups. The Academic Force for Inspiration, Retention and Matriculation (AFFIRM) program is specifically designed for African American students but is open to all other interested students. The Asian/Pacific islander Resources for Excellence (ASPIRE) is designed for those students, but is open to any student who may benefit from the nurturing services the program offers. The ENLACE program began in 1983 for Latino/a students of San Jose and nearby communities. Additional at-risk groups were identified through the Student Equity Plan research. The additional at-risk groups include foster youth, veterans, adults over the age of 40, Filipino students and students in the Disabled Student Program (DSP).

To improve success rates of these at-risk students the College has taken several new steps, including explaining the number of course textbooks that are available on reserve in the library. Through professional development faculty members have been facilitated in their exploration of pedagogical strategies to address barriers to success for the at-risk students. A summer bridge program for mathematics instruction has been scheduled and the math faculty members have experimented with an accelerated developmental math course. The College is designing strategic support programs for foster youth and veterans. Transfer and career planning workshops are being developed for students in categorical grant programs. An effort is being made to email students who accomplish 15 units of course work and students who complete 30 units of course work to encourage their efforts and to provide both career and transfer information to them. As staffing permits,

the College intends to assign counselors to work with the students who have reached those milestone points. The interventions sponsored by Student Services related to the Student Equity Plan are summarized in the table below.

Table 38: Student Equity Plan, First Year Implementation 2014-15

Equity Programs, Services and Communication	Student Equity Plan Goals				
	Access	Course Completion	ESL & Basic Skills Completion	Degree & Certificate Completion	Transfer
Marketing, Outreach & Publicity	DM				
Summer Bridge Program	DM	SM	SM	SM	SM
Outreach to ESL Populations; OASISS	DM	SM	SM	SM	SM
Early Alert Program		DM	DM	DM	DM
Tutoring Center		DM	DM	DM	DM
Faculty & Staff Professional Development; Go2Knowledge, Veterans Training	SM	SM	SM	SM	SM
Student Focus Group Research	SM	SM	SM	SM	SM
Collaborative with Academic Support Programs	DM	DM	DM	DM	DM
Veterans Support Program	DM	DM	DM	DM	DM
Referrals to Categorical Programs and Increased Collaboration	DM	DM	DM	DM	DM
Series of Transfer and Career Workshops	SM	SM	SM	SM	SM
Design Career Pathways with Assigned Counselor for Follow-Up Services	SM	SM	SM	SM	SM

DM- directly meets the mandate; SM- supports the mandate

Source: EVC Presentation to Board of Trustees on July 14, 2015

Additional resources that were available through the State SSSP initiative were used to hire additional staff (Student Success Center Supervisor, adjunct counselors, additional Student Ambassadors, 50% Student Success Specialist, and a 50% Evaluator) to maximize the numbers of students who complete a SEP and receive advising and/or follow up services. Starting in the fall 2014 term the College implemented an online orientation to college and made counseling appointments available online through the eSARS software. In academic year 2014-15 the College expanded the definition of at-risk students beyond the groups identified above. The definition now includes all students enrolled in lower-level basic skills courses, those with no declared goal for attending or no program of study identified, and those who are on academic probation or who are facing dismissal. The SSSP resources have made it possible to aggressively notify those students of services through orientations, phone calls, emails, and information tables. The ongoing intervention work supported by the SSSP is summarized in the table below.

Table 39: Student Success & Support Program, 2014-15 First Year Implementation

Programs, Services, and Communications	Assessment	Orientation	Educational Planning	Counseling & Advising	Follow-Up Services	Academic & Career Pathways
Assessment Center or Alternative Measures	DM			DM		
Initial Orientation/Days at the Green (in-person or online)	SM	DM	DM	SM		
Know Your Steps to Success	SM	SM	SM	DM	DM	
Comprehensive Educational Plan Campaign			DM	DM		
Career & Transfer Center				SM	DM	SM
Student Success Workshops: Student Lingo, Inner Heroes, Ed Plan Navigation				SM	SM	SM
Early Alert Program			SM	DM	DM	
probation/Dismissal Workshops, Courses & Appeals Process			SM	DM	DM	
Student Success Ambassador Program	SM	SM	SM	SM	SM	SM
Educate Students & Campus at Large on SSSP Mandates	SM	SM	SM	SM	SM	SM

DM- directly meets the mandates; SM- supports the mandates

Source: EVC Presentation to Board of Trustees on July 14, 2015

Efforts by the College to ensure quality instructional programs are in line with the expectations embedded in the federal America's College Promise proposal announced by the President in January 2015. Associate Degrees for Transfer (AD-Ts) guarantee credits earned are fully transferable to the CSU. The College's commitment to sponsor career and technical education programs that foster competencies that have labor market value and address established industry certification standards ensure that graduates from these programs will possess skills in demand among employers.

The SJECCD is working with K-12 Districts, the City of San Jose, the foundation, and other partners to reinstitute the San Jose Promise. Those efforts will provide greater access to higher education for many residents of the District.

### **B. Student Institutional Learning Outcomes (ILOs)**

The College has adopted five Institutional Learning Outcomes and established a plan to systematically collect evidence of student work that was assessed and discussed by the faculty. Those ILOs are:

- **Communication-** The student will demonstrate effective communication appropriate to the audience and purpose.
- **Inquiry and Reasoning-** The student will critically evaluate information to interpret ideas and solve problems.
- **Information Competency-** The student will utilize information from a variety of sources to make an informed decision and take action.
- **Social Responsibility-** The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision-making.
- **Personal Development-** The student will demonstrate growth and self-management to promote life-long learning and personal well being.

EVC faculty have deployed a range of strategies to assess institutional learning outcomes and have summarized their findings and plans of action for changes they feel are appropriate to advanced institutional effectiveness in the program of instruction.

Using classroom assignments from several courses (ENGR 066, ACCT 063, NURS 004 and ENGL 001A) Faculty applied a locally developed written communications rubric and assessed **communications** skills learning outcomes. Generally, students met the faculty's expectations in their written work but opportunities to fine tune the assignments and learning experience were identified. The SLO Committee plans to next develop a rubric for oral communication.

Using classroom assignments from several courses (ENGR 066, BIOL 071, Astronomy and CHEM 001A) assessed **inquiry and reasoning** skills learning outcomes. The Nursing program used a standardized exam for their assessment instrument. While Biology students were able to meet faculty expectations, the performance of Engineering students was acceptable but not as good as faculty would like. The Engineering faculty will revisit ways to make inquiry and hypothesis testing more robust in their course. The Nursing faculty plans to administer the ATI Critical Thinking test in the first and final semester of the program to monitor student growth. They are looking at ways to engage multiple teaching strategies to promote higher levels of thinking on Bloom's Taxonomy (application, analysis, problem solving and synthesis). Initial Chemistry results from embedded exam items were acceptable, but interventions developed by the faculty resulted in even higher results when a second administration of the exam questions was implemented. The Astronomy faculty used a similar approach but found that students were weakest on demonstrating didactic reasoning to construct elementary proofs to theorems. The topic will be the focus of faculty discussion in the fall as well as dialogue with the mathematics faculty whose curriculum is prerequisite to the Astronomy courses.

Using classroom assignments from several courses (ENGR 001, BIOL 071, and ENGL 001A) faculty members assessed **information competence** skills learning outcomes. While the results were satisfactory, the discussion of results among the English faculty led to the identification of common elements to include in the next assessment. Biology faculty found that student performance was acceptable except in criteria four of their rubric- citation following the APA format. They plan to ask for additional practice to reinforce instruction provided by the reference librarians.

The faculty used a locally developed survey and the national, the Diverse Learning Environment (DLE) survey in addition to some classroom assignments in SERV 001 to assess **social responsibility** as a learning outcome. Most responses on the locally developed survey suggested that students felt themselves socially responsible. Generally these results were acceptable, but several questions resulted in "undecided" responses. In analyzing the data faculty identified ways to improve the question prompts and examples and also considered a focus group approach to get additional insights. The DLE results for creating a college environment that enriched institutional commitment to diversity were favorable. Other responses (conversations across difference, co-curricular diversity activities, pluralistic orientation, and civic engagement) were compared to responses from four-year institution students although questions were raised about the propriety of making that comparison. The Service Learning course used a rewarding and encouraging discussion forum to collect student opinions.

The faculty used a locally developed and a national survey, the Diverse Learning Environment (DLE) survey, some classroom assignments in COUNS 014 as well as counseling services to assess **personal development** as a learning outcome. DLE responses (habits of mind and integration of learning) were compared to responses from four-year institution students. Questions were raised about the propriety of making that comparison. The results from assessment questions in COUNS 14 were satisfactory, but the faculty discussion of the results led to finding ways to further refine the prompts to

make them easier to use. The survey conducted in connection with counseling services indicated the importance of getting course and educational planning information to students earlier in their experience at EVC.

The SLO committee developed a comprehensive series of recommendations for future Institutional Learning Outcomes assessment work. At the biannual professional development days (PDD), the SLO committee will utilize staff development activities to hold campus-wide discussions and divisional workshops to present their findings and recommendations.



Evergreen Valley College Honors Graduate

## VIII. Key Planning Assumptions, Strategic Priorities for the Future

### Key Planning Assumptions

The following are the key assumptions to guide future planning activity.

1. National and state goals and policy for postsecondary education will increasingly emphasize degree and certificate completion, transfer to four-year universities, and reduction of achievement gaps among various subgroups of students.
2. A significant change in public policy regarding the transfer process has been implemented with the SB 1440/440 legislation. Although long known as a transfer-oriented institution, the College has an opportunity to strengthen and reinforce that image.
3. The current planning environment is very fluid (e.g., resources and legislative mandates).
4. A change in adult demographics is the future of Santa Clara County. Within the effective service area. A slight Asian population increase (2.7%) over the next five years is projected.
5. A long-term trend in the numbers of college-age (18 to 24) young adults in the effective service area will continue to represent a substantial segment of the population. The long-term County trend for high school graduates shows a slight increase annually out to 2022-23.
6. There is a wide range of income levels in the service area. Although housing is extremely expensive, many residents earn incomes at or below the federal poverty level.
7. The implementation of the common core curriculum in K-12 districts may favorably impact the future statistics, but basic skills courses are recommended for assessed incoming students: 82% for English; 54% for Reading; and 93% for Math. That trend is likely to continue into the near future at least.
8. Seventy percent of all projected non-farm job growth is concentrated in three industry sectors:
  - a. Information is the fastest growing sector (33% job growth).
  - b. Private educational services, health care and social assistance are anticipated to increase by 25% with the ambulatory health care services contributing 8,800 jobs.
  - c. Professional and business services as a sector is also expected to grow 25% and will have more than half of its growth in computer system design and related services.

Aligning instructional programs to the occupations with the greatest job opportunities will be an important public service for the College.

9. The needs for funding capital projects are greater than the available state and local funds. Therefore, the College must use more effectively and efficiently the existing facilities.

### Strategic Priorities

The College discussions in the summer and fall of 2015 resulted in updates to the College Strategic Plan. Those deliberations produced three strategic priority areas, each with focus areas (lettered items below), objectives (numbered items below), performance indicators, targets and timelines, and owner or leadership responsibility. Those items that are most closely related to the Educational Master Plan are denoted with an *italics font*. During the 2015-2016 academic year the College intends to further refine its Strategic Plan. While retaining the three strategic priority areas, the intention is to revisit the areas and objectives portion of the Plan to make goals more measurable. The primary focus for 2015-2016 is on the student-centered strategic goal.

#### **(I) Student Centered-**

The College intends to ensure student success by providing access to quality and efficient programs and services.

- A. *Access- Develop a balanced schedule of course offerings to better meet the needs of students.*
  1. *Analyze current course offerings, productivity, and student success rates, including distance education offerings.*
  2. *Review data regarding percentage of course offerings on the weekend schedule, including student survey data.*
  3. *Analyze the schedule per major to determine the length of degree completion.*
  
- B. *Curriculum and Programs- Establish quality curriculum and programs to support student achievement of educational goals.*
  1. *Develop additional AA-T or AS-T degrees.*
  2. *Ensure the recency of curriculum by facilitating course revisions within the required six-year timeline.*
  3. *Expand supplemental instruction to support student success.*
  
- C. *Services- Tailor services for a diverse student population to prepare and enable them to succeed academically and become global citizens.*
  1. *New students will receive an abbreviated Education Plan, complete assessment, and participate in orientation.*
  2. *Upon completion of 15-degree applicable units, continuing students will receive a comprehensive Education Plan.*
  3. *Develop a summer bridge program (first year experience) for traditionally underrepresented students.*

#### **(II) Community Engagement-**

The College will transform its image and enhance partnerships with the community, business and educational institutions. (the material below is from the 2010 Strategic Plan)

A. Increase Visibility

1. Develop organized on-campus activities, e.g., book fair, flea market, speaker nights, talent shows, athletic games, contests, and bingo.
2. Develop a consistent marketing strategies (EVC and DO websites, local outlets, malls, high schools, community centers).
3. Increase visibility with media (newspapers, radio, TV).

B. *Develop Strategic Partnerships*

1. Seek articulation with local high schools on all levels of courses (BE/Transfer, CTE, basic skills).
2. Leverage on the existing facilities by increasing their use by local industries, educational and business partners to generate revenue.
3. *Offer EVC off-campus courses in the communities (Milpitas, Seven Trees, high schools and various community centers).*

C. Building Campus Community

1. Develop a campus code of ethics.
2. Support campus clubs and encourage faculty participation as club advisors.
3. Establish an EVC Alumni Association and an online social networking presence. Build an awareness of campus programs, both internal and external; communicate and network.

**(III) Organizational Transformation-**

Create a trusting environment where everyone is valued and empowered. (The material below is from the 2010 Strategic Plan)

A. *Student Access: Completion of Educational Goals*

1. *Decrease achievement gaps in pre-collegiate basic skills.*
2. *Increase online and hybrid course and program offerings.*
3. *Increase persistence, retention, and success rates for all courses.*

B. Employee Development

1. Review, strengthen and implement emergency preparedness/response procedures.
2. Provide training and support for employees to effectively offer online and hybrid courses and student support services.
3. Cultivate a culture of civility and mutual respect.

C. Transparent Infrastructure

1. Develop an integrated planning model that includes budget and resource allocation through the shared governance process.
2. Utilize total cost of ownership within facilities planning for planned building projects.
3. Strengthen and implement accountability, compliance structures, and transparency in the budget process, including stable leadership over finances.

The Board of Trustees also issued a set of Strategic Goals for 2013-17 for the San Jose-Evergreen Community College District. In summary form they are as follows.

I. Student Success-

Improve student success through accessible and enhanced educational services and programs.

II. Total Work Environment-

Commit to promoting a total work environment that supports the success and development of its students and employees.

III. Workforce and Economic Development-

Meet the diverse workforce needs of the Silicon Valley.

IV. Organizational Effectiveness and Sustainability-

Develop systems that promote institutional effectiveness and fiscal sustainability.

V. Technology-

Invest in information technology solutions that enhance the learning environment and support student success.

VI. Communication-

Engage in proactive communication with internal and external audiences to enhance value and to improve stakeholder satisfaction.

As they pertain to the Educational Master Plan for Evergreen Valley College the two sets of strategic goals and priorities intersect and re-enforce one another in these areas.



Evergreen Valley College, Lake Area

Table 40: EVC and SJECCD Board of Trustees Strategic Goals

Evergreen Valley College Strategic Goals	District Strategic Goals	
	I. Student Success	III. Workforce and Economic Development
<i>1. Student Centered</i>		
A. Access		
A1. Reassess & develop a balanced scheduling of course offerings to better meet the needs of students.		X
A3. Expand the number and type of offerings and student services available via alternative delivery systems.	X	X
<i>2. Community Engagement</i>		
B. Develop Strategic Partnerships		X
B3. Offer EVC courses in the community.		X
<i>3. Organizational Transformation</i>		
A. Student Completion of Educational Goals		
A1. Decrease achievement gaps in pre-collegiate basic skills.	X	
A2. Increase online and hybrid course and program offerings.		X
A3. Increase persistence, retention, and success rates for all courses.	X	

Sources: EVC Strategic Plan 2013, SJECCD Strategic Plan 2013-17; analysis by Cambridge West Partnership, LLC

To monitor the implementation of the strategic goals and progress on commitments to action the College relies upon:

- the comprehensive program review process;
- various institutional documents and annual reports of progress by the standing committees to the College Council;
- and other work groups organized around the priorities.

These efforts identify action items, reveal the status of each item, provide evidence and a timeline for completion and identify lead persons for the action.

Also, an annual program review pilot program was conducted in 2013-14. Each unit and discipline at the College prepared a snapshot form as its program review. Some of the accomplishments reported were directly tied to the strategic priority goals and commitments to action. Often the reporting in comprehensive program reviews was expressed as resource needs of the discipline or unit in order to make a contribution to accomplishing the goal. Identified resource needs flow to a division dean or unit director

who prioritizes them and forwards them to a Vice President who further prioritizes the needs of all units and disciplines in the area. Those prioritized lists are provided to the Planning and Budget Committee for resource allocation decisions.

Throughout the course of the 2013-14 academic year the Board agreed to adopt a policy governance model adapted from the “Carver” model of governance. It resulted in a series of Ends Policies that describe the role and relationship between the Board, Chancellor and the Colleges. In spring 2014 the Trustees adopted a set of Board Ends Policies to describe the final outcomes they were asking the Chancellor to pursue. The work plan for the Chancellor and senior District executives for the 2014-15 academic year incorporated those Board Ends Policies as each official worked to develop means to achieve the ends. The Chancellor and District executives were evaluated on the progress accomplished in achieving the Boards Ends Policies. Throughout 2014-15 the Chancellor and Vice Chancellor for Institutional Effectiveness and Student Success provided the Board with a series of quarterly status reports through an at-a-glance dashboard technique. Selected in-depth monitoring reports are also produced and provided on a quarterly basis.

The Board Ends Policies are also related to the District Strategic Goals 2013-2017 that the Board adopted. A matrix that relates the Board Ends Policies to the District Strategic Goals and identifies the metric indicators for progress is located in Appendix E of this EMP. Annotations as to which metrics are most closely related to the Educational Master Plan are provided. The Board Ends Policies are listed below.

### **Global Ends Statement**

*The San José-Evergreen Community College District exists to ensure all students, especially those with educational and/or socioeconomic challenges, will have the skills and capabilities to be successful in the next stage of their life, sufficient to justify the use of available resources.*

#### **1. 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: Under-prepared students; Older displaced students; and Young people at the start of their careers.*

#### **2. Transferability**

*All students, especially under-prepared students, will achieve sufficient academic success to transfer to a four-year post-secondary institution.*

#### **3. College Readiness**

*Students will develop the language skills to succeed in college, the ability to analyze, synthesize, and evaluate information, and will be able to effectively communicate with others and to successfully work collaboratively in culturally diverse settings.*

#### **4. Institutional Excellence**

*The District's governing board, staff and faculty will demonstrate through a culture of evidence commitment to excellence, equity and inclusion in every facet of its mission.*

**5. Student Success**

*The San Jose-Evergreen Community College District will improve student success through enhanced educational services and programs and strengthened community engagement.*

**6. College Experience**

*Enrichment opportunities will exist to enhance the learning environment and support student success.*



Evergreen Valley College, Roble Classroom Building

## IX. Opportunities for the Future

### A. Future Labor Markets

Within the San Francisco Bay Area roughly 125,000 annual job openings are projected between 2012-2022 due to retirements and new jobs created through growth in the economy. As it is commonly the case, most of the openings require a high school diploma or less education for entry, but 30% of the anticipated occupational openings throughout the entire San Francisco Bay Area require a Bachelor's degree or higher for entry.

Table 41: Bay Area Projected Annual Job Openings by Metropolitan Area

Entry Level Education	Average Annual Job Openings 2012-2022						Total	Average
	Oakland-Hayward-Berkeley Metro Division	San Jose-Sunnyvale-Santa Clara SMSA	San Francisco-San Mateo-Redwood City Metro Division	Santa Cruz-Watsonville SMSA	Salinas SMSA			
	Alameda & Contra Costa	Santa Clara & San Benito	Marin, San Francisco, San Mateo	Santa Cruz	Monterey			
Less than High School	12,350	9,350	12,940	1,400	4,120	40,160	8,032	
High School Diploma or Equivalent	12,400	8,970	10,550	1,100	1,960	34,980	6,996	
Some College, No Degree	480	680	480	50	50	1,740	348	
Postsecondary Non-Degree Award	1,780	1,270	1,180	110	300	4,640	928	
Associate Degree	1,810	1,680	1,380	130	200	5,200	1,040	
Bachelor's Degree	8,730	11,640	11,100	480	750	32,700	6,540	
Master's Degree	650	490	650	50	70	1,910	382	
Doctoral or Professional Degree	750	1,270	1,090	40	100	3,250	650	
<b>Totals</b>	<b>38,950</b>	<b>35,350</b>	<b>39,370</b>	<b>3,360</b>	<b>7,550</b>	<b>124,580</b>	<b>24,916</b>	

Source: California Employment Development Department, Labor Market Information; analysis by Cambridge West Partnership, LLC

The California Employment Development Department (EDD) merges Santa Clara and San Benito Counties together when reporting labor market information. EDD also describes the area as the San Jose-Sunnyvale- Santa Clara Standard Metropolitan Statistical Area. There is a similar pattern within these two composites where just over 35,000 jobs are annually projected to be available between 2012 and 2022. Of those openings only 11% are available for candidates with some college up through an Associate's Degree. The opportunities for middle-wage jobs have been shrinking while the openings that require at least a Bachelor's degree in Santa Clara and San Benito Counties are just over one-third of the projected annual openings in the two counties.

Table 42: San Jose-Sunnyvale-Santa Clara Standard Metropolitan Statistical Area (SMSA) Annual Job Openings 2012-2022

<b>Entry Level Education</b>	<b>San Jose-Sunnyvale-Santa Clara SMSA</b>	<b>% of Total</b>	<b>% of Total</b>
Less than High School	9,350	26%	
High School Diploma or Equivalent	8,970	25%	
		<i>Subtotal</i>	<i>51%</i>
Some College, No Degree	680	2%	
Postsecondary Non-Degree Award	1,270	4%	
Associate Degree	1,680	5%	
		<i>Subtotal</i>	<i>11%</i>
Bachelor's Degree	11,640	33%	
Master's Degree	490	1%	
Doctoral or Professional Degree	1,270	4%	
		<i>Subtotal</i>	<i>38%</i>
<b>Totals</b>	<b>35,350</b>		

Source: California Employment Development Department, Labor Market Information; analysis by Cambridge West Partnership, LLC

Compared to other urban areas in California, the projected job openings that require at least a Bachelor's Degree education for entry-level positions are concentrated more in Santa Clara County than any other urban area in the State.

Table 43: Statewide Occupational Projections by Entry Level Education 2012-2022

Entry Level Education	EDD Average Annual Occupational Openings Projections 2012-2022 by County									
	San Diego	%	Los Angeles	%	Orange	%	Santa Clara	%	San Francisco	%
Less than high school	19,843	34%	57,849	38%	21,398	35%	9,350	26%	12,940	33%
High school diploma or equivalent	19,063	33%	48,610	32%	21,323	35%	8,970	25%	10,550	27%
Some college, no degree	636	1%	1,720	1%	810	1%	680	2%	480	1%
Postsecondary non-degree award	2,301	4%	7,525	5%	2,403	4%	1,470	4%	1,180	3%
Associate's degree	2,017	3%	5,297	3%	1,962	3%	1,680	5%	1,380	4%
Bachelor's degree	11,523	20%	26,841	17%	11,808	19%	11,640	33%	11,100	28%
Master's degree	801	1%	2,343	2%	670	1%	490	1%	650	2%
Doctoral or professional degree	1,549	3%	3,500	2%	1,099	2%	1,270	4%	1,090	3%
<b>Total</b>	<b>57,733</b>		<b>153,685</b>		<b>61,473</b>		<b>35,550</b>		<b>39,370</b>	

Source: California Employment Development Department, Labor Market Information; analysis by Cambridge West Partnership, LLC

In an effort to identify new program areas that would meet labor market needs in the San Jose-Sunnyvale-Santa Clara Standard Metropolitan Statistical Area, an analysis was completed of the occupations expected to provide 50 or more job openings annually through 2022. The list was subdivided using the Bureau of Labor Statistics' training-level definitions with a focus on those occupations requiring between some college and a Bachelor's Degree. The most promising occupations are those with the highest number of projected annual average total jobs. The tables were sorted in descending order on that data column and are located in Appendix D of this EMP.

The occupations that meet the criteria were mapped, through the Standard Occupational Classification (SOC) codes and Taxonomy of Programs (TOP) codes, to Associate Degree and Certificate of Achievement programs offered by seven public community colleges in the “neighborhood” adjacent to the SJECCD. Those other colleges are in these districts: Ohlone, West Valley-Mission, DeAnza-Foothill. Each table also contains columns to indicate which of the two SJECCD colleges has an established program of study that is aligned to the occupation.

Because some of the occupations are mapped to one or more TOP codes used by the community college system, there can be multiple programs using different TOP codes offered for each occupation. For that reason, some of the occupations have more than one row in the tables.

The tables provide a count of how many of the seven “neighborhood” colleges provide one or more programs that could be matched to the SOC code for the occupation. The tables also provide a count of the certificate of achievement and degrees awarded, on average, over the last five years (2009-10 to 2013-14) in those programs. A “gap calculation” column was added to subtract the average count of graduates from the projected average annual number of job openings in the occupation. Those “gap” counts will provide the reader with a sense of the supply of prospective workers being provided by the area colleges to the number of projected openings. Details regarding the requisite knowledge, skills, and abilities for each occupation can be found at the U.S. Bureau of Labor Statistics website <https://www.onetonline.org>.

By way of summary for the detailed tables included in Appendix D, the following tables provide a quick overview of the projected job openings grouped by expected needed preparation then by major occupational groups. Middle skills occupations are defined as those that require more than a high school diploma but less than a Bachelor’s Degree as preparation for entry-level positions. In the Sunnyvale-San Jose-Santa Clara region, EDD projects 1,700 new job openings as the average annual count of for these occupations.<sup>26</sup>

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<sup>26</sup> California Employment Development Department. *Labor Market Information, Occupational Projections for Santa Clara-San Benito Counties*. Retrieved February 11, 2015 from <http://www.labormarketinfo.edd.ca.gov>

Table 44: Santa Clara- San Benito Projected Job Openings by Major Occupational Group

Santa Clara and San Benito Counties Occupations With >50 Annual Openings					
Major Occupational Group Description	2012-2022 Annual Total Jobs	2014 Typical Median Annual Salary	Expected Prep.	Expected Work Exp.	On-the-Job Training
Management	2,272	\$148,734	BA	>5 Years	None
Business & Financial Operations	1,909	\$87,511	BA	None*	None
Computer & Mathematical	3,584	\$109,769	BA	None*	None
Architecture & Engineering	1,405	\$114,436	BA	None	None
Education, Training, Library	650	\$69,420	BA	None	I/R
Arts, Design, Entertainment	182	\$49,337	BA	None	None
Sales & Related	429	\$94,658	BA	None	MT OJT
<b>Annual total</b>	<b>10,431</b>				

\*a few occupations require 5 years of work experience

I/R- internship or residency

MT OJT- more than 1 month up to 12 months of occupation-specific training

Santa Clara and San Benito Counties Occupations With >50 Annual Openings					
Major Occupational Group Description	2012-2022 Annual Total Jobs	2014 Typical Median Annual Salary	Expected Prep.	Expected Work Exp.	On-the-Job Training
Computer & Mathematical	191	\$97,530	AA	None	None
Architecture & Engineering	97	\$61,340	AA	None	None
Legal	99	\$57,202	AA	None	None
Education, Training, Library	157	\$37,272	AA	None	None
Healthcare Practitioners	755	\$117,344	AA	None	None
Production	54	\$35,393	AA	None	MT OJT
<b>Annual total</b>	<b>1,353</b>				

MT OJT- more than 1 month up to 12 months of occupation-specific training

Santa Clara and San Benito Counties Occupations With >50 Annual Openings					
Major Occupational Group Description	2012-2022 Annual Total Jobs	2014 Typical Median Annual Salary	Expected Prep.	Expected Work Exp.	On-the-Job Training
Healthcare Practitioners	99	\$57,911	Certificate	None	None
Healthcare Support	193	\$38,499	Certificate	None	None
Personal Care & Service	113	\$21,705	Certificate	None	None
Installation, Maintenance & Repair	56	\$63,826	Certificate	None	LT OJT
Transportation & Material Moving	115	\$45,934	Certificate	None	ST OJT
<b>Annual total</b>	<b>576</b>				

LT OJT- more than 12 months of training

ST OJT- one month or less of training

Source: California Employment Development Department, Labor Market Information; analysis by Cambridge West Partnership, LLC

As Santa Clara County is the heart of Silicon Valley, it is useful to reflect on the Information and Communications Technology economic cluster (computers, chips, software, networking, telecommunications, and the Internet), which is the backbone of the economy. The cluster includes many firms in the EDD industry category called Information, which includes print, standard broadcasting, and other non-ICT firms. The cluster includes firms found in other industry sectors such as Retail Trade, Professional, Scientific, and Technical Services, Wholesale Trade, Other Services, etc.

It has been estimated that 80% of the employment opportunities in the ICT cluster occur outside of ICT industries.<sup>27</sup> Six categories of ICT workers were described in a 2010 study

<sup>27</sup> Centers of Excellence. Environmental Scan of Information and Communications Technologies in California, Phase One: Overview. September 2009.

of the Industry.<sup>28</sup> Of the 600 firms surveyed for the study 70% or more reported that the first three roles were important or extremely important. Fifty to sixty percent of the firms reported that roles four and five were important or extremely important. Only 41% of the firms indicated that jobs in category six were important or extremely important to their company.

1. Roles supporting ICT end user devices, operating systems, and applications (desktop support, help desk, computer support specialists, and computer repair).
2. Roles supporting enterprise-wide and data center ICT systems, such as phone, server, data storage, telecommunications, and networking systems.
3. Roles supporting Internet, other online or web-based systems and services, such as web design and development, online commerce and Webmaster.
4. ICT management roles, such as system and business process design, vendor selection and management, and ICT strategic planning.
5. Hardware and software development roles like hardware engineer, software engineer and programmer.
6. Roles supporting marketing and sales of ICT related products and services.

Almost half of the firms do not require a Bachelor's degree for at least half of their ICT workforce. Across the various classifications of firms, technical competence specific to the position is the most important skill area for new ICT-related role hires. Overall, more than 60% of employers reported interpersonal communication skills, creative problem-solving skills and ability to work with different groups or departments are among the most important skills for new ICT-related role hires.

An inventory of the instructional programs offered by EVC is found in Appendix B of this EMP along with a count of awards granted to students over the last five academic years. The inventory has been annotated by placing a Taxonomy of Program (TOP) code in **bold** if the code matched to one or more of the Standard Occupational Code (SOC) values in the list of occupations projected to provide 50 or more annual job openings between 2012 and 2022.<sup>29</sup> EVC offers six instructional programs that were a direct match. However, many other programs align to other occupations that were projected to have fewer than 50 annual openings. The most popular fields of study at EVC are those intended to prepare students for transfer to a four-year institution where a course of study may lead to a degree that is aligned with one of the occupations projected to have large numbers of job openings. The EVC curriculum alignment with the some of the most popular fields of study throughout the California State University is noted in the following table.

#### The Most Popular California State University (CSU) Majors

The Legislature enacted and the Governor signed the Student Transfer Achievement Reform Act (SB 1440) in September 2010 in an effort to streamline transfer to the public

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<sup>28</sup> James Jones (Mid-Pacific ICT Center) and John Carrese (San Francisco Bay Area Center of Excellence). Environmental Scan of Information and Communications Technologies in California, Phase Two: Industry and Employment Outlook. 2010.

<sup>29</sup> California Community College Chancellor's Office. *TOP to SOC to CIP Crosswalk*. Spring 2015.

university system where most California community college students migrate. The act enables the two public systems to collaborate on the creation of Associate Degree transfer (AD-T) programs. Upon completion of the Associate Degree, the student is eligible for transfer with junior standing into the CSU system with guaranteed admission and priority consideration when applying to a particular program of study that is similar to the student's community college major.

As of spring 2015 there are 33 transfer model curriculums (TMC) upon which the faculties of the community college and CSU systems have agreed. Three of the thirty-three are uniquely appropriate for more rural community colleges with an agriculture curriculum. An updated, complete listing is available at this C-ID URL <https://c-id.net/degreereview.html>.

The table below indicates the progress made in establishing the AD-Ts by the colleges within the SJECCD. At the close of the spring 2015 term EVC received Board approval for three additional AD-Ts (Biology, Chemistry, Studio Arts), but those have not yet been processed by the Chancellor's Office.

Table 45: SJECCD Colleges AD-T Progress, End of Spring 2015

<b>Transfer Model Curriculum</b>	<b>EVC</b>	<b>SJCC</b>
Administration of Justice	X	X
Business Administration	X	X
Communication Studies	X	X
Early Childhood Education (ECE)		X
Economics		X
Elementary Teacher Education		X
English	X	X
History	X	
Kinesiology		X
Mathematics	X	X
Physics	X	
Psychology	X	X
Studio Arts		X
<b>Total for College</b>	<b>8</b>	<b>11</b>

Sources: Chancellor's Office Academic Affairs Progress Report of July 30, 2015 and SJECCD Interviews; analysis by Cambridge West Partnership, LLC

## **B. Faculty Vision For Future Curriculum, Potential Related Facilities Implications**

The future curriculum visions, articulated by faculty members in each division, were based upon responses to a questionnaire, interviews and listening sessions, open house events, and inspection of recent comprehensive program review documents. The ideas were divided into two groups: (1) those for which some curriculum work had been

started, or was recently approved or modified and (2) those for which the idea was still percolating with an undetermined action/implementation date. Interest in some potential additional facilities was identified from these curriculum visions. Division faculty members and deans were also asked to identify aspects of the current facilities that were not working well for their programs. The lists and discussions below summarize those visions of a potential future.

### *Business and Workforce Development Division*

- Curriculum Started, Recently Approved or Modified
  - Health Information Records Specialist (with Nursing and Allied Health)
  - Patient Community Navigator certificate
  - Cyber Security certificate
  - CISCO Academy with five related certificates
  - Summer Coding Boot Camp for high school students
  - Automotive Technology migrating toward hybrid and electrical vehicle courses and applying for a BA program that combines business education with automotive technology
  - Participating in the California Career Pathways Trust Grant, Round 2 regional grant application for Engineering Technology Pathways (Cyber Security)
  - Participating with all other Bay Area community colleges to establish a NetLab+, cloud-based virtual computer laboratory environment
  
- Ideas Percolating, Undetermined Implementation Date
  - Computer Information Technology
    - Mobile Applications Programming certificate
    - Project Management certificate
    - Offer technology short courses in the summer as a community outreach
    - Create one degree and three certificates
    - Create alliances with industry to provide internships and advice on future directions of the curriculum
  - Water/Wastewater Operator I certificate
  - Entrepreneur Incubator Project (Entrepreneurship Center), linked to business curriculum
  - Manufacturing Export-Import, linked with business curriculum
  - Revive EDIT curriculum and offer it globally via distance education delivery
  - Paralegal/Legal Assistant program
    - Add some courses to eventually provide a choice of three specializations
      - Criminal/family law
      - Corporate/transactional law
      - Civil litigation
    - Seek American Bar Association accreditation

- Develop curriculum to prepare students as IRS-licensed Enrolled Agent tax preparers
- Revive the Educational Technology curriculum
  - Take it global via providing it as a series of online offerings for pre-service and in-service teacher education.
  - Require some parts of it as a qualification to teach online for SJECCD
- Computerized Individual Instruction, refocus on social media
- Resume teaching diesel repair to meet a recently added NATEF certification area

EVC once partnered with the BMW Corporation and would like to persuade them to return to the campus after the new auto technology building is completed. The auto technology faculty members have expressed an interest in both the new automobile engine technologies and curriculum in the basics of operating a small business.

The Business Information System faculty members have expressed an interest in future laboratory spaces having accommodations for student-owned computers. The number one priority in the division and in the Computer Information Technology (CIT) discipline is to establish a CISCO Academy program offering several CISCO certificates. To support the Academy the dean expressed an interest in a dedicated laboratory with 25-30 workstations, perhaps around 1,500 ASF. The CIT faculty members and the dean have proposed a new Cyber Security program. Some of this curriculum is being taught now and the anticipated certificate is part of a regional grant application being led by the SJECCD Workforce Institute. To support the certificate program the dean expressed an interest in a computer laboratory with 25-30 workstations. Under consideration is a possible new certificate program in mobile applications programming that would also require a computer laboratory space with 25-30 workstations. In the short run, with effective scheduling, it is anticipated that the new programs in Cyber Security, CISCO Academy, and mobile applications could share the same computer laboratory space. The NetLab+ project will greatly assist programs in this area by providing an additional computing laboratory option. However, space will be needed to install hands-on learning venues for routers, testing stations, physical simulators, etc.

To support a possible new initiative for an entrepreneur incubator project and updated business curriculum the dean expressed an interest in a computer room with 20 workstations, a classroom, conference room and reception area with video playback capabilities. To support a potential new program in project management the dean is interested in a new computer laboratory with 25-30 workstations. This curriculum *might* be able to share laboratory space with the new programs identified above.

The Educational Instructional Technology faculty member and dean are interested in upgrading equipment in the Technology Resource Center to support faculty doing mediated instruction and distance education. The interest is to replace older computers and acquire a lecture capture software product, a projector, etc.

### *Language Arts and Library Division*

- Curriculum Started, Recently Approved or Modified
  - Translation and Interpreting certificate program has new orientation and entry testing standards.
  
- Ideas Percolating, Undetermined Implementation Date
  - How best to respond to the AB86/Adult Education Block Grant AB104 opportunity through ESL curriculum
  - ESL may add special purpose (workplace oriented) courses
  - Stretch English composition design, perhaps modeled on the SJSU example
  - Develop an ADT in Spanish
  - Increased use of instructional technology, with appropriate financial and personnel support, across all disciplines and particularly in laboratory learning settings.
  - Vietnamese faculty members have begun to expand the program and will continue that effort. They are also planning to increase outreach to the community.
  - Restructure the Information Literacy (LIB 015) course
  - Reintroduce the Information Literacy (LIB 021) course for basic skills students with low technology skills and for those who are English language learners

The world languages disciplines now have no laboratory space but expressed an interest in one that is properly staffed.

The Library staff members are interested in additional sun protection on the top floor, west windows area because the setting sun has a harsh and disruptive impact on the staff and patrons. The staff would like some comfortable furniture to be located on the top floor landing and some additional outdoor tables, benches, and shade umbrellas to encourage student gathering and informal learning.

Most of the current rooms in the Roble building are generally too small and furniture is packed too tightly to allow for instructor circulation or small group work among students. The division faculty members and dean would like to avoid repeating these arrangements in any rooms they inherit in the Acacia building or in a planned new building for their discipline.

### *Math, Science, and Engineering Division*

- Curriculum Started, Recently Approved or Modified
  - ADTs in Computer Science- the 60-unit limit should be eased or allow double counting of units in prerequisite courses
  - ADTs in Chemistry and Biology were submitted to the Board of Trustees
  - Retool/modernize the current Physics curriculum to match the intent of the C-ID course descriptors in the TMC for that discipline
  - New Computer Science courses added in 2014-15

- Participating in the California Career Pathways Trust Grant, Round 2 regional grant application for Engineering Technology Pathways (Cyber Security, Engineering)
- Curriculum Ideas Percolating, Undetermined Implementation Date
  - Apply for a Math Engineering, Science Achievement (MESA) grant
  - Explore feasibility of creating a Data Science certificate
  - Restructure the CADD and BIM programs to create a single degree drawing on both disciplines.
  - Pursue the Statpath alternative to the traditional Algebra sequence *only if SJSU* will accept the transfer units.
  - Implement collaborative learning with supplemental instruction in smaller enrolled classes for basic skills math.
  - Create a common science laboratory operations manual.
  - Create an Engineering AD-T if a Transfer Model Curriculum is approved.
  - Explore the feasibility of establishing a Biomedical Technology program (electronics/robotics and medical application devices) with help from grant funding.
  - Unify laboratories and final exams in Physics and Astronomy.
  - Train faculty in the use of tablet technology to improve the delivery of course materials.

The physical science faculty expressed an interest in having a Planetarium that could be used with the EVC students but also used as a community resource and a venue to introduce public school students to science. Biology faculty expressed an interest in one additional laboratory room in which they could teach additional sections of Anatomy and Physiology. They also would like to have a dedicated computer laboratory of their own rather than sharing one with the Nursing programs. A new science building is being constructed on the south campus area of the College; however, it will have one less chemistry laboratory and two less physical science laboratories than the current arrangements in the Acacia building. The science faculty and dean are concerned about that shortfall because they will have to maintain laboratory facilities in two separate buildings.

The computer science faculty raised a concern about the potential loss of their laboratory space. The discipline was formerly attached to the Business and Workforce Development Division. If that division were to need the computing laboratory for their curriculum or needed to repurpose the computing laboratory, the computer science faculty would have no place in which to teach. A dedicated laboratory space for the computer science curriculum, now within the Math, Science, and Engineering Division, was requested.

The engineering faculty indicated that their laboratory space is inadequate for the numbers of students enrolled and with the range of equipment they use in the materials testing laboratory instruction. The existing circuit laboratory was devised from a former storage area.

The math faculty indicated an interest in smaller classrooms with flexible furniture when teaching basic skills math courses.

A number of the disciplines in this division are scheduled to move into the new science/social science building being constructed on the south campus area.

#### *Nursing and Allied Health Division*

- Curriculum Started, Recently Approved or Modified
  - The College has been awarded a grant with SJSU to start a bridge program between the ADN and BSN programs. The goal is to achieve 50% of the students enrolled in the bridge program by year two. This new program will provide students an opportunity to continue their educational journey in a seamless process, and support a national goal of increasing the number of BSN prepared nurses in the workforce. SJSU faculty members at EVC will teach classes during the first year of the Bridge program. Once the students complete the ADN program, they will bridge to SJSU and complete their BSN courses there.
  - Expand course offerings, such as global health issues and health information technology, in the health discipline.
  - Additional time is being provided in the open skills laboratory for ADN Nursing and Certified Nurse Assistant students.
  - Grow enrollments in the RN and CNA/HHA programs.
  - Flipped classroom and simulations as instructional strategies are being implemented in several nursing courses.
  
- Curriculum Ideas Percolating, Undetermined Implementation Date
  - Develop a BSN program for the College when the Chancellor's Office authorizes those programs.
  - The Bureau of Registered Nursing (BRN) may increase the maximum portion of clinical instruction that can be offered through a simulation laboratory. This is in recognition that acute hospital clinical laboratory slots are diminishing for ADN program students and research finding that the learning from simulation laboratory experiences may be as effective as that from acute hospital clinical experiences.
  - Develop a Nutrition degree program
  - Provide more instruction through distance education, particularly for continuing education, e.g., pharmacology and pathophysiology.
  - Develop a medical assistant back office curriculum to complement what is now offered for the medical assistant students.

The Certified Nurse Assistant and Home Health Aide programs now enroll a class of 45 students and the dean would like to increase those numbers; however, the skills laboratory facilities they have available on campus are not large enough to accommodate a class of that size. The computer testing room has only 40 stations. Nursing students must take their exams on the computers that both CNA and HHA students also use. The computer room is shared with the Biology program. The dean expressed an interest in a

large computer room with additional workstations with separate dedicated computing facilities for each department.

The simulator room used by the Nursing students is located in rooms S 125 and S 126 at the San Jose City College campus. The room is one fourth smaller than it needs to be and is not arranged conforming to a contemporary hospital ward.

Longer term, a proposed degree program in Nutrition/Dietetics would require a kitchen facility.

#### *Social Sciences, Humanities, and Physical Education Division*

- Curriculum Started, Recently Approved or Modified
  - Redirect the Graphic Arts program with a mobile and web-based video emphasis (mobile applications design and graphics)
  - An ADT in Studio Arts was submitted to the Board of Trustees
  - Complete the ADT in Music
  - Complete the ADT in Theater
  - Complete the ADT Kinesiology (aka PEAK)
  - Complete the ADT Economics
  - Develop a Certificate in Personal Fitness Trainer
  - Develop a Coaching First Aid Certificate
  - Revise physical education courses to accommodate repeatability allowances
  
- Curriculum Ideas Percolating, Undetermined Implementation Date
  - Develop more Political Science courses
  - Develop two new courses in Sociology to address areas of interest and create a discipline advisory committee
  - Refocus the Journalism program to “new media” platform
  - Develop online offerings in Philosophy
  - Create an Honors program colloquium course
  - Develop a General Studies AA Degree with emphasis options in various social science disciplines
  - Develop an ADT in Art History
  - Expand offerings in: sculpture to create a foundation for industrial design; metalsmithing and small metals arts; ceramics; community arts
  - Introduce eight new intercollegiate sports

The Graphic Arts program is being revitalized and will need a specialized laboratory and distinctive Adobe software products.

The Physical Education/Athletics/Kinesiology program lost a soccer practice field when the new construction began on the south campus area of the College. The faculty members have expressed an interest in re-establishing a multipurpose field for soccer and other sports, the par course, and a softball field. They expressed an interest in developing a regulation running track with bleachers, team locker rooms with showers and offices,

and a field house. The faculty members indicated an interest in an indoor climbing wall, perhaps within the gymnasium.

A number of the disciplines in this division are scheduled to move into the new science/social science building being constructed on the south campus area.

### *Student Support Services*

- Curriculum or Service Started, Recently Approved or Modified
  - Expand international students program when additional support staff positions are filled
  - Implement the Veterans' Center (computer lab and social room) when support staff positions are filled
  - Hire a community engagement specialist to link community and educational services for veterans and staff a 50% counseling position
  - Establish contacts with community groups and public services for veterans, including a MOU with a veterans mental health counseling service in San Jose
  - Provide professional development to faculty and staff regarding the challenges veterans face in an academic setting
  - In cooperation with the English faculty, schedule a writing class geared toward veterans
  - Maximize opportunities to exploit technology to provide services to students, including additional functionality in Datatel
  - Address the potential robbery risks at cashiering
  - Outreach to faculty regarding changes in state regulations administered by Admissions and Records
  - Promote paperless reporting for faculty
  - Streamline student class registration cycles
  - Transition the Talent Search and Upward Bound TRIO grants to EVC; reapply for the Student Support Services (FasTrack Program) grant.
  - Coordinate outreach efforts across units of the College to standardize these efforts
  - Develop marketing materials and publications to increase the College's profile in the community
  - Build awareness among students of the student success mandates for new incoming freshman
  - Seek a venue where students can gather informally, work collaboratively on class projects, and socialize
  - Prepare for the implementation of the state-wide standardized assessment and multiple measures package
  - Plan for enhancements to early alert and follow up services
  - Prepare students for the BOG fee waiver changes coming as of fall 2016
  - Implement the Student Support Services and Programs Plan interventions
  - Help implement the Student Equity Plan interventions
  - Implement the SEAASE grant.

- Curriculum or Service Ideas Percolating, Undetermined Implementation Date
  - Re-introduce specialized courses for DSP students
  - Re-establish learning disabilities testing
  - Hire support staff person to ensure contact information is being completely captured and transferred to Datatel for reporting to the State in order to qualify for the maximum amount possible of categorical funding.

The Student Life program leadership expressed an interest in a large open-space facility on campus to support student development programming as well as to provide an informal place for students to gather. They anticipated that the facility would be shared with other campus functions, might be used as a cultural center, and would require table seating with chairs for some events.

A major renovation of the current Student Services Center has been in the planning stage for some time. The goal is to provide a one-stop service center by consolidating the student services offices into one building and providing a separate place for the College senior administration offices.

#### *Distinctive Pathway Programs*

The College hosts two college preparatory programs, Acell Middle College and College Connections Academy. They currently use a limited number of offices and classrooms in the Roble building. The Roble building has been identified as the first to be taken down for earthquake safety reasons. These programs will need to be relocated somewhere on campus.

### **C. Planning Considerations for Potential New Programs**

The College has a well-established curriculum review and approval process. A shared-governance Curriculum Committee provides oversight to the process that includes both a technical and a substantive review of new curriculum ideas. Faculty members and division instructional deans propose new courses and programs but the Curriculum Committee and College administration critique, evaluate, set priorities and recommend proposals to the Board of Trustees. The criteria they use to evaluate the visions for future curriculum outlined above is similar to those adopted by the Chancellor's Office as discussed below.

Given the current California higher education public policy environment, priority should be given to programs intended for transfer preparation that have been developed around the Transfer Model Curricula (TMC), especially to career and technical education programs that fall within the primary areas of emphasis agreed upon through regional discussions. The labor market data analysis provided in the initial segment of this chapter and the evolving list of TMCs developed around the most popular majors within the CSU system point to the primary areas for future program development that would serve students well.

The Chancellor's Office has a set of long-established criteria to use when evaluating new instructional program proposals. They encourage individual colleges and districts to use

the same or similar criteria when evaluating a curriculum proposal. Those five criteria are: (1) appropriateness to the mission; (2) need; (3) curriculum standards; (4) adequacy of resources, and (5) compliance with law and regulation.

### **Appropriateness to the Mission**

The proposed program and required courses must be aimed at the first two years of postsecondary instruction. The curriculum has to be congruent with the mission of the California community colleges as described in Education Code section 66010.4 and with the mission statement and master plan of the college and district. The proposal must clearly articulate the content or skills whose mastery forms the basis of the student learning outcomes. The proposed program must also address an occupational or transfer area that is valid for the region and institution. The courses and program must not be primarily avocational or recreational. Non-instructional activities and services are not considered to be courses and are not supported by apportionment.

### **Need**

New curriculum must reflect the engagement of an educational planning process resulting from systematic program review that includes assessment of future needs and goals of the educational programs of the institution. The proposed program application must document the transfer applicability as meeting lower division requirements for a major program of study at a baccalaureate institution.

The need for noncredit college preparation or career development curriculum is presumed to exist if there is a student demand for the program and either its transition to credit work or its fulfillment of labor market needs has been documented.

Career and technical education (CTE) program proposals intended to prepare students for entry level employment must provide labor market data or a recent employer survey that documents a need for the program and opportunity for program graduates to secure future employment in the region. Statewide or national labor market evidence is considered as supplementary information. Industry or regional economic studies may be helpful evidence. Letters from employers attesting to the need in the area and minutes of advisory committee meetings are useful evidence only in conjunction with other evidence. Applicable studies or data from licensing agencies or professional associations and job advertisements for positions in the service area are helpful additional evidence. The CTE program proposals must also secure the approval of the regional consortium of occupational deans so that duplication of programs is minimized. Additional suggested areas of discussion for labor market analysis are located in Appendix C of this EMP.

### **Curriculum Standards**

The local curriculum committee, governing board, and program accreditor (when applicable) must apply the standards set forth in the Course and Program Approval Handbook and in the Title 5 Regulations. The college curriculum committee and the district governing board must approve all courses and new program proposals. The career and technical education regional consortia must review all CTE curriculum and new

program proposals. The proposed program must also be consistent, as applicable, with requirements of any accrediting agencies.

The college must provide a description of the local approval process along with supporting documentation from advisory committees, local industry, and/or transfer institutions. The proposal process should ensure that the program is designed so that successful completion of the program requirements will enable students to meet the program goals and learning outcomes. Program required courses should be integrated with courses designed to effectively meet their goals and learning outcomes.

The Academic Senate for the California Community Colleges (ASCCC) provides additional information about best practices for curriculum development that are useful. Unless the web link has changed, as of fall 2015 curriculum resource materials are available at [www.asccc.org/directory/curriculum-committee](http://www.asccc.org/directory/curriculum-committee).

### **Adequacy of Resources**

The institution must demonstrate that it has the resources to realistically maintain the program at the level of quality described in the proposal. That includes funding for qualified faculty to teach the curriculum of the proposed program, sufficient and adequate facilities and equipment, and essential library and learning resources to support the instruction. The institution must also commit to offering the required courses in the program at least once every two years and have faculty available to sustain the proposed required courses. It is incumbent upon the proposing college to carefully ascertain the space/facilities needs for a new program using the State facilities space standards.

### **Compliance**

The design and proposed operation of the program may not be in any conflict with any licensing, state or federal law or regulation.

Although not required, the current thinking among occupational educators is that programs leading to industry-recognized certifications and programs designed with stackable certificates are highly desirable attributes of proposed CTE programs.

## **D. Opportunities for New Initiatives, Improvement or Expansion**

Several general areas of opportunity are available to the College at this point in time (academic year 2015-16).

### *Senate Bills 1440/440*

The 2010 enactment of the Student Transfer Achievement Reform (STAR) Act, aka SB 1440, provides the California community colleges with an opportunity to adjust some of the transfer-oriented programs that had been offered and to introduce new ones. The legislation requires a community college district to grant an Associate Degree for Transfer (ADT) to a student in his/her field of study once the student has met degree and transfer requirements for a particular major. Once the transfer associate degree is earned (awarded), the student is eligible to transfer with junior standing into a local California State University (CSU) campus. Students will be given priority when applying to a

particular program that is similar to his/her community college field of study. The bill prohibits a community college district or campus from adding local course requirements in addition to requirements of the STAR Act, and prohibits the CSU from requiring transferring students to repeat courses similar to those taken at the community college that counted toward their associate degree for transfer.

The statewide strategy to implement the STAR Act is to develop transfer-model curriculums (TMC) through inter-segmental faculty dialogue using the structure of the course identification numbering system (C-ID) as much as possible so that common course descriptions will be used as building blocks. The initial focus of the project is on the most popular transfer majors within the CSU. The goal is to reach agreements on a model curriculum that all community colleges will adopt for each particular major.

A subsequent amendment in 2013 (SB 440) required community colleges, by the start of the 2015-16 academic year, to offer an associate degree for transfer *in every major established by the college* that also had an approved transfer model curriculum before the start of the 2013-14 academic year. Furthermore, the community colleges are required to create an associate degree for transfer in specified *areas of emphasis* before the start of the 2016-17 academic year. The TMCs in two areas emphasis, Global Studies and Social Justice Studies, are currently (June 2015) being reviewed. Three additional model curricula have been created to promote a greater degree of standardization within community college Associate Degrees where the discipline does not fit the 60 units plus 60 units structure of the STAR Act. These *are not* TMCs within the SB1440/440 framework. They are in the fields of: (1) Engineering; (2) Information Technology; and (3) Nursing. The legislation also imposed some requirements on the CSU to accept the model curriculum-aligned associate degrees for transfer.

As of spring 2015, thirty-three model curriculums had been approved that covered the CSU majors selected by roughly 80 percent of the community college transfer students. Twenty-three of the TMCs have a deadline date of August 31, 2015 for the development of an ADT; the other eight have deadline dates ranging to August 31, 2016. Throughout the community college system response from individual colleges has ranged from only 6 ADTs up to 24 ADTs by the conclusion of the spring 2015 term. The results from the 2013-14 academic year indicates that nearly 12,000 community college students earned the new ADT and 7,000 were accepted at a CSU, an acceptance count that was up from only 450 in 2011-12.<sup>30</sup> As an impacted CSU campus, San Jose State University (SJSU) has signaled that it is keenly interested in accepting those students, particularly to the very popular engineering and computer science majors, who have completed the appropriate preparatory courses for the major.<sup>31</sup>

The SB1440 legislation is a major policy shift for California higher education as it seeks to finally provide a cleaner and clearer path for easier transfer from the community

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<sup>30</sup> Carl Lariveral. "Easier Path From Community College to Cal State, Report Says," *Los Angeles Times*. February 2, 2015.

<sup>31</sup> Kathy Murphy. "San Jose State: Transfer-Student Policy Change Studied." *San Jose Mercury News*. February 26, 2015

colleges to the CSU where most students transfer. It eliminates the campus-by-campus and major-by-major transfer requirements and represents an unparalleled opportunity for the community colleges to facilitate the transfer process. These are the disciplines in which the faculty indicated that they were working to create an associate degree for transfer.

Table 46: Additional Associate Degrees for Transfer in Progress

<b>Associate Degree for Transfer Transfer Model Curriculum</b>	<b>Due 2015-16</b>		<b>In Progress 2015-16</b>	
	<b>EVC</b>	<b>SJCC</b>	<b>EVC</b>	<b>SJCC</b>
Art History				IP
Biology	B			IP
Chemistry	B	X		
Computer Science			IP	
Economics			IP	
Elementary Teacher Education	X			
Geography				IP
Geology				IP
History				IP
Journalism				IP
Kinesiology			IP	
Music			IP	
Philosophy				IP
Physics				IP
Political Science				IP
Sociology				IP
Spanish			IP	IP
Studio Arts	B			
Theater Arts			IP	IP
<b>Total for College</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>12</b>

X= Expected; B= Board Approved; IP= In Progress

Source: SJECCD Faculty. *Interviews and Personal Correspondence*. 2014-15 and fall 2015.

The University of California (UC) has also taken steps to simplify the process for transfer students, as over the next two academic years it will articulate specific pathways for transfer into its 20 most popular majors. UC anticipates identifying pathways that are closely aligned with the ADTs established between the community colleges and the CSU system. In addition, the UC has pledged to meet the goal of a two-to-one ratio of incoming freshmen to transfer students by 2017-18.<sup>32</sup>

<sup>32</sup> Department of Finance. *Higher Education Highlights to the May 201-165 Revise Budget Proposals*

At the conclusion of the spring 2015 term, the response from each of the colleges within the San Jose-Evergreen Community College District and community colleges in neighboring districts had been different as illustrated below.

Table 47: Responses to SB 1440/440 Legislation From Neighboring Colleges

College	Associate Degree- Transfer				In Progress	Potential Total
	Established	To Board	Due 2015-16	Subtotal		
Evergreen Valley College	8	3	1	12	6	18
San Jose City College	11	0	1	12	12	24
Ohlone College	23		2	25		25
Mission College	16		2	18		18
West Valley College	22		2	24		24
De Anza College	12		4	16		16
Foothill College	20		3	23		23
Gavilan College	20		3	23		23

Sources: California Community College Chancellor's Office, Academic Affairs Division Web Report and SJECCD Interviews; analysis by Cambridge West Partnership, LLC

If the ADTs due by August 31, 2015 and those reported to be in progress are completed, the final totals indicate that San Jose City, , Ohlone, West Valley, and Foothill Colleges will be among the top group of community colleges in the state with 77% to 83% of the more appropriate and available TMCs converted into the transfer Associate Degrees required by the legislation. It should be acknowledged that three of the TMCs are agriculture-oriented and not appropriate for the urban community colleges. Conversely, Evergreen Valley, Mission, and DeAnza Colleges will be at the 53% to 60% mark at best.

Evergreen Valley, with 16 potential ADTs, will have converted 60% of the more appropriate and available TMCs to the transfer Associate Degrees required by the legislation. EVC has enjoyed a long and well-deserved reputation as a transfer institution. However, that reputation may be undermined if other neighboring institutions continue to excel in placing the ADTs into their portfolio of offerings. Therefore, the College may want to revisit the opportunity presented by the SB 1440 legislation.

A related consideration to promote transfer may be the establishment of a certificate of achievement for the students who complete either the CSU General Education Breadth requirements or one version of the Intersegmental General Educational Transfer Core (IGETC) patterns. The purpose of establishing these certificates of achievement is to give the prospective transfer student a clear path and guidance for transfer preparation. This path may be very useful for the students pursuing a major field of study for which an ADT has not been created or for the student who is unable or unwilling to declare a program of study within the first two years of their college experience. The College may want to consider this curriculum option.

*Assembly Bill 86-Assembly Bill 104 Block Grant*

The Legislature provided the community college system with an opportunity to serve new students and advance the interests of the State. The May 2015 revision of the Governor's proposed 2015-16 budget includes a \$500 million Proposition 98 General Funds to establish an Adult Education Block Grant program that provides funds to school districts and community colleges. Of that total \$350 million is earmarked for adult schools to maintain their level of effort in providing services while \$150 million is set aside for consortia work. The AB 86 program seeks to strengthen coordination of adult education services among adult schools, community colleges, local workforce investment boards, libraries, social service agencies, public safety agencies, etc. by reducing redundancy and providing the services to adult learners more effectively.

Regional consortia will be required to propose a transparent governance structure for joint approval by the Superintendent of Public Instruction and by the Chancellor of the Community College System. The consortia will be required to engage in robust planning at least once every three years for which funding certainty has been assured with the language in the May revised 2015-16 Budget proposals. The Superintendent and Chancellor will, by January 2016, develop a plan to distribute Workforce Innovation and Opportunity Act (WIOA) federal Title II and Perkins funding using the consortia structure in future years.

The South Bay Consortia for Adult Education (SBCAE) consists of two community college districts, each with two colleges (West Valley-Mission and the San Jose-Evergreen), five adult schools, and 20 community partner organizations. The consortium seeks to provide services in five areas:

1. Elementary and secondary basic skills, including GED and high school diploma.
2. Immigrant education including ESL, citizenship and workforce preparation.
3. Education programs for adults with disabilities.
4. Short-term CTE programs with high employment potential.
5. Programs for apprentices.

As noted in the external environmental scan discussion of this EMP, Santa Clara County demographics include:

- 36% foreign-born residents, mostly from Mexico (21%) or Asia (49%)
- 51% speak a language other than English in the home
- 28% have a high school education or less

These demographic characteristics suggest a need for educational services in order to facilitate opportunities to participate in the workforce.

SBCAE planning contemplates efforts in three clusters: (1) foundation services; (2) bridge instruction; and (3) advanced pathways.

- It is anticipated that foundation services will be delivered primarily at adult schools, community-based organizations, and public agencies. These services might include common assessments and development of education plans, strategies of learning communities and dual enrollment (adult school and

community college) to promote immigrant integration, academic achievement, and a sense of empowerment.

- The bridging programs and services could be offered by any participating stakeholder agency or combinations of agencies able to provide transitional counseling, help with individualizing educational plans, linking across agency systems, and helping with “wrap-around services.” The unique contribution of the community colleges rests in the career development and college preparation (CDCP) noncredit, which will “bridge” adult school students with community college certificate and degree programs.
- Advanced pathways would be delivered by community colleges. These CTE programs would lead to industry-recognized certifications, be designed with stackable certificates where possible, and when appropriate, lead to transfer opportunities.

The CDCP curriculum design offers several strengths for both the adult learners and the participating colleges. The noncredit nature of the curriculum means financial aid is not available, but there is no tuition to pay. Students can focus on skill attainment, as there is no limit on repeatability of the courses and grades are not awarded, hence “failure” is not a consequence. Ideally, the basic skills courses will be designed and taught with contextualization to the career interests of the students so that they can develop the requisite skills to be successful in credit instruction. The intention is to promote student persistence and provide a link or bridge into a college-credit career and technical education programs. Program development work for the CDCP curriculum began in the fall 2015 term.

At the conclusion of the 2014-15 academic year several potential CTE programs were identified as milestones for the adult learners participating in the SBCAE planning initiatives. Below is SAMPLE noncredit CDCP pathways for adult learners identified by each college for comparison. Actual pathways will be vetted through the appropriate curriculum and academic processes.

Table 48: Potential/Sample EVC AB 86/Adult Education Block Grant AB104 CTE Programs

From Adult School, High School or Re-Entry adults	Non-Credit Program and Courses	Estimated Hours	Wrap-Around Student Supports	Pathway to EVC CTE Programs (Cert or AA)	Local Occupation & Wage
<i>Adult school completer, GED, HSD or ESL; High School Graduate, or Re-entry adults</i>	<b>Automotive Tech Preparation - 320 hours</b>		Variable hours	American Honda Program	Entry Level wages In Automotive Careers
	Explore Automotive Tech Career Options	120	Math Lab	Electrical Engine Performance	Average Annual Wage
	Math Basics for Automotive Careers	40	ELL Lab	Drivetrain & Chassis	\$40,000 - \$70,000
	Technical/Contextualized English	60	Computer Literacy	Advanced Automotive	
	Basic Principles of Automotive Technology	100		Engine Performance	
<i>Adult school completer, GED, HSD or ESL; High School Graduate, or Re-entry adults</i>	<b>Engineering Preparation - 320 hours</b>		Variable hours	Building Information Modeling (BIM) Cert	Entry Level Engineering Careers
	Explore Engineering Career Options	120	Math Lab	Architectural CADD Cert	Average Annual Wage
	Math Basics for Engineering Applications	40	ELL Lab	CADD Mechanical Modeling	\$50,000 - \$ 75,000
	Technical/Contextualized English	60	Computer Literacy	Engineering AA or AS	
	Basic Principles of Engineering	100			
<i>Adult school completer, GED, HSD or ESL; High School Graduate, or Re-entry adults</i>	<b>Surveying &amp; Geomatics Preparation - 320 hours</b>		Variable hours	Surveying and Geomatics Certificate	Entry Level Surveying / Geomatics
	Explore Survey & Geomatics Careers	120	Math Lab	Surveying & Geomatics	Average Annual Wage
	Math Basics for Surveying & Geomatics	40	ELL Lab	AA, AS	\$35,000 - \$ 50,000
	Technical/Contextualized English	60	Computer Literacy		
	Basic Principles of Surveying/Geomatics	100			

Source: SJECCD Interviews

The SBCAE approach has the hallmarks of the pioneering work in Washington State between the State Board for Community and Technical Colleges (SBCTC) and the 34 institutions within that system. Known as the Integrated Basic Education Skills Training (I-BEST) model, the program began in 2004 and continues in operation today (fall 2015). The approach creates teams of English as a Second Language (ESL)/ adult basic education (ABE) instructors and professional-technical instructors who simultaneously co-teach an integrated course of language and vocational skills training. I-BEST also helps support students through advising, tutoring, and mentoring, and by eliminating some of the obstacles faced by students such as childcare and transportation. The I-BEST program has been heavily evaluated and has been proven successful and cost-effective.<sup>33</sup>

The newly sign dual enrollment legislation, AB 288, will go into effect in January 2016. The provisions of that legislation can be applied to the AB86 curricular initiative if a College and Career Access Pathway partnership is created between the community colleges and the adult public schools.

#### *California Career Pathways Trust, Round 2*

In a related area the Workforce Institute of the SJECCD has been granted funds from the California Department of Education (CDE) for a California Career Pathways Trust project. The two-year grant of \$13 million is to support the Silicon Valley Engineering Technology Pathways (SVETP) proposal. The SVETP regional consortia includes nine community colleges, ten or more unified school districts, three CSU campuses, three Workforce Investment Boards, and nearly 20 employers.

Partners such as the Lawrence Livermore National Labs (LLNL) and the NASA-Ames Research Center cited a national defense concern due to the anticipated retirement of current workers and the shortage of a native-born STEM-skilled workforce in the region. The grant proposal seeks to develop “locally-grown” STEM educated prospective employees in three industry sectors: (1) information communication technology (network administration, software development and cyber security); (2) engineering technology (including biotech engineering); and (3) advanced manufacturing (prototyping, bio-manufacturing, and laser technology).

The project proposes to create an employer-engaged, linked-learning pathway that develops STEM awareness in the middle schools, affords opportunity for STEM career exploration in the high schools with eight career-specific pathway courses of study, and then ensures students have a seamless transition to a STEM Core foundation in the first year of community college. Students would then enter a CTE program of study with a STEM focus, complete with work-based learning modules. Within the SJECCD these existing programs of study have been identified as a milestone for students participating in this grant-supported effort as they move toward employment or further higher education.

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<sup>33</sup> SBCTC. *I-BEST Fact Sheet*. November 2, 2012; SBCTC. *Investments in I-BEST: A Cost Benefit to Students and Society*. February 2013; John Wachen, et. al. *Contextualized College Transition Strategies for Adult Basic Skills Students: Learning from Washington State’s I-BEST Program Model*. Community College Research Center, Teacher’s College at Columbia University. December 2012

Table 49: EVC SVETP Milestone Programs of Study

College	Industry	Pathway Area	Program Award
EVC	Information and Communications Technology	Cyber Security	Certificate of Achievement
EVC	Engineering	Engineering Technology	Certificate of Achievement
EVC	Engineering	Engineering Technology	Associate of Science

Sources: SJECCD Interviews and SVETP Grant Application

The grant has the potential to bring additional students to the colleges and prepare them for STEM-careers, providing accelerated, contextualized and cohort-based learning, including hands-on paid internships.

*California Online Education Initiative (OEI)*

The third general opportunity is the OEI project launched in 2013 that seeks to re-invigorate online instruction within the California community college system by addressing some of the known shortcomings in distance learning. The Initiative has the Governor’s backing and a \$56.9 million dollar budget over 55 months.

The 27-member steering committee includes representatives from a variety of constituencies and has been organized into workgroups to address: (1) professional development; (2) consortium operations; (3) student support services; (4) a common course management system; (5) basic skills; and (6) academic affairs. Twenty-four pilot colleges have agreed to try out student readiness solutions; tutoring support strategies; and the use of the common course management system. With the grant funding the OEI promises to provide colleges with incentives to participate. OEI offered no or low cost tools such as a course management system, course design resources, a re-designed California Virtual Campus website and catalog, and professional development for faculty. Future students are promised online learning readiness materials, tutoring and basic skills support, counseling/advising, and streamlined access.

Participation in the OEI is voluntary on the part of the colleges, faculty, and students. The College Technology Committee (CTC) at EVC and several of the faculty are keenly interested in participating in this opportunity. Several faculty members have attended course design workshops sponsored by the OEI. The CTC has persuaded the College Council to endorse the implementation of the state standard course management system software, Canvas. The CTC has also devoted time to establishing guidelines and standards for distance education faculty preparation.

One of the most promising aspects of the OEI is the Exchange. It is often challenging for colleges to ensure that all students have access to the courses they need at the times that best fit their busy schedules. The goal of the Exchange is to facilitate progress toward completion by providing access to courses across colleges. Students enrolled at colleges in the Exchange will be able to seamlessly register for Exchange courses, often those with high-demand or are difficult-to-fill. To ensure that course credits are recognized by a student’s home college, all participating colleges will become members of the OEI Consortium. Membership will require the college to align business processes to make

registration seamless, host technology-based mechanisms to carry out those processes, sponsor courses designed to a set of exemplary online education standards, recruit faculty who are committed to excellence in online learning and teaching strategies, and offer courses students need to complete their educational goals. The vision for the Exchange has been dubbed the “Herculean” task of the OEI as it may be the most complex work undertaken in the overall effort, but it portends great dividends for the students.

As noted in the internal scan portion of this EMP, neither college in the SJECCD has been an active participant in online instruction and both only started their efforts in fall 2011. Online instruction holds a promise to reach students outside the region as well as those who live in the service area but who cannot come to the campus. It also provides an option for students at the institution who were unable to enroll in a class they need in order to progress through their chosen program of study. It is clearly a means to reach a broader audience. From the earliest year it was recorded, fall 2011, the volume of FTES generated by online instruction compared to the total FTES statewide has grown from .02% (130.76 FTES) to 8.7% (44,821.51 FTES) in fall 2014. Within the San Francisco Bay Area four colleges (Foothill, Alameda, Merritt, and West Valley) are generating 20% or more of their FTES from online instruction. Two additional close “neighboring” colleges are among the state leaders in generating FTES through online instruction- Mission with 14% and Ohlone with 12%.

Over the years a great deal has been learned about the challenges to effective learning through an online environment. The OEI appears to be offering solutions to those known challenges.<sup>34</sup> Therefore, the College may want to revisit this opportunity.

#### *Acceleration (aka Stretch) Instructional Design*

The California Acceleration Project (CAP) has been in place since 2010-11 as a response to the basic skills performance challenge. It was a curricular redesign effort at some California community colleges years before the project formally began. The term “acceleration” has been given various definitions and adopted different labels or descriptors. At SJSU the English composition program uses the term stretch strategy to help students recommended to developmental composition instruction.

The CAP seeks to promote curricular redesign to reduce the sequence length and eliminate “exit points” in the basic skills educational experience. It also promotes a reconsideration of curricular content to focus on what is taught and how it is taught with the guiding question of what students truly need to succeed in college English or math. Roughly half of the community colleges in California have piloted or institutionalized an acceleration project.

Large scale research studies outside and within California have demonstrated that the more levels of developmental courses a student has to complete, the less likely the

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<sup>34</sup> Hans Johnson, et. al. *Successful Online Courses in California’s community Colleges*. Public Policy Institute of California. June 2015

student is to ever complete college-level courses in English and Math.<sup>35</sup> A 2014 evaluation of the CAP initiative observed that throughout the California community college system only 7% of the students beginning at three levels below transfer-level successfully complete a transferable math course within three years. The comparable number for English composition is 19%. All of the CAP colleges reduced the students' time in remediation by at least one semester without making any changes to transferable courses. The study found those students' odds of completing a transferable

- math course were 4.5 times greater in an accelerated pathway than for students in traditional math remediation.
- English composition courses completion rates were at least 1.5 times greater and 2.3 times greater in a high-acceleration implementation model than for students in traditional English composition remediation.

Acceleration was found to work for students of all backgrounds and at all placement levels. But, implementation strategies did impact the final results.<sup>36</sup>

#### *San Jose-Evergreen Community College Extension at Milpitas*

Another general opportunity is the construction of the Joint Use 21<sup>st</sup> Century Postsecondary Education Facility in Milpitas. The Joint Use Facility, scheduled to open in fall 2016, is a collaborative project between the Milpitas Unified School District (MUSD) and the San Jose-Evergreen Community College District (SJECCD). The facility will be approximately 12,000 assignable square feet with four classrooms each for 30-35 students, and laboratory space for ESL, computers/robotics, and Biology. A large lecture room is planned so that it can be subdivided making two additional classrooms when needed.

The City of Milpitas is the second largest municipality in the SJECCD official service area. The estimated 2014 population of 70,000 it is anticipated to be at 74,000 by 2019. The median household income was estimated to be \$102,000 in 2014, 68% of those employed reported white-collar occupations and 40% of the adults had attained a Bachelor's Degree or Graduate/Professional Degree. The dominant ethnic group in the city is Asian (62%). Parents in this community have long wanted a stronger community college presence as a place where their offspring could get a start in higher education. In survey responses parents indicated a keen interest in STEM discipline college curriculum, some career and technical education curriculum, and joined MUSD officials in expressing an interest in dual enrollment transferable general education opportunities for mature high school students who intend to enter college.

Evergreen Valley College has for many years been offering a very limited number of classes at the Milpitas High School during evening hours. In recent years San Jose City College has started to alternate with EVC in offering a few courses. Since 2001, 23 different courses have been offered at the site to approximately 800 students. The educational programming working group is discussing curriculum in four areas: (1)

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<sup>35</sup> Nikki Edgecombe. *Accelerating the Achievement of Developmental Education Students*. Community College Research Center, Teacher's College Columbia University. Working Paper #30, 2011

<sup>36</sup> Craig Hayward and Terrence Willett. *Curricular Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project*. April 2014

transferable general education, (2) career and technical education; (3) STEM curriculum; and (4) certificates and degrees that might be made available. At the new facility courses offered during the day would be for dual enrollment by Milpitas High School students; however, the evening courses would be open to the general public. The Joint Use Facility will provide additional classrooms for the SJECCD to use during the daytime hours and a few more classrooms to use only for evening offerings once the high school day has concluded. For accreditation report purposes the site has been assigned to SJCC. Recommended curriculum offerings are displayed in Appendix F. These additional facilities will provide an opportunity to reach new audiences.

The newly signed dual enrollment legislation, AB 288, will go into effect in January 2016. The provisions of that legislation can be applied to the curricular offerings planned for the Extension location. The College plans to seek a College and Career Access Pathway partnership with the Milpitas Unified School District and other public school districts to promote dual enrollments.

#### *International Education*

The faculty members have expressed an intended institutional student learning outcome pertaining to social responsibility. The intent is to prepare students to effectively interact with people of diverse backgrounds and to function in group decision-making where differing perspectives are at play. Enrolling students from other nations at the College provides an extra dimension to the diversity currently found in the student body and helps to create the learning opportunities that would nurture the interpersonal skills and social responsibility habits of mind that the faculty members have contemplated. The College has identified a space for an international student center and is in the process of hiring staff to support those students and provide instructional programming to them. Recently, the College has engaged in overseas marketing trips to Asia in an effort to recruit international students to the campus.

## **X. Projections for Future Growth and Space Needs**

#### Dynamics of Future Capacities

Linking the Educational Master Plan's internal and external analysis to Weekly Student Contact Hours (WSCH) and space quantification completes the process of planning for future instructional capacity. It balances the current curriculum, instructional delivery modes, learning environment, and necessary support structures with a comprehensive program of campus development. The extent and direction of future curriculum development is uncertain, but the visions of future curriculum in the Opportunities for the Future chapter will be balanced against the needs of the labor market, interests of prospective students, opportunities provided by the four-year transfer institutions, the College's mission, and priorities and financial resources of the College and District.

The current and immediate future economic indicators are improving, so it is anticipated that the College will return to positive growth in the foreseeable future. By the year 2020 the number of new student enrollments should begin to increase and the College will

return to its previous growth pattern. Therefore, planning must involve developing a long-term vision as well as meeting short-term goals.

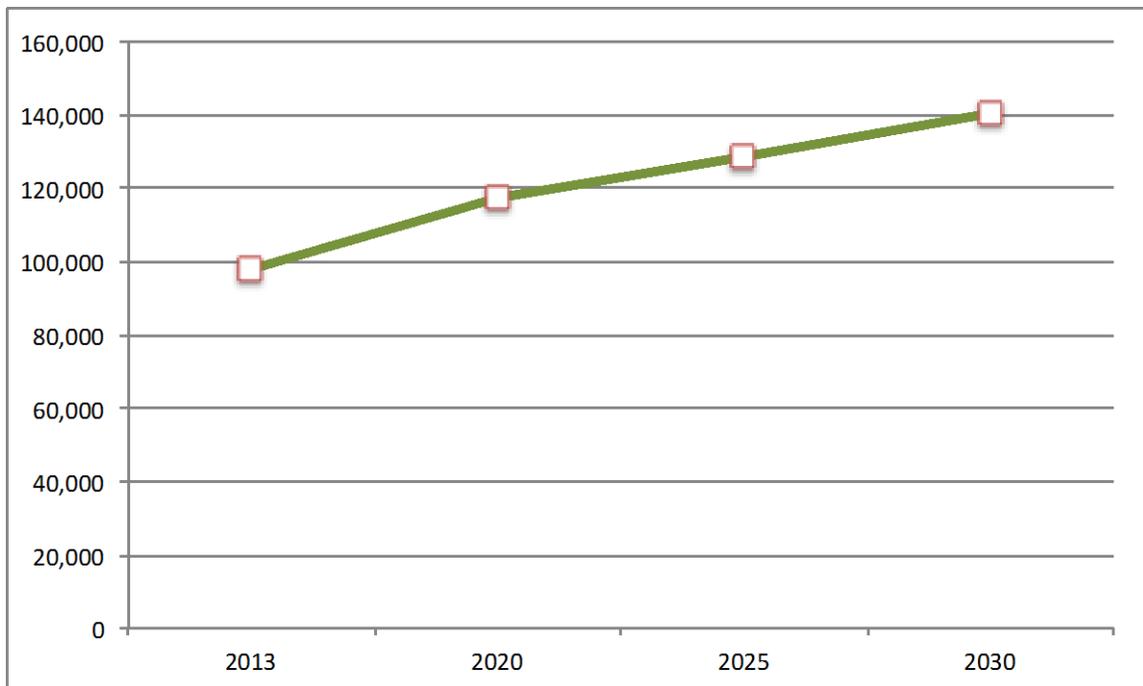
As a dynamic process, educational planning involves a mixture of methods and a variety of assessments. Looking to the future, a master plan must strive to:

- assure sufficient facilities to accommodate higher enrollment numbers;
- improve the teaching/learning environment;
- address new program development;
- integrate the latest technological innovations; and
- provide adequate space configuration permitting flexible teaching methods.

Considering the economic and fiscal factors, by 2020 the growth projection for WSCH was established to return the College to the level it had achieved in 2009. Subsequent to 2020, the projected growth is at an annual 1.8% through the 2025 benchmark year and forward to 2030. While modest, this growth does represent a reasonable forecast for this College at this time.

In any planning cycle, the projected WSCH is time specific and addresses future needs for increased capacity that may or may not materialize exactly at the times projected. The strategic goal is to plan for sufficient facilities that are flexible enough to accommodate additional enrollments when they do materialize.

Chart 50: EVC Weekly Student Contact Hours (WSCH) Forecast



Source: Cambridge West Partnership, LLC Projections

The Baseline

The fall 2013 program of instruction provided a snapshot in time used as a baseline for this EMP. To address the capacities for the future, a planning model was created. This planning model, or baseline, provided the foundation from which a future program of instruction could be projected.

Table 50: EVC Baseline, Fall 2013

<b>DIVISION</b>	<b># Sect.</b>	<b>Seats</b>	<b>Seats/Sect.</b>	<b>WSCH</b>	<b>FTES</b>
<b>Business &amp; Workforce Development</b>					
<i>Accounting 0500</i>	15	494	32.93	2,482.64	77.08
<i>Automotive Technology 0948</i>	27	572	21.19	2,513.88	78.05
<i>Business Info Systems 0500</i>	9	220	24.44	600.37	18.64
<i>Business 0500</i>	14	425	30.36	1,371.76	42.59
<i>Computer Info Tech 0700</i>	10	239	23.90	834.85	25.92
<i>Computer Indiv Instruct 0700</i>	7	130	18.57	205.17	6.37
<i>Economics 2200</i>	9	361	40.11	1,163.37	36.12
<i>Edu Instruct Tech 0700</i>	1	21	21.00	63.13	1.96
<i>Legal Assistant 1400</i>	7	199	28.43	600.05	18.63
<b>subtotal</b>	<b>99</b>	<b>2,661</b>	<b>26.88</b>	<b>9,835.21</b>	<b>305.36</b>
<b>Counseling &amp; Matriculation</b>					
<i>Counseling 4930</i>	13	300	23.08	673.80	20.92
<i>General Work Exper 4930</i>	1	51	51.00	105.97	3.29
<b>subtotal</b>	<b>14</b>	<b>351</b>	<b>25.07</b>	<b>779.77</b>	<b>24.21</b>

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC



Table 50: EVC Baseline, Fall 2013 (continued)

<b>DIVISION</b>	<b># Sect.</b>	<b>Seats</b>	<b>Seats/Sect.</b>	<b>WSCH</b>	<b>FTE\$</b>
<b>Language Arts</b>					
<i>English 1500</i>	87	2,461	28.29	8,302.73	257.78
<i>English Mock Lab (X) 1500</i>	42	603	14.36	1,989.85	61.78
<i>ESL 4930</i>	79	1,953	24.72	7,746.49	240.51
<i>Individual Instruction 4930</i>	5	1,064	212.8	1,156.93	35.92
<i>French 1100</i>	2	74	37.00	245.75	7.63
<i>Spanish 1100</i>	15	355	23.67	1,763.74	54.76
<i>Vietnamese 1100</i>	5	234	46.80	1,160.80	36.04
<i>English/Reading 4930</i>	36	870	24.17	2,312.25	71.79
<i>American Sign Lang 1100</i>	3	88	29.33	287.94	8.94
<b>subtotal</b>	<b>274</b>	<b>7,702</b>	<b>28.11</b>	<b>24,966.49</b>	<b>775.15</b>
<b>Library Learning Resources</b>					
<i>Library 1600</i>	1	10	10.00	29.95	0.93
<b>subtotal</b>	<b>1</b>	<b>10</b>	<b>10.00</b>	<b>29.95</b>	<b>0.93</b>
<b>Math, Science &amp; Engineering</b>					
<i>Astronomy 1900</i>	8	328	41.00	1,051.29	32.64
<i>Biology 0400</i>	33	886	26.85	5,892.88	182.96
<i>BIM 0953</i>	1	19	19.00	117.88	3.66
<i>CADD 0953</i>	4	76	19.00	441.26	13.70
<i>Chemistry 1900</i>	18	433	24.06	2,913.59	90.46
<i>Computer Science 0700</i>	2	78	39.00	395.84	12.29
<i>Education (seminar) 0800</i>	1	8	8.00	25.44	0.79
<i>Engineering 0924</i>	5	120	24.00	689.91	21.42
<i>Environmental Science 0300</i>	4	84	21.00	538.53	16.72
<i>Mathematics 1700</i>	87	3,378	38.83	14,424.29	447.84
<i>Oceanography 1900</i>	1	50	50.00	150.09	4.66
<i>Physics 1900</i>	6	168	28.00	1,145.66	35.57
<i>Physical Science 1900</i>	1	29	29.00	153.63	4.77
<i>Survey &amp; Geomatics 0957</i>	1	17	17.00	56.04	1.74
<b>subtotal</b>	<b>172</b>	<b>5,674</b>	<b>32.99</b>	<b>27,996.35</b>	<b>869.22</b>
<b>Nursing &amp; Allied Health</b>					
<i>Fam &amp; Cons Studies 1300</i>	11	459	41.73	1,362.10	42.29
<i>Health Education 0827</i>	2	75	37.50	235.44	7.31
<i>Nursing 1200</i>	26	281	10.81	2,758.34	85.64
<b>subtotal</b>	<b>39</b>	<b>815</b>	<b>20.90</b>	<b>4,355.89</b>	<b>135.24</b>

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

Table 50: EVC Baseline, Fall 2013 (continued)

<b>DIVISION</b>	<b># Sect.</b>	<b>Seats</b>	<b>Seats/Sect.</b>	<b>WSCH</b>	<b>FTES</b>
<b>Social Science, Arts, Humanities &amp; Physical Education</b>					
<i>Administration of Justice 2100</i>	12	465	38.75	1,515.09	47.04
<i>Anthropology 2200</i>	1	37	37.00	122.07	3.79
<i>Art 1000</i>	22	668	30.36	2,855.29	88.65
<i>Athl Intercollegiate M/W 0835</i>	2	48	24.00	456.07	14.16
<i>Communication Stu 1500</i>	26	805	30.96	2,583.77	80.22
<i>Dance 1000</i>	5	128	25.60	413.56	12.84
<i>Ethnic Studies 2200</i>	15	739	49.27	2,382.79	73.98
<i>Geography 2200</i>	1	30	30.00	95.98	2.98
<i>History 2200</i>	31	1,444	46.58	4,613.24	143.23
<i>Humanities 1500</i>	1	33	33.00	105.64	3.28
<i>Journalism 0600</i>	1	25	25.00	79.88	2.48
<i>Law Enforcement 2100</i>	1	51	51.00	75.05	2.33
<i>Music 1000</i>	15	444	29.60	1,426.84	44.30
<i>Physical Education 0835</i>	44	1,330	30.23	4,296.63	133.40
<i>Philosophy 1500</i>	12	520	43.33	1,667.44	51.77
<i>Photography 1000</i>	2	37	18.50	226.10	7.02
<i>Political Science 2200</i>	8	326	40.75	1,038.08	32.23
<i>Psychology 2000</i>	27	1,241	45.96	4,038.96	125.40
<i>Sociology 2200</i>	8	324	40.50	1,038.73	32.25
<i>Theatre Arts 1000</i>	5	140	28.00	539.49	16.75
<i>Women's Studies 2200</i>	1	20	20.00	66.03	2.05
<b>subtotal</b>	<b>240</b>	<b>8,855</b>	<b>36.90</b>	<b>29,636.73</b>	<b>920.15</b>
<b>GRAND TOTAL</b>	<b>839</b>	<b>26,068</b>	<b>31.07</b>	<b>97,600.40</b>	<b>3,030.26</b>

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

WSCH Projections and the Future Program of Instruction

The following table projects future WSCH and FTES in the benchmark years of 2020, 2025, and 2030. The forecast is in summary form by divisions and disciplines of the College.

Table 51: EVC WSCH Projections by Division and Discipline 2013-2030

Division	Actual						Projected															
	Profile - Fall Semester 2013						2020					2025					2030					
	# of Sec	WSCH	Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	
<b>Business &amp; Workforce Dev</b>																						
Accounting	15	2,482.6	165.5	77.1	67	3	17	2,860.1	119.2	2,979.3	92.5	18	3,146.0	131.1	3,277.1	101.7	20	3,432.0	143.0	3,575.0	111.0	
Automotive Technology	27	2,513.9	93.1	78.0	50	87	28	1,086.0	1,930.7	3,016.7	93.7	31	1,194.6	2,123.7	3,318.3	103.0	34	1,303.2	2,316.8	3,620.0	112.4	
Business Info Systems	9	600.4	66.7	18.6	20	13	9	439.5	281.0	720.5	22.4	10	483.4	309.1	792.5	24.6	11	527.3	337.2	864.5	26.8	
Business	14	1,371.8	98.0	42.6	42	0	14	1,646.1	0.0	1,646.1	51.1	16	1,810.7	0.0	1,810.7	56.2	17	1,975.4	0.0	1,975.4	61.3	
Computer Information Tech	10	834.9	83.5	25.9	8	11	9	420.8	581.0	1,001.8	31.1	10	462.8	639.2	1,102.0	34.2	11	504.9	697.3	1,202.2	37.3	
Computer Indiv Instruction	7	205.2	29.3	6.4	0	8	5	0.0	246.2	246.2	7.6	6	0.0	270.8	270.8	8.4	6	0.0	295.4	295.4	9.2	
Economics	9	1,163.4	129.3	36.1	27	0	11	1,396.0	0.0	1,396.0	43.3	12	1,535.6	0.0	1,535.6	47.7	13	1,675.3	0.0	1,675.3	52.0	
Educational Instructional Tech	1	63.1	63.1	2.0	3	0	1	75.8	0.0	75.8	2.4	1	83.3	0.0	83.3	2.6	1	90.0	0.0	90.0	2.8	
Legal Assistant	7	600.1	85.7	18.6	6	0	8	720.1	0.0	720.1	22.4	9	792.1	0.0	792.1	24.6	9	864.1	0.0	864.1	26.8	
<b>subtotal</b>	<b>99</b>	<b>9,835.2</b>	<b>99.3</b>	<b>305.4</b>	<b>223</b>	<b>122</b>	<b>102</b>	<b>8,644.4</b>	<b>3,158.1</b>	<b>11,802.5</b>	<b>366.4</b>	<b>113</b>	<b>9,508.5</b>	<b>3,473.9</b>	<b>12,982.4</b>	<b>403.1</b>	<b>122</b>	<b>10,372.2</b>	<b>3,789.7</b>	<b>14,161.9</b>	<b>439.7</b>	
<b>Language Arts</b>																						
English	87	8,302.7	95.4	257.8	243	58	105	8,070.4	1,893.1	9,963.5	309.3	116	8,877.3	2,082.3	10,959.6	340.3	125	9,684.6	2,271.7	11,956.3	371.2	
English Mock Lab	42	1,989.9	47.4	61.8	0	129	26	0.0	2,387.8	2,387.8	74.1	28	0.0	2,626.7	2,626.7	81.6	30	0.0	2,865.3	2,865.3	89.0	
ESL	79	7,746.5	98.1	240.5	230	35	84	8,087.0	1,208.4	9,295.4	288.6	92	8,896.4	1,329.4	10,225.8	317.5	99	9,705.1	1,450.2	11,155.3	346.3	
Individual Instruction	5	1,156.9	231.4	35.9	5	0	6	1,388.3	0.0	1,388.3	43.1	7	1,527.1	0.0	1,527.1	47.4	7	1,666.0	0.0	1,666.0	51.7	
French	2	245.8	122.9	7.6	5	2	2	227.1	67.8	294.9	9.2	3	249.8	74.6	324.4	10.1	3	272.5	81.4	353.9	11.0	
Spanish	15	1,763.7	117.6	54.8	58	0	12	2,116.4	0.0	2,116.4	65.7	13	2,328.2	0.0	2,328.2	72.3	14	2,539.7	0.0	2,539.7	78.9	
Vietnamese	5	1,160.8	232.2	36.0	23	0	8	1,393.0	0.0	1,393.0	43.2	9	1,532.3	0.0	1,532.3	47.6	9	1,671.6	0.0	1,671.6	51.9	
English/Reading	36	2,312.3	64.2	71.8	72	33	37	1,914.5	860.1	2,774.6	86.1	41	2,105.9	946.1	3,052.0	94.8	44	2,297.3	1,032.1	3,329.4	103.4	
American Sign Language	3	287.9	96.0	8.9	9	0	3	345.5	0.0	345.5	10.7	4	380.1	0.0	380.1	11.8	4	414.6	0.0	414.6	12.9	
<b>subtotal</b>	<b>274</b>	<b>24,966.5</b>	<b>91.1</b>	<b>775.1</b>	<b>645</b>	<b>257</b>	<b>283</b>	<b>23,542.2</b>	<b>6,417.2</b>	<b>29,959.4</b>	<b>930.2</b>	<b>313</b>	<b>25,897.1</b>	<b>7,059.1</b>	<b>32,956.2</b>	<b>1,023.2</b>	<b>335</b>	<b>28,251.4</b>	<b>7,700.7</b>	<b>35,952.1</b>	<b>1,116.2</b>	
<b>Library Learning Resources</b>																						
Library	1	30.0	30.0	0.9	6	0	1	35.9	0.0	35.9	1.1	1	39.5	0.0	39.5	1.2	1	43.1	0.0	43.1	1.3	
<b>subtotal</b>	<b>1</b>	<b>30.0</b>	<b>30.0</b>	<b>0.9</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>35.9</b>	<b>0.0</b>	<b>35.9</b>	<b>1.1</b>	<b>1</b>	<b>39.5</b>	<b>0.0</b>	<b>39.5</b>	<b>1.2</b>	<b>1</b>	<b>43.1</b>	<b>0.0</b>	<b>43.1</b>	<b>1.3</b>	
<b>Nursing &amp; Allied Health</b>																						
Family & Consumer Studies	11	1,362.1	123.8	42.3	30	0	14	1,634.5	0.0	1,634.5	50.7	15	1,797.9	0.0	1,797.9	55.8	16	1,961.4	0.0	1,961.4	60.9	
Health Education	2	235.4	117.7	7.3	6	0	2	282.5	0.0	282.5	8.8	2	310.8	0.0	310.8	9.6	2	339.0	0.0	339.0	10.5	
Nursing	26	2,758.3	106.1	85.6	74	267	28	728.2	2,581.7	3,309.9	102.8	31	801.0	2,839.9	3,640.9	113.0	33	873.8	3,098.1	3,971.9	123.3	
<b>subtotal</b>	<b>39</b>	<b>4,355.9</b>	<b>111.7</b>	<b>135.2</b>	<b>110</b>	<b>267</b>	<b>44</b>	<b>2,645.2</b>	<b>2,581.7</b>	<b>5,226.9</b>	<b>162.3</b>	<b>48</b>	<b>2,909.7</b>	<b>2,839.9</b>	<b>5,749.6</b>	<b>178.5</b>	<b>51</b>	<b>3,174.2</b>	<b>3,098.1</b>	<b>6,272.3</b>	<b>194.7</b>	
<b>Counseling &amp; Matriculation</b>																						
Counseling	13	673.8	51.8	20.9	19	0	12	808.6	0.0	808.6	25.1	13	889.5	0.0	889.5	27.6	14	970.3	0.0	970.3	30.1	
General Work Experience	1	106.0	106.0	3.3	3	0	1	127.2	0.0	127.2	3.9	1	139.9	0.0	139.9	4.3	1	152.6	0.0	152.6	4.7	
<b>subtotal</b>	<b>14</b>	<b>779.8</b>	<b>55.7</b>	<b>24.2</b>	<b>22</b>	<b>0</b>	<b>13</b>	<b>935.8</b>	<b>0.0</b>	<b>935.8</b>	<b>29.1</b>	<b>14</b>	<b>1,029.4</b>	<b>0.0</b>	<b>1,029.4</b>	<b>32.0</b>	<b>15</b>	<b>1,122.9</b>	<b>0.0</b>	<b>1,122.9</b>	<b>34.9</b>	

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

Table 51: EVC WSCH Projections by Division and Discipline 2013-2030 (continued)

Divisions	Actual						Projected														
	Profile - Fall Semester 2013						2020					2025					2030				
	# of Sec	WSCH	Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
<b>Math, Science &amp; Engineering</b>							10	895.70	365.80	1,261.50	39.17	11	985.20	402.40	1,387.60	43.08	11	1,074.80	439.00	1,513.80	47.00
<i>Astronomy</i>	8	1,051.29	131.41	32.64	15	6	1	56.00	84.90	140.90	4.37	1	62.20	93.40	155.60	4.83	1	67.90	101.90	169.80	5.27
<i>BIM</i>	1	117.88	117.88	3.66	4	6	38	3,252.90	3,818.60	7,071.50	219.55	42	3,578.10	4,200.30	7,778.40	241.50	44	3,903.50	4,582.40	8,485.90	263.47
<i>Biology</i>	33	5,892.88	178.57	182.96	96	111	4	63.5	466.0	529.5	16.4	4	69.9	513.6	583.5	18.1	4	76.2	559.2	635.4	19.7
<i>CADD</i>	4	441.3	110.3	13.7	2	15	18	1,538.4	1,957.9	3,496.3	108.6	20	1,692.2	2,153.8	3,846.0	119.4	22	1,846.1	2,349.5	4,195.6	130.3
<i>Chemistry</i>	18	2,913.6	161.9	90.5	54	69	2	332.5	142.5	475.0	14.7	2	365.8	156.8	522.6	16.2	3	399.0	171.0	570.0	17.7
<i>Computer Science</i>	2	395.8	197.9	12.3	7	3	1	30.5	0.0	30.5	0.9	1	33.6	0.0	33.6	1.0	1	36.6	0.0	36.6	1.1
<i>Education</i>	1	25.4	25.4	0.8	3	0	5	347.7	480.2	827.9	25.7	5	382.5	528.2	910.7	28.3	6	417.3	576.2	993.5	30.8
<i>Engineering</i>	5	689.9	138.0	21.4	14	19	3	323.1	323.1	646.2	20.1	4	355.4	355.4	710.8	22.1	4	387.7	387.7	775.4	24.1
<i>Environmental Science</i>	4	538.5	134.6	16.7	12	12	101	17,136.3	173.1	17,309.4	537.4	111	18,849.4	190.4	19,039.8	591.1	120	20,563.1	207.7	20,770.8	644.9
<i>Mathematics</i>	87	14,424.3	165.8	447.8	331	3	1	180.1	0.0	180.1	5.6	1	198.1	0.0	198.1	6.2	1	216.1	0.0	216.1	6.7
<i>Oceanography</i>	1	150.1	150.1	4.7	3	0	7	714.9	659.9	1,374.8	42.7	8	786.4	725.9	1,512.3	47.0	8	857.9	791.9	1,649.8	51.2
<i>Physics</i>	6	1,145.7	190.9	35.6	26	24	1	73.7	110.6	184.3	5.7	1	81.1	121.7	202.8	6.3	1	88.5	132.7	221.2	6.9
<i>Physical Science</i>	1	153.6	153.6	4.8	2	3	1	0.0	67.3	67.3	2.1	1	0.0	74.0	74.0	2.3	1	0.0	80.7	80.7	2.5
<i>Survey &amp; Geometrics</i>	1	56.0	56.0	1.7	0	3															
<b>subtotal</b>	<b>172</b>	<b>27,996.3</b>	<b>162.8</b>	<b>869.2</b>	<b>569</b>	<b>274</b>	<b>193</b>	<b>24,945.3</b>	<b>8,649.9</b>	<b>33,595.2</b>	<b>1,043.1</b>	<b>212</b>	<b>27,439.9</b>	<b>9,515.9</b>	<b>36,955.8</b>	<b>1,147.4</b>	<b>227</b>	<b>29,934.7</b>	<b>10,379.9</b>	<b>40,314.6</b>	<b>1,251.7</b>

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

Table 51: EVC WSCH Projections by Division and Discipline 2013-2030 (continued)

Division	Actual						Projected																			
	Profile - Fall Semester 2013						2020					2025					2030									
	# of Sec	WSCH	Sec	FTEs	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTEs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTEs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTEs					
<b>Social Sci, Arts, Humanities &amp; PE</b>																										
<i>Administration of Justice</i>	12	1,515.1	126.3	47.0	36	0	14	1,818.2	0.0	1,818.2	56.5	15	2,000.0	0.0	2,000.0	62.1	16	2,181.8	0.0	2,181.8	67.7					
<i>Anthropology</i>	1	122.1	122.1	3.8	3	0	1	148.5	0.0	148.5	4.6	1	161.1	0.0	161.1	5.0	1	175.8	0.0	175.8	5.5					
<i>Art</i>	22	2,855.3	129.8	88.6	51	60	27	1,576.1	1,850.2	3,426.3	106.4	29	1,733.7	2,035.2	3,768.9	117.0	31	1,891.3	2,220.2	4,111.5	127.7					
<i>Athl Intercol M/W</i>	2	456.1	228.0	14.2	0	18	2	0.0	547.3	547.3	17.0	2	0.0	602.0	602.0	18.7	2	0.0	656.7	656.7	20.4					
<i>Communication Studies</i>	26	2,583.8	99.4	80.2	78	0	27	3,100.1	0.0	3,100.1	96.3	30	3,410.7	0.0	3,410.7	105.9	32	3,720.6	0.0	3,720.6	115.5					
<i>Dance</i>	5	413.6	82.7	12.8	0	15	5	0.0	496.3	496.3	15.4	1	0.0	545.9	545.9	16.9	6	0.0	595.5	595.5	18.5					
<i>Ethnic Studies</i>	15	2,382.8	158.9	74.0	45	0	22	2,859.3	0.0	2,859.3	88.8	24	3,145.2	0.0	3,145.2	97.7	26	3,431.2	0.0	3,431.2	106.5					
<i>Geography</i>	1	96.0	96.0	3.0	3	0	1	115.2	0.0	115.2	3.6	1	126.7	0.0	126.7	3.9	1	138.2	0.0	138.2	4.3					
<i>History</i>	31	4,613.2	148.8	143.2	93	0	43	5,535.8	0.0	5,535.8	171.9	47	6,089.3	0.0	6,089.3	189.1	51	6,643.3	0.0	6,643.3	206.3					
<i>Humanities</i>	1	105.6	105.6	3.3	3	0	1	126.8	0.0	126.8	3.9	1	139.5	0.0	139.5	4.3	1	152.1	0.0	152.1	4.7					
<i>Journalism</i>	1	79.9	79.9	2.5	3	0	1	95.9	0.0	95.9	3.0	1	105.4	0.0	105.4	3.3	1	115.0	0.0	115.0	3.6					
<i>Law Enforcement</i>	1	75.1	75.1	2.3	3	0	1	90.1	0.0	90.1	2.8	1	99.1	0.0	99.1	3.1	2	108.1	0.0	108.1	3.4					
<i>Music</i>	15	1,426.8	95.1	44.3	33	12	18	1,249.9	462.3	1,712.2	53.2	19	1,374.9	508.5	1,883.4	58.5	21	1,499.9	554.8	2,054.7	63.8					
<i>Physical Education</i>	44	4,296.6	97.7	133.4	9	171	53	257.8	4,898.0	5,155.8	160.1	58	283.6	5,388.2	5,671.8	176.1	63	309.4	5,877.9	6,187.3	192.1					
<i>Philosophy</i>	12	1,667.4	139.0	51.8	36	0	15	2,001.0	0.0	2,001.0	62.1	18	2,201.0	0.0	2,201.0	68.3	18	2,401.2	0.0	2,401.2	74.6					
<i>Photography</i>	2	226.1	113.1	7.0	4	8	1	89.5	181.8	271.3	8.4	1	98.5	200.0	298.5	9.3	2	107.4	218.2	325.6	10.1					
<i>Political Science</i>	8	1,038.1	129.8	32.2	24	0	10	1,245.7	0.0	1,245.7	38.7	11	1,370.3	0.0	1,370.3	42.5	11	1,494.8	0.0	1,494.8	46.4					
<i>Psychology</i>	27	4,039.0	149.6	125.4	57	0	37	4,846.6	0.0	4,846.6	150.5	41	5,331.2	0.0	5,331.2	165.5	44	5,815.9	0.0	5,815.9	180.6					
<i>Sociology</i>	8	1,038.7	129.8	32.3	24	0	10	1,246.5	0.0	1,246.5	38.7	10	1,371.1	0.0	1,371.1	42.6	11	1,495.8	0.0	1,495.8	46.4					
<i>Theatre Arts</i>	5	539.5	107.9	16.7	14	5	5	485.6	161.9	647.5	20.1	6	534.1	178.0	712.1	22.1	6	582.7	194.2	776.9	24.1					
<i>Women's Studies</i>	1	66.0	66.0	2.1	3	0	1	79.2	0.0	79.2	2.5	1	87.2	0.0	87.2	2.7	1	95.1	0.0	95.1	3.0					
<b>subtotal</b>	<b>240</b>	<b>29,636.7</b>	<b>123.5</b>	<b>920.1</b>	<b>522</b>	<b>289</b>	<b>295</b>	<b>26,967.8</b>	<b>8,597.8</b>	<b>35,565.6</b>	<b>1,104.2</b>	<b>318</b>	<b>29,662.6</b>	<b>9,457.8</b>	<b>39,120.4</b>	<b>1,214.6</b>	<b>347</b>	<b>32,359.6</b>	<b>10,317.5</b>	<b>42,677.1</b>	<b>1,325.0</b>					
<b>Grand Total</b>	<b>839</b>	<b>97,600.4</b>	<b>116.3</b>	<b>3,030.3</b>	<b>2,097</b>	<b>1,209</b>	<b>931</b>	<b>87,716.6</b>	<b>29,404.7</b>	<b>117,121.3</b>	<b>3,636.3</b>	<b>1019</b>	<b>96,486.7</b>	<b>32,346.6</b>	<b>128,833.3</b>	<b>4,000.0</b>	<b>1098</b>	<b>105,258.1</b>	<b>35,285.9</b>	<b>140,544.0</b>	<b>4,363.6</b>					

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

### Space Projections

State standards for construction and renovation of facilities basically focus on capacity. Capacity, as discussed in the Facilities Planning Manual, is correlated with the production of WSCH. WSCH represents the average number of hours of student instruction in a week per class, i.e., 30 students enrolled in a class that meets 3 hours per week is 90 WSCH. This WSCH is then transformed into instructional space or assignable square feet (ASF). Each WSCH type, lecture vs. laboratory, generates an “appropriate” instructional facility addressed as ASF. While these calculations are established through State standards, other factors are considered in planning facilities. An additional factor in all facility planning is adequacy. Adequacy in this context considers both sufficient and suitable capacity to provide for an effective learning environment.

As assessment of the current facilities includes the capacity of the facilities to meet instructional programmatic needs, it reviews the condition of facilities and it addresses their adequacy to provide for an effective learning environment. The WSCH and space projections are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. The most important outcome of the forecasting process is to ensure that when a certain level of WSCH is achieved, the College will have in place designated and/or newly constructed facilities to meet demands in both academic and support services.

The Evergreen fault line that borders the northeast portion of the campus had been deemed inactive, but was upgraded to active status in November 2011 due to its proximity to the Quimby Fault line. Two major buildings on campus were declared as being in a no build zone- Acacia and Roble instructional buildings. As a result, almost all disciplines will be impacted by the demolition of the Acacia and Roble buildings.

Two things result directly from this declaration. One is the need for a very detailed assessment of space needs for growth. Second is the opportunity to plan for facilities that may better serve the instructional and support services programs at the College. It is an opportunity for overall improvement of services at the College.

Analytical work associated with the previous 2011 Facilities Master Plan has supported the current and planned capital construction shown in the table below.

Table 52: Existing and Planned Capital Construction Based Upon the Previous 2011 Facilities Master Plan

<b>Division/Area/Unit</b>	<b>Construction Already Undertaken or Planned</b>	<b>Status</b>
<b>South Campus Science/Social Science</b>	Chemistry and Physics labs, lecture rooms, computer lab, conference room, offices, and reading/study room total to 46,106 ASF.	Under construction to open 2016-17
<b>Auto Technology</b>	labs, lecture, office, other (meeting, shops, storage) total to 19,736 ASF.	Under construction to open 2016-17
<b>Applied Technology</b>	Survey & Geomatics, CADD, Engineering, Solar, CIT, Robotics labs and office total to 21,010 ASF	Approved Final Project Proposal
<b>Physical Education</b>	New Fitness Center, 6,800 ASF	Under construction to open 2016-17
<b>Student Services Center</b>	Planned renovation of existing building to create a one-stop student services center by moving A&R functions into the building and relocating senior management offices. No additional ASF will be gained. The Acacia building will be renovated as a temporary location for Student Services offices while the Student Services Center is being renovated.	Projected for 2017-2018
<b>Roble and Acacia</b>	At some point in the future Roble then the Acacia buildings will be demolished for earthquake safety reasons. In the short run Acacia will be used for swing space during construction of other buildings.	TBD

Source: Evergreen Valley College Five-Year Capital Construction Plan; Fusion Documents; Interviews; analysis by Cambridge West Partnership, LLC

The current comprehensive analysis of projected space needs, by discipline, can be found in the appendix of the Facilities Master Plan. The table below provides a summary of projected space needs based upon the current projected WSCH growth developed for this Educational Master Plan. The analysis takes into account the current and planned capital construction noted above and applies the State’s space standards to the projected WSCH developed for this EMP.

Table 53: EVC Projected Additional Space Needs by Division 2013-2030

Division	CURRENT				PROJECTED											
	2013				2020				2025				2030			
	# of	Lec	Lab	Total	# of	Lec	Lab	Total	# of	Lec	Lab	Total	# of	Lec	Lab	Total
	SEC	ASF	ASF	ASF	SEC	ASF	ASF	ASF	SEC	ASF	ASF	ASF	SEC	ASF	ASF	ASF
Business & Workforce Development	99	3,407	15,288	18,695	102	4,089	18,454	22,542	113	4,498	20,298	24,796	122	4,906	22,144	27,050
Counseling & Student Success	14	369	0	369	13	443	0	443	14	487	0	487	14	531	0	531
Language Arts	274	9,263	9,934	19,197	283	11,136	11,839	22,975	313	12,249	13,023	25,273	335	13,363	14,207	27,570
Library, Learning Resources	1	14	0	14	1	17	0	17	1	19	0	19	1	20	0	20
Math, Science, Engineering	172	9,852	17,486	27,338	193	11,800	21,081	32,881	212	12,979	23,189	36,168	227	14,159	25,298	39,457
Nursing and Allied Health	39	1,039	4,622	5,661	44	1,251	5,525	6,776	48	1,376	6,078	7,454	51	1,502	6,630	8,131
Social Science, Arts, Humanities, PE	240	10,631	21,308	31,939	295	12,755	25,581	38,336	318	14,030	28,140	42,171	347	15,306	30,698	47,535
<b>Total</b>	<b>839</b>	<b>34,575</b>	<b>68,638</b>	<b>103,213</b>	<b>931</b>	<b>41,491</b>	<b>82,480</b>	<b>123,970</b>	<b>1,019</b>	<b>45,638</b>	<b>90,728</b>	<b>136,368</b>	<b>1,097</b>	<b>49,787</b>	<b>98,977</b>	<b>150,294</b>

Source: Cambridge West Partnership, LLC

Educational Master Plan – Facilities Master Plan Linkages

The following table illustrates some of the linkages between this Educational Master Plan and the related Facilities Master Plan. As described in the preceding table about existing and planned construction, the Roble and Acacia buildings will be demolished and two new buildings are being erected for Auto Technology and Social Science/Math-Science. Based on these facility additions and demolitions and the growth projections illustrated in the preceding tables, the following *additional space needs* have been identified.

Table 54: Evergreen Valley College Projected Additional Space Needs

<b>Division/Area/Unit</b>	<b>From EMP Growth Projections</b>
<b>Language Arts &amp; Library Division</b>	Enrollment growth projections to 2030 translate to a need for 10 additional classrooms. The need for a Foreign Languages has been identified.
<b>Math, Science, Engineering Division</b>	Enrollment growth projections to 2030 translate to a need for 5 additional Math classrooms and a Biology laboratory.
<b>Nursing &amp; Allied Health Division</b>	Enrollment growth projections to 2030 translate to a need for 1 additional classroom for this division.
<b>Social Sciences, Arts, Humanities, PE Division</b>	Enrollment growth projections to 2020 translate to 9 additional classrooms for this division in the social sciences disciplines.

Source: Cambridge West Partnership, LLC

## Acknowledgements

The planning process relied heavily on interviews and input provided by groups and individuals associated with the academic programs and support services of the College. The results and findings from these inputs provided the foundation upon which the EMP was constructed. The following groups and individuals contributed to this EMP.

### President's Cabinet

- Henry Yong, President
- Keith Aytch, Vice President for Academic Affairs
- Irma Archuleta, Vice President for Student Services
- Henry Gee, Vice President for Administrative Services

### Student Services Management Team

- Irma Archuleta, Vice President for Student Services
- Alexandra Duran, Dean of Student Success and Counseling
- Octavio Cruz, Dean of Enrollment Services

### Instructional Deans

- Antoinette Herrera, Nursing and Allied Health
- Lena Tran, Business and Workforce Development
- Merryl Kravitz, Dean for Language Arts & Library
- Michael Highers, Dean for Math, Science, Engineering
- Mark Gonzales, Dean for Social Sciences, Humanities, Arts and Physical Education

### Institutional Effectiveness Committee (IEC)

- Lynette Apen and Keith Aytch, Co-Chairs
- Azita Tavana
- Octavio Cruz
- Ralph Nichols
- Lorena Mata
- R.J. Ruppenthal
- Antoinette Herrera
- Chris Ratto
- Felicia Mesa
- Irma Archuleta
- Lisa Kalenda (accreditation editor)
- Ronald Lopez (District Office IESS)

### Academic Senate

- Eric Narveson, President
- Jack Baker
- Michael Hernandez

- Sravani Banerjee
- Brad Carothers
- Rozanne Lopez
- Lorena Meta
- Robin Hahn
- Lisa Bell
- Steve Graham
- Nasreen Rahim
- Karen Fray
- William Silver
- Janice Toyoshima

#### Faculty Interviews

- Sandy Jones, Business & Workforce Development
- Nasreen Rahim, Distance Education Chair
- Maria Holguin, Library
- Cindy Snider, Library
- Shelley Blackman, Library
- Sambo Mathew, Library
- Deborah Chan, Library
- Heather Ott, Library
- Lorena Mata, Library
- Chris Ratto, Library
- Antonio Perez, Engineering
- Abdie Tabrizi, Engineering
- Henry Estrada, Computer Science
- Celso Batalha, Physics and Astronomy
- Jack Baker, Biology
- Guillermo Castilla, Mathematics
- Ken Tarquinio, Psychology
- Nancy Zeiszler, Physical Education and Kinesiology

#### Open House Participants

- Nancy Zeiszler, Physical Education and Kinesiology
- Randy Pratt, Physical Education and Kinesiology
- Minerva Duke, Physical Education and Kinesiology
- Felicia Perez, Physical Education and Kinesiology
- Vickie Brewster, Academic Affairs
- Keith Aytch, Vice President for Academic Affairs
- Henry Gee, Vice President for Administrative Services
- Nasreen Rahim, Distance Education Chair
- Michael Highers, Dean Math, Science, and Engineering
- Thu Nguyen, Library
- Deborah Chan, Library

- Thomas Quade, Grounds
- Ken Tarquinio, Psychology
- Janina Espinoza, Counseling
- Michael Hernandez, Auto Technology
- Ly Thach, Student
- Lynette Apen, SLO Coordinator and IEC Chair
- Mark Gonzales, Dean for Social Sciences, Humanities, Arts and Physical Education
- Daniel Reyes, Evergreen Resident
- Brenda Serpa, Evergreen Resident
- Lauren Serpa, Evergreen Resident
- Jack Baker, Biology
- Eldin Flores
- Margaret West, Music
- Azita Tavana, Biology
- Lisa Kalenda, Accreditation Editor
- Robin Salak, Counseling
- C. Don Breidenthal, ASL
- Jack Lauere

#### District Office Staff

- Tamela Hawley, Interim Vice Chancellor for Institutional Effectiveness and Student Success
- Ruth Villasenor, District Curriculum Coordinator
- Ronald Lopez-Ramirez, Research Analyst
- Joyce Lui, Research Analyst (SJCC)
- Ying-Fang Chen, Research Analyst (EVC)
- Doug Smith, Vice Chancellor for Administrative Services
- Peter Fitzsimmons, Director of Fiscal Services
- Ben Seaberry, Vice Chancellor for Information Technologies
- Sam Ho, Director of Communications, Community Relations and Diversity

#### Workforce Institute Staff

- Carol Coen, Vice Chancellor of Workforce & Economic, Resource Development
- Kishan Vujjeni, Dean of College Transitions and Extension programs
- Lynette Gray, Project Supervisor

A special note of thanks is extended to Rita De La Cerda, Administrative Assistant to the Vice President for Academic Affairs (EVC), for her assistance in arranging interviews, meetings, and the open house sessions; to Vice President Keith Aytch and IEC Co-Chair Lynette Apen for their primary campus leadership roles in this project.

## Appendix A: Evergreen Valley College Planning Inventory and Review Processes

Planning Document	Current Date	Authorship Committee	Reviewed By	Resourced By	Implementation Responsibility
<b><i>Institutional Plans</i></b>					
Educational Master Plan	2/22/10	Cambridge West Partnership	IEC, Senate, College Council		faculty and administration
Facilities Master Plan	11/29/11	Hill Partnership Inc.	Safety & Facilities, College Council	bonds	administration
Strategic Plan	2013	Institutional Effectiveness, all colleagues at PDD	College Council, President	general fund	all areas
<b><i>Functional Plans</i></b>					
Technology Plan	2011	Campus Technology	College Council	general fund	Campus & District Information Technology
Professional Development Plan		Staff Development	Senate, College Council	categorical grant	Staff Development Chair
Student Equity Plan	1/1/15	Student Success	Senate, College Council	categorical grant	VP Student Services
Student Success & Support Program Plan	10/17/14	Student Success	Senate, College Council	categorical grant	VP Student Services
Distance Education Plan	3/12/15	Distance Education	College Council	general fund	Distance Education Chair
Basic Skills Initiative Plan	10/24/14	Student Success	Senate, College Council	categorical grant	VP Student Services
Enrollment Management (District Task Force)	in progress				
Student Learning Outcomes Assessment Plan	in progress	SLO	Senate, College Council	general fund	SLO Chair
CTE Perkins Plan		CTE Faculty	Bus & Workforce Dean	categorical grant	Bus & Workforce Dean
<b>Major Grants (Federal Title III or V)</b>					
Upward Bound		Dean, Student Success	VP Student Services, College Council	federal grant	Dean, Student Success
Talent Search		Dean Enrollment Services	VP Student Services, College Council	federal grant	Dean, Enrollment Services
Student Support Services		VP Student Services, Student Success	VP Student Services, College Council	federal grant	VP Student Services
<b><i>Unit Plans</i></b>					
Department/Unit Comprehensive Program Reviews		departments and units	Institutional Effectiveness, College Council	general fund	departments and units, deans

Source: Evergreen Valley College Planning Documents and Interviews; analysis by Cambridge West Partnership, LLC

## Appendix B: Evergreen Valley College Program Inventory and Awards, 2009-10 to 2013-14

A **bolded** TOP code indicates that the program aligns to one or more of the occupations projected to have at least 50 job openings annually between 2012 and 2022.

Control #	TOP Code	Program Title	Award Type	Award Code	Award Description	Yr. Start	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total	Average
18991	040100	Biology	A.A. Degree	A	AA	2009				2	4	6	3.0
21185	050200	Accounting	Cert. of Achievement	B	Cert 12 to <18 units	1975		1	6	3	5	15	3.8
21185	050200	Accounting	Cert. of Achievement	E	Cert 6 to <18 units	1975		2				2	2.0
21185	050200	Accounting	Cert. of Achievement	L	Cert 18 to <30	1975			1	1		2	1.0
06155	<b>050200</b>	Accounting	A.S. Degree	S	AS	1975	12	17	21	22	25	97	19.4
21185	050200	Accounting	Cert. of Achievement	T	Cert 30 to <60	1975		1				1	1.0
06154	050500	Business Administration	A.A. Degree	A	AA	1984	60	108	90	84	112	454	90.8
32818	<b>050500</b>	Business Administration	A.S.-T Degree			2014						0	0.0
31559	050640	Entrepreneurship	Cert. of Achievement			2012						0	0.0
06156	051400	BIS: General Business	A.S. Degree	S	AS	1975		1		2	2	5	1.7
10385	051400	BIS: Information Processing Specialist	A.S. Degree	S	AS	2010	1	4	3	1	1	10	2.0
21188	051400	BIS: General Business	Cert. of Achievement			1975						0	0.0
21189	051400	BIS: Information Processing Specialist	Cert. of Achievement			2010						0	0.0
30854	<b>051420</b>	Medical Assistant-Front Office	Cert. of Achievement	B	Cert 12 to <18 units	2011				2	1	3	1.5
30295	080100	General Studies: Mathematics for Secondary School Teaching	A.A. Degree	A	AA	2010			2	1	1	4	1.3
07516	<b>090100</b>	Engineering	A.S. Degree	A	AA	1975		2	1		2	5	1.7
07516	<b>090100</b>	Engineering	A.S. Degree	S	AS	1975			1	1	5	7	2.3
10050	090100	Engineering	A.A. Degree			1975						0	0.0
10390	094800	Advanced Automotive Training	Cert. of Achievement	B	Cert 12 to <18 units	1994	1	2	2	1		6	1.5
12133	094800	American Honda	Cert. of Achievement	B	Cert 12 to <18 units	2000		1	1			2	1.0
13684	094800	Automotive Technology Basic Skills Entry Level Employment	Cert. of Achievement	B	Cert 12 to <18 units	2009	11	11	22	23	16	83	16.6
19326	094800	Automotive Technology, Smog Specialist	Cert. of Achievement	B	Cert 12 to <18 units	2009			1			1	1.0
21190	094800	Drivetrain & Chassis	Cert. of Achievement	B	Cert 12 to <18 units	1975	6	10	8	6	5	35	7.0
10386	094800	Engine Service	Cert. of Achievement	B	Cert 12 to <18 units	1975	8	6	8	13	7	42	8.4
21191	094800	Fuel & Electrical	Cert. of Achievement	B	Cert 12 to <18 units	1975	2	3	1	1	1	8	1.6
10386	094800	Engine Service	Cert. of Achievement	E	Cert 6 to <18 units	1975		2				2	2.0

Source: Evergreen Valley College Planning Documents and Interviews; analysis by Cambridge West Partnership, LLC

Evergreen Valley College Program Inventory and Awards, 2009-10 to 2013-14 (continued)

Control #	TOP Code	Program Title	Award Type	Award Code	Award Description	Yr. Start	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total	Average
06159	094800	Drivetrain & Chassis	A.S. Degree	L	Cert 18 to <30	1975	1					1	1.0
21190	094800	Drivetrain & Chassis	Cert. of Achievement	L	Cert 18 to <30	1975			1			1	1.0
10386	094800	Engine Service	Cert. of Achievement	L	Cert 18 to <30	1975	1					1	1.0
06159	094800	Drivetrain & Chassis	A.S. Degree	S	AS	1975	9	6	10	8	5	38	7.6
10387	094800	Fuel & Electrical	A.S. Degree	S	AS	1975	5	7	3		1	16	4.0
12133	094800	American Honda	Cert. of Achievement	T	Cert 30 to <60	2000		1				1	1.0
21191	094800	Fuel & Electrical	Cert. of Achievement	T	Cert 30 to <60	1975		1				1	1.0
	095300	CADD Technology (Computer Aided Design & Drafting)	Cert of Specialization	O	Other, <6 units	1975		11				11	11.0
06160	095300	CADD Technology (Computer Aided Design & Drafting)	A.S. Degree	S	AS	1975	3	3	1	2	1	10	2.0
30668	095310	Building Information Modeling	Cert. of Achievement	B	Cert 12 to <18 units	2011					1	1	1.0
19440	095730	Surveying and Geomatics	A.A. Degree	A	AA	2009	1	1	2	1		5	1.3
07517	095730	Surveying and Geomatics	Cert. of Achievement	B	Cert 12 to <18 units	1975	1	1		2		4	1.3
19441	095730	Surveying and Geomatics	A.S. Degree	S	AS	2009		2				2	2.0
06161	100200	Art: Design	A.S. Degree	S	AS	1975		2			1	3	1.5
10397	100210	Art: Studio Practice 2-D	A.S. Degree	S	AS	1975		2	1	3	6	12	3.0
30571	110500	Translation and Interpretation	Cert. of Achievement			2011						0	0.0
06165	123010	Nursing Education	A.S. Degree	S	AS	1975	72	73	68	66	44	323	64.6
06181	140200	Paralegal Studies	A.S. Degree	A	AA	1991	11	9	8	18	10	56	11.2
14149	140200	Paralegal Studies	Cert. of Achievement	B	Cert 12 to <18 units	2002	12	13	20	27	22	94	18.8
06181	140200	Paralegal Studies	A.S. Degree	S	AS	1991	4	6	5	3	7	25	5.0
10051	140200	Paralegal Studies	A.A. Degree			1991						0	0.0
06167	150100	English	A.A. Degree	A	AA	1975	5	11	11	7	9	43	8.6
30980	170100	Mathematics	A.S.-T Degree	S	AS	2011				5	19	24	12.0
32715	190200	Physics	A.S.-T Degree			2014						0	0.0
13549	190500	Chemistry	A.A. Degree	A	AA	2002	1	8	11	8	4	32	6.4
06174	200100	Psychology	A.A. Degree	A	AA	1997	25	33	42	47	44	191	38.2
31718	200100	Psychology	A.A.-T Degree			2013						0	0.0
06175	210500	Administration of Justice	A.A. Degree	A	AA	2010	29	39	63	28	24	183	36.6
30919	210500	Administration of Justice	A.S.-T Degree	A	AA	2011			4			4	4.0
06175	210500	Administration of Justice	A.A. Degree	S	AS	2010	3	5	4	4	4	20	4.0
30919	210500	Administration of Justice	A.S.-T Degree	S	AS	2011				26	39	65	32.5
30351	210500	Administration of Justice	A.S. Degree			2010						0	0.0

Source: Evergreen Valley College Planning Documents and Interviews; analysis by Cambridge West Partnership, LLC

Evergreen Valley College Program Inventory and Awards, 2009-10 to 2013-14 (continued)

Control #	TOP Code	Program Title	Award Type	Award Code	Award Description	Yr. Start	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total	Average
06179	210550	Law Enforcement	Cert. of Achievement			1990						0	0.0
19957	220110	General Studies: Women's Studies	A.A. Degree	A	AA	2009				1	1	2	1.0
30946	220500	History	A.A.-T Degree	A	AA	2011			3	9	10	22	7.3
18697	490120	Liberal Studies: Elementary Teaching Preparation	A.A. Degree	A	AA	2008	1	5	6	10	6	28	5.6
18693	490200	General Studies: Health Science	A.A. Degree	A	AA	2008	35	53	67	85	88	328	65.6
18695	490200	General Studies: Natural Science	A.A. Degree	A	AA	2008			1		1	2	1.0
18692	490200	General Studies: Astronomy	A.A. Degree			2008						0	0.0
18696	490330	General Studies: Sociology	A.A. Degree	A	AA	2008	7	19	32	48	51	157	31.4
						<i>Totals</i>	327	482	531	571	585	2,496	499.2

Source: Chancellor's Office Curriculum Inventory, SJECCD Management Information System Annual Referential Files on Program Awards; analysis by Cambridge West Partnership, LLC

## Appendix C: Discussion Points for Labor Market Analysis

### Net Job Market

- Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?
- Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?

### Earning Potential

- What is the average initial salary?
- What is the average percentage of salary increase in two years? Five years?

### Program Credibility /Career Potential

- If advanced degrees are typically needed for career advancement, will the courses required for this program transfer toward completion of the requirements for those degrees?
- Will this preparation permit students to remain current in their field?
- Does the program teach basic principles and theory, as well as application? Is it current and have sufficient rigor? Does it allow for later shifts in career?
- Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade?
- Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse global market?

### Emerging Occupations

- When job market data are not available or are not appropriate for a new CTE program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation.
- A carefully designed employer survey (see instructions for Employer Survey/Other Evidence of Need in form instructions) can elicit documentation demonstrating that employers:
  - share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees
  - recognize the value of the proposed degree or certificate in the hiring or promoting of staff

### Competitive Fields

Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations—often in the arts and entertainment—it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few

programs of similar quality exist in the college service area.

#### Career Technical Education Skills

Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, must fit the needs of students likely to be already employed. The course sequence must build on students' prior experience, and courses must be scheduled to accommodate working students. A program must not establish provisions that exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.

#### Small Businesses or Cottage Industries

Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. A proposal for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities must include a careful analysis of needs and of the market within which they must compete.

Source: California Community College Chancellor's Office. Program and Course Approval Handbook 4<sup>th</sup> edition March 2012.

## Appendix D: Projected Job Openings By Educational Preparation vs. “Neighborhood” Programs and Graduates

The first table identifies occupations commonly requiring a Bachelor’s Degree. Forty-eight occupations in San Jose-Sunnyvale-Santa Clara Standard Metropolitan Statistical Area meet these criteria. A count of the area community colleges providing a degree program related to each occupation and the number of programs they offer is provided in the last two columns. A **bolded** TOP code indicates a TMC is available for the program.

Occupations Commonly Requiring a Bachelor’s Degree, 200 or More Projected Annual Openings 2012-2022

2010 SOC Code	Occupational Title	TOP	Annual Av. Total Jobs [4]	2014 Q1 Median Hourly	2014 Q1 Median Annual	Expected Prep.	Work Exp.	On-the-Job Training	# Area Comm. Colleges	# Area Degree Programs	SJCC Program	EVC Program
15-1132	Software Developers, Applications	<b>070600</b>	1,488	\$61.87	\$128,680	BA	None	None	3	4		
15-1133	Software Developers, Systems Software	<b>070600</b>	799	\$63.62	\$132,322	BA	None	None	3	4		
13-2011	Accountants and Auditors	050200	581	\$38.79	\$80,684	BA	None	None	5	6	Y	Y
13-2011	Accountants and Auditors	050210							1	1		
11-1021	General and Operations Managers	<b>050500</b>	576	\$63.47	\$132,008	BA	<5 years	None	7	7	Y	Y
11-1021	General and Operations Managers	050600							3	3	Y	
11-1021	General and Operations Managers	050800							2	2		
15-1121	Computer Systems Analysts	070200	450	\$50.18	\$104,379	BA	None	None	2	2		
11-3021	Computer and Information Systems Managers	<b>070600</b>	448	\$83.54	\$173,761	BA	≥5 years	None	2	3		
11-3021	Computer and Information Systems Managers	070800							1	1		
11-3021	Computer and Information Systems Managers	070810							5	18	Y	
11-3021	Computer and Information Systems Managers	070820							2	2		
17-2061	Computer Hardware Engineers		407	\$65.01	\$135,226	BA	None	None				
13-1111	Management Analysts	<b>050500</b>	388	\$46.40	\$96,513	BA	<5 years	None	7	7	Y	Y
	[4] Total jobs are the sum of new jobs and replacement needs. Projection is for Santa Clara and San Benito Counties, 2012 to 2022.											
	[6] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.											

Occupations Commonly Requiring a Bachelor's Degree, 200 or More Projected Annual Openings 2012-2022 (continued)

2010 SOC Code	Occupational Title	TOP	Annual Av. Total Jobs [4]	2014 Q1 Median Hourly	2014 Q1 Median Annual	Expected Prep.	Work Exp.	On-the-Job Training	# Area Comm. Colleges	# Area Degree Programs	SJCC Program	EVC Program
13-1161	Market Research Analysts and Marketing Specialists	220400	378	\$48.74	\$101,399	BA	None	None	4	4	Y	
13-1161	Market Research Analysts and Marketing Specialists	059900							1	1		
15-1131	Computer Programmers	061430	280	\$39.79	\$82,768	BA	None	None	2	3	Y	
15-1131	Computer Programmers	070710							3	4		
15-1131	Computer Programmers	070900							1	1		
41-4011	Sales Rep., Wholesale and Manufacturing, Technical & Scientific Products	059900	262	\$50.86	\$105,784	BA	None	MT OJT	1	1		
11-9041	Architectural and Engineering Managers	090100	252	\$84.00	\$174,718	BA	≥5 years	None	5	5		Y
11-9041	Architectural and Engineering Managers	020110							1	1		Y
25-2021	Elementary School Teachers, Except Special Education	490120	252	[6]	\$71,549	BA	None	I/R	2	2	Y	Y
17-2072	Electronics Engineers, Except Computer	090100	232	\$61.04	\$126,970	BA	None	None	5	5		Y
11-2021	Marketing Managers		223	\$83.52	\$173,721	BA	≥5 years	None				
11-3031	Financial Managers		205	\$73.90	\$153,721	BA	≥5 years	None				
	[4] Total jobs are the sum of new jobs and replacement needs. Projection is for Santa Clara and San Benito Counties, 2012 to 2022.											
	[6] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.											

Source: California Employment Development Department, Labor Market Information. California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

Occupations Commonly Requiring a Bachelor's Degree, 100 to 199 Projected Annual Openings 2012-2022

2010 SOC Code	Occupational Title	TOP	Annual Av. Total Jobs [4]	2014 Q1 Median Hourly	2014 Q1 Median Annual	Expected Prep.	Work Exp.	On-the-Job Training	# Area Comm. Colleges	# Area Degree Programs	SJCC Program	EVC Program
11-2022	Sales Managers	050500	188	\$81.61	\$169,751	BA	<5 years	None	7	7	Y	Y
17-2071	Electrical Engineers	090100	187	\$58.71	\$122,104	BA	None	None	5	5		Y
13-2051	Financial Analysts		177	\$49.32	\$102,588	BA	None	None				
15-1142	Network and Computer Systems Administrators	070200	169	\$44.50	\$92,542	BA	None	None	1	1		
15-1142	Network and Computer Systems Administrators	070800							1	1		
15-1142	Network and Computer Systems Administrators	070810							5	12	Y	
15-1142	Network and Computer Systems Administrators	070820							2	2		
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	080100	160	[6]	\$74,543	BA	None	I/R	1	1		
17-2112	Industrial Engineers	090100	156	\$52.26	\$108,689	BA	None	None	5	5		Y
17-2141	Mechanical Engineers	090100	145	\$52.34	\$108,850	BA	None	None	5	5		Y
15-1199	Computer Occupations, All Other	070600	124	\$44.73	\$93,047	BA	None	None	2	3		
27-2022	Coaches and Scouts	083500	113	[6]	\$39,356	BA	None	None	2	2		
15-1143	Computer Network Architects	070200	112	\$66.42	\$138,140	BA	≥5 years	None	1	1		
15-1143	Computer Network Architects	070810							5	12	Y	
15-1143	Computer Network Architects	070900							1	1	Y	
25-2022	Middle School Teachers, Except Special and Career/Technical Education	080100	108	[6]	\$68,817	BA	None	I/R	1	1		
17-2011	Aerospace Engineers	090100	103	\$50.24	\$104,510	BA	None	None	5	5		Y
41-9031	Sales Engineers	090100	103	\$59.03	\$122,787	BA	None	MT OJT	5	5		Y
	[4] Total jobs are the sum of new jobs and replacement needs. Projection is for Santa Clara and San Benito Counties, 2012 to 2022.											
	[6] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.											

Source: California Employment Development Department, Labor Market Information. California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

Occupations Commonly Requiring a Bachelor's Degree, 50 to 99 Projected Annual Openings 2012-2022

2010 SOC Code	Occupational Title	TOP	Annual Av. Total Jobs [4]	2014 Q1 Median Hourly	2014 Q1 Median Annual	Expected Prep.	Work Exp.	On-the-Job Training	# Area Comm. Colleges	# Area Degree Programs	SJCC Program	EVC Program
13-1071	Human Resources Specialists	051600	97	\$39.38	\$81,933	BA	None	None	1	1	Y	
11-9111	Medical and Health Services Managers	126100	94	\$66.92	\$139,192	BA	None	None	1	2		
13-1151	Training and Development Specialists		91	\$38.87	\$80,845	BA	<5 years	None				
15-2031	Operations Research Analysts		86	\$55.31	\$115,042	BA	None	None				
11-9021	Construction Managers	050100	81	\$51.32	\$106,759	BA	None	MT OJT	2	2		
11-9021	Construction Managers	050500							7	7	Y	Y
11-9021	Construction Managers	050600							3	3	Y	
13-1051	Cost Estimators	050100	77	\$36.72	\$76,392	BA	None	None	2	2		
13-1051	Cost Estimators	050500							7	7	Y	Y
13-1051	Cost Estimators	050600							3	3	Y	
15-1141	Database Administrators	070720	76	\$48.55	\$101,000	BA	<5 years	None	0			
11-3011	Administrative Services Managers	050100	74	\$49.39	\$102,729	BA	<5 years	None	2	2		
11-3011	Administrative Services Managers	050500							7	7	Y	Y
11-3011	Administrative Services Managers	050600							2	2	Y	
17-2051	Civil Engineers	090100	73	\$46.46	\$96,639	BA	None	None	5	5		Y
11-1011	Chief Executives	050100	71	N/A	N/A	BA	>5 years	None	2	2		
11-1011	Chief Executives	050500							7	7	Y	Y
11-1011	Chief Executives	050600							3	3	Y	
11-1011	Chief Executives	050800							2	2		
11-1011	Chief Executives	210450							1	1		
27-1024	Graphic Designers	061430	69	\$28.52	\$59,317	BA	None	None	3	3	Y	
27-1024	Graphic Designers	103000							4	5		
25-3099	Teachers and Instructors, All Other		68	[6]	\$64,730	BA	None	I/R				
13-1081	Logisticians		66	\$44.58	\$92,734	BA	None	None				
	Securities, Commodities, & Financial Services											
41-3031	Sales Agents		64	\$26.64	\$55,402	BA	None	MT OJT				
25-2012	Kindergarten Teachers, Except Special Education	490120	62	[6]	\$67,461	BA	None	I/R	1	1	Y	Y
11-3121	Human Resources Managers		60	\$77.39	\$160,975	BA	≥5 years	None				
13-2052	Personal Financial Advisors		54	\$35.82	\$74,508	BA	None	None				
17-2031	Biomedical Engineers	090100	51	\$54.51	\$113,383	BA	None	None	5	5		Y
17-2199	Engineers, All Other	090100	51	\$54.59	\$113,555	BA	None	None	5	5		Y
	[4] Total jobs are the sum of new jobs and replacement needs. Projection is for Santa Clara and San Benito Counties, 2012 to 2022.											
	[6] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.											

Source: California Employment Development Department, Labor Market Information. California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

The table below identifies five occupations in San Jose-Sunnyvale-Santa Clara Standard Metropolitan Statistical Area with 50 or more projected annual openings through 2022 that commonly require an Associate Degree.

Occupations Commonly Requiring an Associate Degree, 50 or More Projected Annual Openings 2012-2022 Matched to Neighboring College Programs and Average Awards 2009-10 to 2013-14

2010 SOC Code	Occupational Title	TOP	Annual Av. Total Jobs [4]	2014 Median Hourly	2014 Median Annual	Expected Preparation	Work Experience	On-the-Job Training	# Area Colleges	# Area Programs	Area CC Av. Annual Degrees 2009-2014	SJCC Program	EVC Program	Gap
29-1141	Registered Nurses	123010	689	\$63.28	\$131,634	AA	None	None	4	6	227		Y	462
15-1134	Web Developers	070200	111	\$49.69	\$103,347	AA	None	None	1	1	2			
15-1134	Web Developers	070810							4	29	12			
15-1134	Web Developers	070900							1	3	4	Y		
													Subtotal Gap	93
23-2011	Paralegals and Legal Assistants	140200	99	\$27.50	\$57,202	AA	None	None	3	11	78		Y	21
29-2021	Dental Hygienists	124020	66	\$49.54	\$103,053	AA	None	None	1	1	22			44
51-9141	Semiconductor Processors	093420	54	\$17.02	\$35,393	AA	None	MT OJT	0	0	0			54

[4] Total jobs are the sum of new jobs and replacement needs. Projection is for Santa Clara and San Benito Counties, 2012 to 2022.

Source: California Employment Development Department, Labor Market Information. California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

The table below identifies six occupations in San Jose-Sunnyvale-Santa Clara Standard Metropolitan Statistical Area with 50 or more projected annual openings through 2022 that commonly require a Postsecondary Certificate. Evergreen Valley College offers a California Department of Public Health approved curriculum for Certified Nursing Assistants and Home Health Aides. However, neither curriculum has been approved by the Board of Trustees to offer a College certificate of completion and neither curriculum reports program awards to the Chancellor’s Office. As a result, the program awards from these curriculum areas at EVC were not identified in this analysis.

Occupations Commonly Requiring a Certificate, 50 or More Projected Annual Openings 2012-2022 Matched to Neighboring College Programs and Average Awards 2009-10 to 2013-14

2010 SOC Code	Occupational Title	TOP	Annual Av. Total Jobs [4]	2014 Median Hourly	2014 Median Annual	Expected Preparation	Work Experience	On-the-Job Training	# Area Colleges	# Area Total Programs	Area UC Av. Annual Certif. 2009-2014	Area UC Av. Annual Degrees 2009-2014	SJCC Program	EVC Program	Gap	
31-1014	Nursing Assistants	123030	208	\$15.49	\$32,215	Certificate	None	None	1	1	0.4	0			207.6	
31-9092	Medical Assistants	120820	175	\$18.73	\$38,976	Certificate	None	None	3	21	53	0	Y			
31-9092	Medical Assistants	051420							1	1	1	1		Y		
															Subtotal Gap	120
39-5012	Hairdressers, Hairstylists, and Cosmetologists	300700	113	\$10.44	\$21,705	Certificate	None	None	1	3	100	6	Y		13	
31-9091	Dental Assistants	124010	110	\$21.30	\$44,307	Certificate	None	None	2	4	0	22	Y		110	
29-2061	Licensed Practical and Licensed Vocational Nurses	123020	99	\$27.84	\$57,911	Certificate	None	None	1	2	40	26			59	
49-9021	Heating, Air Cond, & Refrig Mechanics & Installers	094600	56	\$30.69	\$63,826	Certificate	None	IT/OJT	1	3	41	8	Y			
49-9021	Heating, Air Cond, & Refrig Mechanics & Installers	094610							1	3	7	4				
															Subtotal Gap	-4

[4] Total jobs are the sum of new jobs and replacement needs. Projection is for Santa Clara and San Benito Counties, 2012 to 2022.

Source: California Employment Development Department, Labor Market Information. California Community College Chancellor’s Office; analysis by Cambridge West Partnership, LLC

The table below identifies two occupations in San Jose-Sunnyvale-Santa Clara Standard Metropolitan Statistical Area with 50 or more projected annual openings through 2022 that commonly require some college.

Occupations Commonly Requiring Some College, 50 or More Projected Annual Openings 2012-2022 Matched to Neighboring College Programs and Average Awards 2009-10 to 2013-14

2010 SOC Code	Occupational Title	TOP	Annual Av. Total Jobs [4]	2014 Median Hourly	2014 Median Annual	Expected Preparation	Work Experience	On-the-Job Training	# Area Colleges	# Area Total Programs	Area CC Av. Annual Certif. 2009-2014	Area CC Av. Annual Degrees 2009-2014	SJCC Program	EVC Program	Gap
15-1151	Computer User Support Specialists	070820	377	\$31.94	\$66,439	Some College	None	None	2	6	3	3			371
25-9041	Teacher Assistants	080200	271	[6]	\$29,158	Some College	None	None	1	1	1	0			270

[6] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.

Source: California Employment Development Department, Labor Market Information. California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

The table below identifies forty-five occupations in San Jose-Sunnyvale-Santa Clara Standard Metropolitan Statistical Area with 50 or more projected annual openings through 2022 that commonly require a high school diploma. For some occupations below a college certificate or some college experience may give the job applicant a competitive advantage. In other occupations local hiring practices actually expect more than a high school diploma for entry-level education.

Occupations Commonly Requiring a High School Diploma, 50 or More Projected Annual Openings 2012-2022 Matched to Programs Offered by the San Jose-Evergreen Community Colleges

SOC Code	Occupational Title	Av An Total Jobs	2014 Q1 Median Hourly	2014 Q1 Median Annual	Entry Level Education	Work Experience	On-the-Job Training	TOP	EVC Program	SJCC Program
434051	Customer Service Representatives	504	\$21.24	\$44,189	HS Diploma	None	ST OJT	051800		
413099	Sales Representatives, Services, All Other	444	\$38.49	\$80,054	HS Diploma	None	ST OJT			
439061	Office Clerks, General	359	\$18.14	\$37,728	HS Diploma	None	ST OJT			
131199	Business Operations Specialists, All Other	341	\$42.53	\$88,462	HS Diploma	None	None			
431011	First-Line Supervisors of Office and Administrative Support Workers	317	\$30.78	\$64,035	HS Diploma	<5 years	None	051440	Y	Y
436014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	270	\$20.14	\$41,880	HS Diploma	None	ST OJT			
339032	Security Guards	248	\$14.17	\$29,464	HS Diploma	None	ST OJT			
351012	First-Line Supervisors of Food Preparation and Serving Workers	214	\$16.66	\$34,633	HS Diploma	<5 years	None			
472031	Carpenters	212	\$28.86	\$60,038	HS Diploma	None	APP			
119199	Managers, All Other	210	\$73.39	\$152,643	HS Diploma	<5 years	None	050640	Y	Y
433031	Bookkeeping, Accounting, and Auditing Clerks	197	\$22.40	\$46,578	HS Diploma	None	MT OJT			
411011	First-Line Supervisors of Retail Sales Workers	184	\$21.24	\$44,174	HS Diploma	<5 years	None	050940		
434171	Receptionists and Information Clerks	177	\$16.59	\$34,508	HS Diploma	None	ST OJT			
399011	Childcare Workers	173	\$14.86	\$30,915	HS Diploma	None	ST OJT	130500		Y
499071	Maintenance and Repair Workers, General	168	\$22.15	\$46,065	HS Diploma	None	LT OJT			
433071	Tellers	147	\$14.46	\$30,073	HS Diploma	None	ST OJT			
436013	Medical Secretaries	145	\$21.30	\$44,320	HS Diploma	None	MT OJT			
472111	Electricians	144	\$29.73	\$61,839	HS Diploma	None	APP			
435071	Shipping, Receiving, and Traffic Clerks	120	\$15.95	\$33,182	HS Diploma	None	ST OJT			
519061	Inspectors, Testers, Sorters, Samplers, and Weighers	112	\$20.68	\$43,016	HS Diploma	None	MT OJT			
333051	Police and Sheriff's Patrol Officers	111	\$46.05	\$95,777	HS Diploma	None	MT OJT	210500	Y	Y
414012	Sales Rep, Wholesale & Manufacturing, Except Technical & Scientific Products	111	\$28.17	\$58,597	HS Diploma	None	MT OJT			

APP- Apprenticeship; ST OJT- One month or less; MT OJT- One to 12 months; LT OJT- More than 12 months  
Source: California Employment Development Department, Labor Market Information. California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

Occupations Commonly Requiring a High School Diploma, 50 or More Projected Annual Openings 2012-2022 Matched to Programs Offered by the San Jose-Evergreen Community Colleges

SOC Code	Occupational Title	Av An Total Jobs	2014 Q1 Median Hourly	2014 Q1 Median Annual	Entry Level Education	Work Experience	On-the-Job Training	TOP	EVC Program	SJCC Program
514041	Machinists	110	\$22.67	\$47,153	HS Diploma	None	LT OJT	095630		Y
493023	Automotive Service Technicians and Mechanics	100	\$24.95	\$51,897	HS Diploma	None	LT OJT	094840	Y	
436011	Executive Secretaries and Executive Administrative Assistants	95	\$31.38	\$65,270	HS Diploma	<5 years	None	051400	Y	Y
131023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	90	\$36.74	\$76,402	HS Diploma	None	LT OJT			
512092	Team Assemblers	90	\$15.81	\$32,872	HS Diploma	None	MT OJT			
433021	Billing and Posting Clerks	89	\$21.61	\$44,938	HS Diploma	None	ST OJT			
119141	Property, Real Estate, and Community Association Managers	82	\$34.25	\$71,243	HS Diploma	<5 years	None	051100		Y
435061	Production, Planning, and Expediting Clerks	80	\$26.79	\$55,722	HS Diploma	None	MT OJT			
533033	Light Truck or Delivery Services Drivers	80	\$15.20	\$31,625	HS Diploma	None	ST OJT			
253021	Self-Enrichment Education Teachers	75	\$20.64	\$42,937	HS Diploma	<5 years	None			
433011	Bill and Account Collectors	74	\$22.72	\$47,257	HS Diploma	None	MT OJT			
119051	Food Service Managers	71	\$25.85	\$53,783	HS Diploma	<5 years	None	130710		
512022	Electrical and Electronic Equipment Assemblers	67	\$16.14	\$33,563	HS Diploma	None	ST OJT			
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095210		Y
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095220		
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095230		
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095240		
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095260		
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095270		
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095280		
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095290		
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095700		
471011	First-Line Supervisors of Construction Trades and Extraction Workers	63	\$40.09	\$83,404	HS Diploma	≥5 years	None	095720		
491011	First-Line Supervisors of Mechanics, Installers, and Repairers	62	\$37.07	\$77,108	HS Diploma	<5 years	None	093440		Y

APP- Apprenticeship; ST OJT- One month or less; MT OJT- One to 12 months; LT OJT- More than 12 months

Source: California Employment Development Department, Labor Market Information. California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

Occupations Commonly Requiring a High School Diploma, 50 or More Projected Annual Openings 2012-2022 Matched to Programs Offered by the San Jose-Evergreen Community Colleges

<b>SOC Code</b>	<b>Occupational Title</b>	<b>Av An Total Jobs</b>	<b>2014 Q1 Median Hourly</b>	<b>2014 Q1 Median Annual</b>	<b>Entry Level Education</b>	<b>Work Experience</b>	<b>On-the-Job Training</b>	<b>TOP</b>	<b>EVC Program</b>	<b>SJCC Program</b>
292052	Pharmacy Technicians	60	\$21.41	\$44,536	HS Diploma	None	MT OJT			
435052	Postal Service Mail Carriers	59	\$27.50	\$57,210	HS Diploma	None	ST OJT			
472152	Plumbers, Pipefitters, and Steamfitters	57	\$40.11	\$83,424	HS Diploma	None	APP			
211093	Social and Human Service Assistants	56	\$20.32	\$42,259	HS Diploma	None	ST OJT			
339092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	56	\$10.64	\$22,138	HS Diploma	None	ST OJT			
371011	First-Line Supervisors of Housekeeping and Janitorial Workers	55	\$24.30	\$50,544	HS Diploma	<5 years	None			
499041	Industrial Machinery Mechanics	55	\$28.08	\$58,411	HS Diploma	None	LT OJT			
434121	Library Assistants, Clerical	50	\$16.56	\$34,448	HS Diploma	None	ST OJT			
APP- Apprenticeship; ST OJT- One month or less; MT OJT- One to 12 months; LT OJT- More than 12 months										

Source: California Employment Development Department, Labor Market Information. California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

## Appendix E: Board Ends Policies, Indicators, Venues and Relation to the EMP

#	Ends Policy Areas	Ends Policy Indicators	Monitoring/Analysis Venues	Board Strategic Priorities
<b>1.</b>	<b>Career Development</b>			
		<i>1. Basic skills completion</i>	Scorecard, Student Equity	I. Student Success
		<i>2. Degree completion and/or Transfer ready status</i>	Scorecard, Student Equity	III. Workforce Development
		<i>3. Alignment between degree offerings and workforce needs*</i>	Advisory Groups, EMP	V. Technology
		<i>4. Enrollment in targeted workforce programs</i>	Perkins Plan	VI. Communications
		<i>5. Increased corporate partnerships</i>		
		<i>6. Increased revenue from contract training</i>		
		<i>7. Increased community awareness of district programs</i>		
		<i>8. Increased student goal attainment</i>		
<b>2.</b>	<b>Transferability</b>			All
		<i>1. Degree Completion and/or transfer ready status</i>	Scorecard, Student Equity	
		<i>2. Number of AAT programs approved by the state</i>	Catalog	
		<i>3. Number of student completing AAT degree programs</i>	MIS Program Awards	
		<i>4. Student transfer rate</i>	Scorecard	
		<i>5. Number of online courses offered</i>	DE Plan	
		<i>6. Enrollment in online courses</i>	DE Plan	
		<i>7. Proportion of student demographics to the surrounding community</i>		
<b>3.</b>	<b>College Readiness</b>			I. Student Success
		<i>1. Percentage of Course and Program Student Learning Outcomes Assessed</i>	SLO Plan	II.2a.; II.3b
		<i>2. Student Success on Institutional learning Outcomes</i>	SLO Plan	III.5
		<i>3. Student Habits of Mind**</i>	DLES Survey	V. Technology
		<i>4. Student Pluralistic Orientation**</i>	DLES Survey	VI. Communications
		<i>5. Student Integration of Learning**</i>	DLES Survey	
<b>4.</b>	<b>Institutional Excellence</b>			All
		<i>1. Employee productivity</i>		
		<i>2. Employee retention</i>		
		<i>3. Number of safety incidents on campuses</i>		
		<i>4. Employee satisfaction with work environment</i>		
		<i>5. Employee satisfaction with district services</i>		
		<i>6. Number of employee performance reviews completed</i>		
		<i>7. Institutional Learning Outcomes</i>	SLO Plan	

#	Ends Policy Areas	Ends Policy Indicators	Monitoring/Analysis Venues	Board Strategic Priorities
5.	<b>Student Success</b>			I. Student Success
		<i>1. Student Persistence</i>	Scorecard, Program Review	III. Workforce Development
		<i>2. Course completion</i>	Scorecard, Student Equity	V. Technology
		<i>3. Basic skills completion</i>	Scorecard, Student Equity	VI.4; VI.5
		<i>4. Retention</i>	Scorecard, Student Equity	
		<i>5. 30-unit completion</i>	Scorecard	
		<i>6. Course productivity rates</i>	Program Review	
		<i>7. Implementation of SSSP Resources – Student Ed Plans and Degree Audit, Orientations, Assessments, etc. – and reporting of related MIS data</i>	SSSP Plan	
6.	<b>College Experience</b>			All
		1. Employee student satisfaction with campus safety		
		2. Student satisfaction with campus environment		
		3. Student engagement		
		4. Faculty and staff satisfaction and engagement		
		5. <i>Student academic engagement**</i>	CCSSE	
		<i>Indicators in italics are most closely related to the Educational Master Plan.</i>		
		Most of the metrics can be monitored through the student achievement data that is reported by colleges through the MIS end of term or annual files of data and captured in the Scorecard accountability framework.		
		*This metric is a judgment call based upon a comparison of labor market projected job openings and the portfolio of programs offered by the college.		
		**This metric can be monitored through the student responses to the Diverse Learning Environments Survey (DLES) or the Community College Survey of Student Engagement (CCSE). Both are administered every other year.		

Source: SJECCD Board Ends Policies Governance Principles, adopted May 13, 2014 and updated April 14, 2015, Dashboard Reports to the Board; analysis by Cambridge West Partnership, LLC

## Appendix F: San Jose-Evergreen Community College Extension at Milpitas, Fall 2016 Offerings (draft)

Courses in *italics* are Afternoon and Evening

General Education (Areas A - G)	STEM (Science Technology Engineering Math)	Career Technical Education (CTE)
<p><b>Area A: Communication in the English Language and Critical Thinking</b> (CSU Transfer = min 9 units)</p> <ul style="list-style-type: none"> <li>• COMM 010: Interpersonal Communication</li> <li>• COMS 020 Oral Communication</li> <li>• COMS 040: Argumentation &amp; Debate</li> </ul>		<ul style="list-style-type: none"> <li>• ACCT 020: Financial Accounting</li> <li>• BUS 008: Business English</li> <li>• BUS 082: Intro to Business (Summer)</li> <li>• MATH 063: Elementary Statistics</li> </ul>
<p><b>Area B: Scientific Inquiry and Quantitative Reasoning</b> (CSU Transfer = min 9 units)</p> <ul style="list-style-type: none"> <li>• ASTRO 010: Intro to Astronomy</li> <li>• BIOL 061: Human Heredity</li> <li>• BIOL 064: Marine Biology</li> <li>• BIOL 065: Wildlife Biology</li> <li>• ENVIR 010: Intro to Environ Sci.</li> <li>• MATH 72: Calculus 2 Analytic Geometry</li> </ul>	<p>Math and Science from Area B is also STEM aligned.</p> <p><u>Intro to Engineering</u></p> <ul style="list-style-type: none"> <li>• ENGR 001: Technology &amp; Society</li> <li>• ENGR 010: Engineering Processes and Tools</li> <li>• ENGR 018 Engineering Design &amp; Graphics</li> <li>• CIS041: Commuter Information &amp; Technology</li> </ul>	<ul style="list-style-type: none"> <li>• MATH 062: Calculus for Business &amp; Social Science</li> <li>• MATH 061: Finite Math</li> </ul>
<p><b>Area C: Arts and Humanities</b> (CSU Transfer = min 9 units)</p> <ul style="list-style-type: none"> <li>• MUSIC 091: Music Appreciation</li> <li>• MUSIC 093: Music and Film</li> <li>• SL 001A: Intro to Sign Language</li> </ul>	<p><u>Programming (Day and Afternoon):</u></p> <ul style="list-style-type: none"> <li>• CIS 054: C/C++</li> <li>• CIS 023: Java Script Program</li> <li>• CIS 084: Java Programming</li> <li>• CIS 024C: Python</li> <li>• CIT 042 Perl Programming</li> </ul>	<p>Computerized Individual Instruction – (Non-Credit CDCP)</p> <ol style="list-style-type: none"> <li>1. MS Windows</li> <li>2. MS Office</li> <li>3. MS Word</li> <li>4. MS Excel</li> <li>5. MS Access</li> </ol>

<p><b>Area D: Social Sciences</b> (CSU Transfer = min 9 units)</p> <ul style="list-style-type: none"> <li>• ANTH 063: Intro to Social &amp; Cultural Anthropology</li> <li>• ETH 010: Intro to Ethnic Studies</li> </ul>	<p><i>Spring 2017:</i></p> <ul style="list-style-type: none"> <li>• <i>Physics</i></li> <li>• <i>Earth Science</i></li> </ul>	<p><i>Remedial Math</i> <i>Remedial English</i></p> <ul style="list-style-type: none"> <li>○ <i>Afternoon &amp; Evening</i></li> </ul>
<p><b>Area E: Lifelong Learning &amp; Self-Development</b> (CSU Transfer = min 3 units)</p> <ul style="list-style-type: none"> <li>• <i>FCS 019: Nutrition</i></li> <li>• <i>FCS 070: Child Development</i></li> <li>• <i>GUID 096: Career Planning</i></li> <li>• <i>GUID 130: College Success</i></li> <li>• <i>HED 011: Dynamic Health Concepts</i></li> <li>• <i>PSYC: 020 Psych of Stress Reduction</i></li> <li>• <i>KIN 005: Intro to Kinesiology</i></li> <li>• <i>PSYCH 035: Women's Psych.</i></li> </ul>		<p><i>Construction (not CSU Transfer)</i></p> <ol style="list-style-type: none"> <li>1. <i>CONSTR 310: Applied Construction Math</i></li> <li>2. <i>CONSTR 100: Intro to Power Tools</i></li> <li>3. <i>CONST 115: Blueprint Reading</i></li> </ol> <p><i>ECE – Child Development: ECE 101, 102, 107, 108</i> <i>EDUC 10 – Classroom Management w/ practicum</i></p> <p><i>Medical Assistant</i></p> <ul style="list-style-type: none"> <li>○ <i>Afternoon or Evening</i></li> </ul>

Source: Milpitas Educational Programming Committee. October 1, 2015