Educational Master Plan

Cambridge West Partnership, LLC
Fall 2015

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Executive Summary

The College, established in 1921, is located southwest of the downtown core area of the City of San Jose. Although it has primarily been know for career and technical education preparation, it serves 24 zip codes adjacent to its location and now offers a comprehensive educational program.

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. In the greater Bay Area up to 2022, 10% of the projected job openings will require some college through the Associate Degree while 30% are expected to require a Bachelor's Degree or higher. The statistics are higher in Santa Clara County alone where 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 by 2025 the State economy will be short up to 1.4 million workers who have some college education but less than a bachelor's degree. 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;
- 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; and
- Initial AB86 legislation promoting regional cooperation to reduce redundancy in instructional services offered by adult schools and community colleges.

The Doing What Matters for Jobs and the Economy initiative from the Chancellor's Office addresses the career and technical education function of community colleges. The initiative promotes 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.

It should be noted that the statistics presented in this EMP are based on SJCC's effective 24-zip code service area, but three of the zip codes are also included in the West Valley-Mission District's service area. With respect to demographic projections out to 2040, Santa Clara County expects 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. The median household income in the SJCC effective service area is roughly $12,000 *less* than throughout Santa Clara County and the portion of adults *with no high school diploma is 4% higher* than the general County. Within the 24 zip codes, seven have 20% to 31% of the households with an income level 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 SJCC 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 8.7% and the latter projected to increase by 9.9% over the next five years.

Internal Scan

Fall term headcounts at SJCC have fallen 4.6% annually from 2009 to 2014, which parallels the experience at neighboring community college districts, except for Ohlone and Gavilan. On average from 2009 to 2013 20% of all fall enrollments at SJCC have been from students who *live outside of* the SJECCD boundaries. Enrollment decline, like this current history, is commonly associated with an improving economy. The College has been offering 111 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, the majority of the degree awards are in programs of study designed for transfer. Divisions offering traditional liberal arts instruction attracted the greatest numbers of enrollments. The majority of classes are scheduled to meet during day operations within six fixed instructional periods. However, 43% of the classes in the fall 2013 term met at odd times that conflicted with the standard six fixed patterns. Online classes only garner an annual average of 7% of the FTES. The majority of students who participate in the placement examinations are referred to developmental instruction in reading, composition and mathematics. Therefore, the College offers an impressive, wide variety of remedial and support services to assist students to be successful in their college experience since most students attending the College have expressed an interest in transferring to complete a Bachelor's Degree.

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 SJCC has seen a 31% increase in the numbers of students who transferred to the University of California (UC), a 64% increase in the numbers of students who transferred to the California State University (CSU), and a 20% increase in the numbers of students attending in-state private institutions. While commonly needing six years to transfer, cohorts of students who showed a behavioral intent to transfer from 1995-96 forward have taken many more years to *complete* 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. SJCC has funded targeted interventions including peer-lead-team-learning, tutoring, and supplemental instruction for specific subgroups and curricular areas. It has also revised counseling and new student orientation and taken additional steps for ESL students. A "push-in" strategy with a one-hour workshop on college readiness skills is being offered in basic skills classes. New funding through the Student Success and Support Program has been allocated to augment personnel needed to help at-risk students. A major new federal grant positions the College to extend its successful METAS program into the 2021 Scholars Program by adding a summer bridge and first-year experience initiative.

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 update of 2014 outlines six strategic themes:

- promote student success;
- expand partnerships with external communities;
- enhance employee development;
- foster cultural competence;
- increase campus safety; and
- resource development.

Each of the themes has subareas and goals that align with the District's strategic goals for student success, and include workforce and economic development intended to achieve these strategic goals. To monitor the commitments to action SJCC relies upon annual progress reports 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, facilitating transfer to the CSU for community college students, represents a major breakthrough in California higher education policy. SJCC appears to be taking full advantage of that. 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 were identified for the some areas in the Business and Workforce Development Division, Humanities and Social Science Division, Language Arts Division, and Math and Science Division.

I. Message from the President

The San Jose City College 2015 - 2020 Educational Master Plan was developed through a collaborative process that involved the entire college by engaging campus constituents and community members in discussions about the college's future and planning in relation to student needs, as well as business and industry's demand for a well-trained and skilled workforce. This document coordinates all the processes by which San Jose City College plans for and evaluates educational offerings provided to students.

While we take our cue from the past in providing our community with a skilled labor force and engaged citizens, we also understand that in order to adequately meet those needs, we must shift our emphasis, as those needs have become far more complex in recent years. Our effort and attention have been fine-tuned because of our responsibility to our students. At present, our mission is as much about enabling student success as it is about providing access to quality higher education. This year, thanks to the continued dedication of our faculty and staff, SJCC embarked on new projects and programs to further enrich the lives of our students and the community.

We certainly continue to be proud of all that we have accomplished through the delivery of excellent instruction and support services to students at San Jose City College. In fact, licensure exam pass rates for our most popular programs exceed state and national averages.

We know that education and training are vital to our students' futures, the well being of all community members in the Silicon Valley, the economic stability of California, and our Nation's ability to be competitive in a global market. Today, considering the needs for a skilled workforce, the goals of ambitious students, the innovative spirits of entrepreneurs, and the resilience of displaced workers—the promise of the American Dream starts at San Jose City College. I am confident that you will be pleased with what

our college is pursuing and the commitment that we continue to make in order to ensure that our students have every opportunity to be successful in their educational and career pursuits. This Educational Master Plan highlights the work of our dedicated faculty and staff and the commitment of students who have worked hard to build a brighter future for themselves, their families, and our community.

Thank you for your ongoing support of our efforts.

Byron D. Clift Breland, Ph.D.
President, San Jose City College

San Jose City College Science 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 this EMP 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

This 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 Plan

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 58-acre site. The oldest buildings were constructed in the 1950s followed by six constructed in the 1970s and 1980s. Eight final buildings, central plan and parking garage were opened between 2000 and 2012. 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.

III. Context for the Educational Master Plan

The San Jose City 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. 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.

The College Strategic Plan, Educational Master Plan, and Facilities Master Plan are all institutional plans reviewed by the College Advisory Council.

Educational Master Plan (EMP). The EMP 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 signals 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 was developed to be a comprehensive view of the campus's physical development. The FMP is based upon the projection of future growth from the EMP and analyses 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. Land use and capital construction options in the draft Facilities Master Plan were shared with the Facilities and Safety Committee as the FMP was being developed.

College Strategic Plan. The Strategic Plan establishes a limited set of goals and objectives designed to guide the development of the College. The intent is to ensure that in future years the College builds upon its strengths, takes advantage of opportunities, corrects weaknesses, and mitigates threats. The Strategic Plan was developed through the collaborative discussion of the college community at professional development days and updated in fall 2014.

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 2010-2015. 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 Advisory Council reviews recommendations from the CTC and the periodic updates to the College Technology Plan. The Technology Plan is being updated during the 2015-16 academic year.

Student Equity Plan. The Plan was developed by the Student Success and Equity Committee (SSEC) and was reviewed by the Senate and College Advisory Council. 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. Because the SSEC authors the Student Equity Plan and Student Success and Support Program Plan the planning and action goals of both are integrated. Some members of the SSEC are also on the Basic Skills Initiative Committee and help integrate the efforts of that Initiative with the Student Equity Plan and Student Success and Support Program Plan. 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. The Plan was developed by the Basic Skills Initiative Committee (BSI) and reviewed by the Senate and College Advisory Council. It identified subpopulations within the student body whose academic successes were lagging and specific segments of the basic skills curriculum that are the most challenging. Funding from this Plan supports interventions such as in-class tutoring, peer tutoring in the ESL lab, supplemental instruction, new intervention strategies for probation and disqualified students, counselors doing “push-in” services in basic skills course classrooms, and ESL advisement services conducted by both counselors and ESL faculty together. The efforts of the Basic Skills Plan are integrated with the Student Equity and Student Success and Support Program Plan and some of the BSI committee members are also on the SSEC.

Student Success and Support Program (SSSP) Plan. The SSSP Plan was developed by the Student Success and Equity Committee (SSEC) and reviewed by the Senate and College Advisory Council. It identified steps to be taken to improve the effectiveness of core services such as orientation, assessment and placement, counseling, advising, and other educational planning services, and follow-up services to at-risk students. The SSSP Plan described 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 SSSP Plan. The planning and action goals of the Student Success and Support Program Plan and the Student Equity Plan are integrated. The professional development elements of the SSSP are incorporated into the College Professional Development Plan.

Institutional 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 survey instruments as venues for the collection of assessment evidence, activities for the analysis of retrieved data, and dialogue about future courses of action. Learning outcomes assessment work is integrated with comprehensive program reviews where faculty members report on their assessment activities, and with the Professional Development Plan activities of the College.

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

Distance Education (DE) Plan. The Distance Education Committee is developing a DE Plan in coordination with the Campus Technology Committee and the distance education interests of the faculty. The Committee develops College policy regarding appropriate professional development for faculty who are interested in teaching online, defining key concepts such as regular effective contact between an instructor and students, course review standards for potential online delivery, and instructor evaluation procedures when teaching an online class. The Committee promotes a College review of the Canvas course management software and the larger California Online Education Initiative (OEI). The Senate and College Advisory Council review the DE Committee proposals and will eventually review the DE Plan to promote integration with other plans at the college. The DE Plan is integrated with other plans of the institution through the DE Plan review processes and through its activities.

Major Grants. The College now has three federal grants for Hispanic Serving Institutions (HSI). 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 address the problem areas. The grants are managed in the Director of METAS and are integrated with plans across the College to promote greater success, particularly for Hispanic student groups who are underrepresented in higher education.

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 College accomplish detailed planning work, through their comprehensive program reviews and annual updates.

Comprehensive Program Reviews and Unit Planning. The units and departments of the college prepare comprehensive program review documents on a multi-year rotational cycle. An annual update is due in years one through three. A schedule of the comprehensive reviews, 2013-2017, is available at the program review web pages.

The instructional program review promotes integrated planning. Its discussion topics require focus on how well a unit functions, addresses it's the alignment with the College mission, assesses student learning outcomes, and how it conducts planning and program improvement. 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.

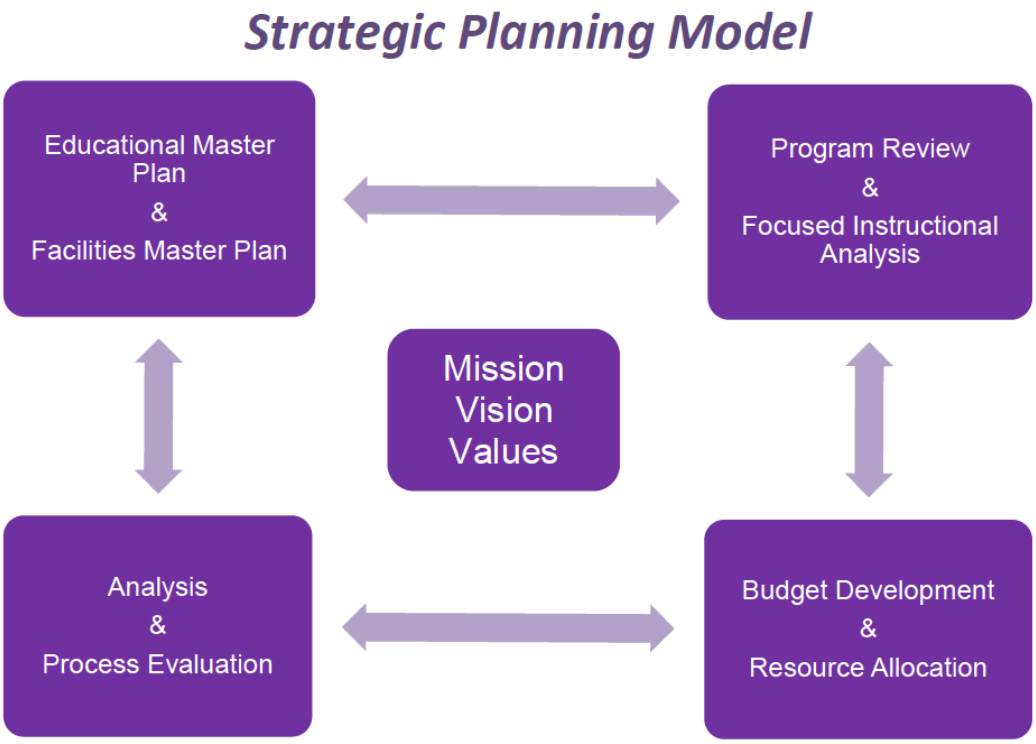
Likewise, student affairs comprehensive program review prompts promote integrated planning by also requiring a discussion of how the unit has addressed goals associated with the College's strategic goals, ensured quality of services and succeeded in serving students, complied with state regulations, assessed student learning outcomes, utilized technology and budget resources, and complied with state and federal regulations. In the final review the unit has an opportunity to discuss future plans and needs. Comprehensive program reviews were consulted in preparing the EMP and particular attention in student services unit reviews was given to the responses about technology and planning agendas for the future.

Comprehensive program review documents are reviewed and critiqued by the Program Review Committee before summary findings are reported to the College Advisory Council and Senate. The completed reviews are also shared with the College Finance Committee as part of the ongoing planning and budgeting process.

Integrated planning is promoted at the College through the shared governance process. The content of current plans have a common theme addressing the major elements in the College Strategic Plan. The processes used at the College promote integration through the College Advisory Council as the primary coordinating and review body supported by governance councils and standing committees. SJCC has an active Academic Senate in addition to the College Advisory Council. As discussed above, the planning work of the institution, except for unit and department comprehensive program reviews, is largely accomplished through these standing committees: Distance Education, Diversity Advisory, Facilities and Safety, Finance, Technology, Instructional Policies and Curriculum, Professional Development, Program Review, Strategic Planning, and Student Success.

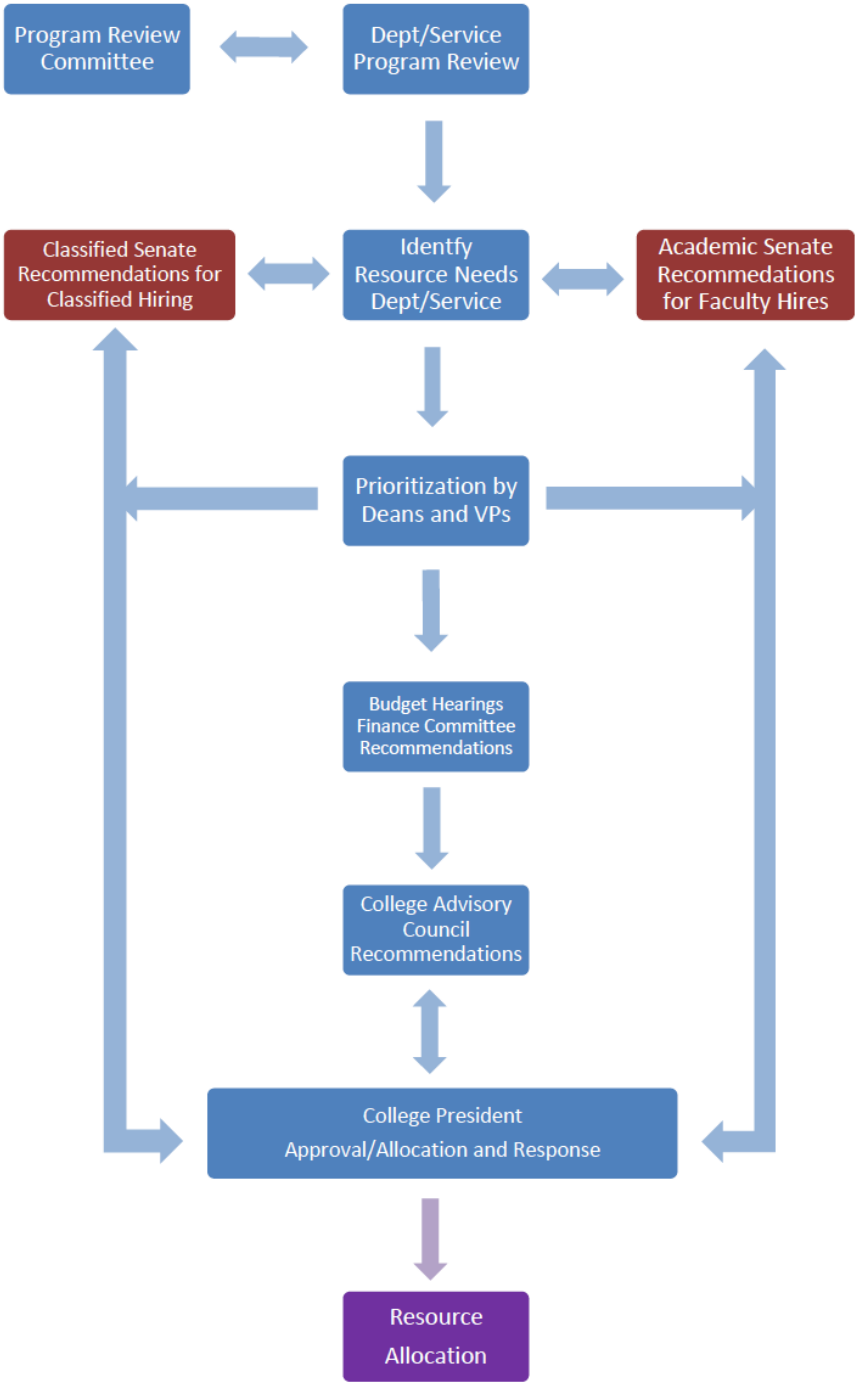
The College has begun to discuss ways graphically to portray the strategic planning and resource allocation processes. As of summer 2015 these two graphics were developed to stimulate campus discussion on those topics.

Chart 1: Integrated Planning Graphic (Draft of August 2015)



Source: SJCC Strategic Planning Work Group

Chart 2: Resource Allocation Graphic (Draft of August 2015)



Source: SJCC Strategic Planning Work Group

IV. The College

The College, founded in 1921, is located southwest of the City of San Jose, California downtown core. 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, located in northeastern Santa Clara Valley, includes all of the City of Milpitas and part of the City of San Jose. The District includes 300 square miles. The San José/Evergreen Community College District officially became an independent college district in 1963.

San Jose City College (SJCC) opened its doors in 1921 to a class of 81 students. It is the oldest community college in Santa Clara County and one of the 10 oldest in California. In 2014 hosts 9,000 students. The rich variety of cultures, which both enhances and enriches campus life, comprises one of the most diverse student bodies within the California Community College System. In 2021 it will be celebrating is centennial anniversary marking 100 years of service to the community.

For 61 years the campus has been located in downtown San Jose. Through the 1960's and 1970's San Jose City College owned more property than it does currently. The boundaries of SJCC stretched east from Bascom Avenue to Menker Avenue. Portions of this property were sold off for the development of Interstate 280 and traded to incorporate the current land where a multipurpose field currently resides.

Bond measures in 1998, 2004 and 2010 have supported much needed facilities construction: the Ceasar Chavez Library, Parking Garage, Career Technology, Technology Center, Multi-Disciplinary, Carmen Castellano Fine Arts Center, Student Center, Science/Math, renovations of the Business, Cosmetology, Reprographics buildings, and ongoing landscaping throughout the campus. Plans are currently underway for a new Kinesiology/Wellness and Athletics Building.

The second college in the SJECCD, Evergreen Valley College (EVC), is located fifteen miles southeast of SJCC, in a suburban area of the City of San Jose and adjacent to Montgomery Hill Park.

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 applying performance-based solutions to ensure effective training. In addition, WI provides educational and training opportunities for working professionals and job seekers to keep them 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.

V. The College Mission, Vision, Values and Goals

San Jose City College supports the mission, vision, and values of the SJECCD as approved by the Board of Trustees. From the College web pages, those overarching precepts are quoted 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 San Jose City College into the future the campus revisited its mission statement. The current expression of the SJC mission is documented below.

<u>College Mission Statement</u>
The Mission of San Jose City College is to effect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society.

Our Mission aligns with our Vision statement, "Inspiring Success…One Student at a Time" as well as the Vision statement of the San Jose Evergreen Community College

District, that “By the year 2017, SJECCD becomes the premier institution for advancing opportunity, equity, and social justice for everyone through education excellence”.

To fulfill our commitment to student success and assist students of all ages and background in achieving their education, employment, and life-long learning goals, SJCC offers the following:

- Two year college degrees and certificates
- Lower-division transfer and general education courses
- Basic skills and English as a Second Language instruction
- Career and technology training

College Vision Statement

San Jose City College strives daily to “Inspire Success...One Student at a Time”.

San Jose City College Main Jaguar Gymnasium

VI. Environmental Scan

A. Scan of Conditions External to San Jose City 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.

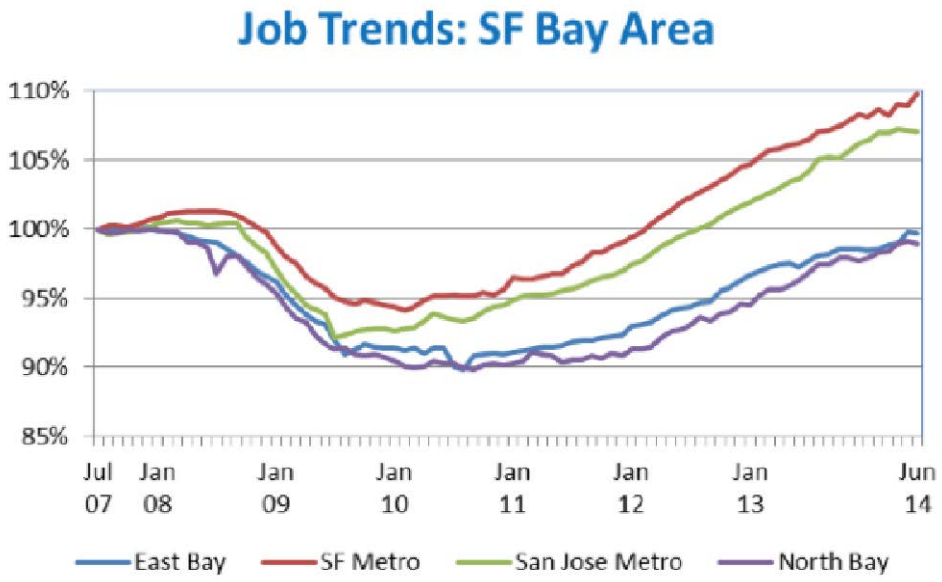
Economy and Employment

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.[1] 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.

[1] 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. Retrieved from SPUR.org on July 23, 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 education 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.[2] When this analysis is extended to 2030, the PPIC asserts that the retirement of well-educated baby boomers will continue this skills gap.[3] 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 is to require more educated workers has pushed wages upward.

[2] Sarah Bohn, "California's Need for Skilled Workers," Public Policy Institute of California, September 2014 and "California's Future-Higher Education." February 2015.
[3] 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

Industry	New Jobs	Replacement Needs	Total Job Openings	Annual Job Openings
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
Total	***487,540***	***535,103***	***1,022,643***	***102,264***

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 because the workforce is not leaving the region. 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.[4]

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
Total	***588,790***	***733,140***	***1,321,930***

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.[5]

[4] San Francisco Planning and Urban Research Association (SPUR). *Economic Prosperity Strategy*. October 2014.

[5] 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[6] 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.[7]

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. [8]

[6] Rachel Massaro. *Silicon Valley Index 2015*. Silicon Valley Institute for Regional Studies and the Silicon Valley Community Foundation. February 2015.
[7] U.S. Census Bureau. Retrieved from http://www.census.gov/newsroom/press-releases/2013/cb13-r23.html# on December 3, 2014.
[8] 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.

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%
	United States	**8.7%**	**12,284,000**	**44.4%**	**50.4%**	**5.2%**

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.

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%
Total	189,520	

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 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%
Finland Average	22.0%	1.1%
U.S. Average	15.0%	0.7%

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

			Percent Change	
Industry Cluster & Key Growth Industries	Jobs in Q2 2013	% of Total Jobs	2007-2013	2012-2013
Community Infrastructure & Services	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%
Innovation & Information Products & Services	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%
Business Infrastructure & Services	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%
Other Manufacturing	54,622	3.8%	-21.1%	-3.1%
Other	85,405	6.0%	58.6%	7.7%
Silicon Valley Total*	***1,423,491***	***100.0%***	***3.1%***	***3.4%***
**includes more industries than those shown in the table*				

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.

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%
Total	***990,100***	***1,129,100***	***139,000***	***14.0%***	***1.4%***

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).

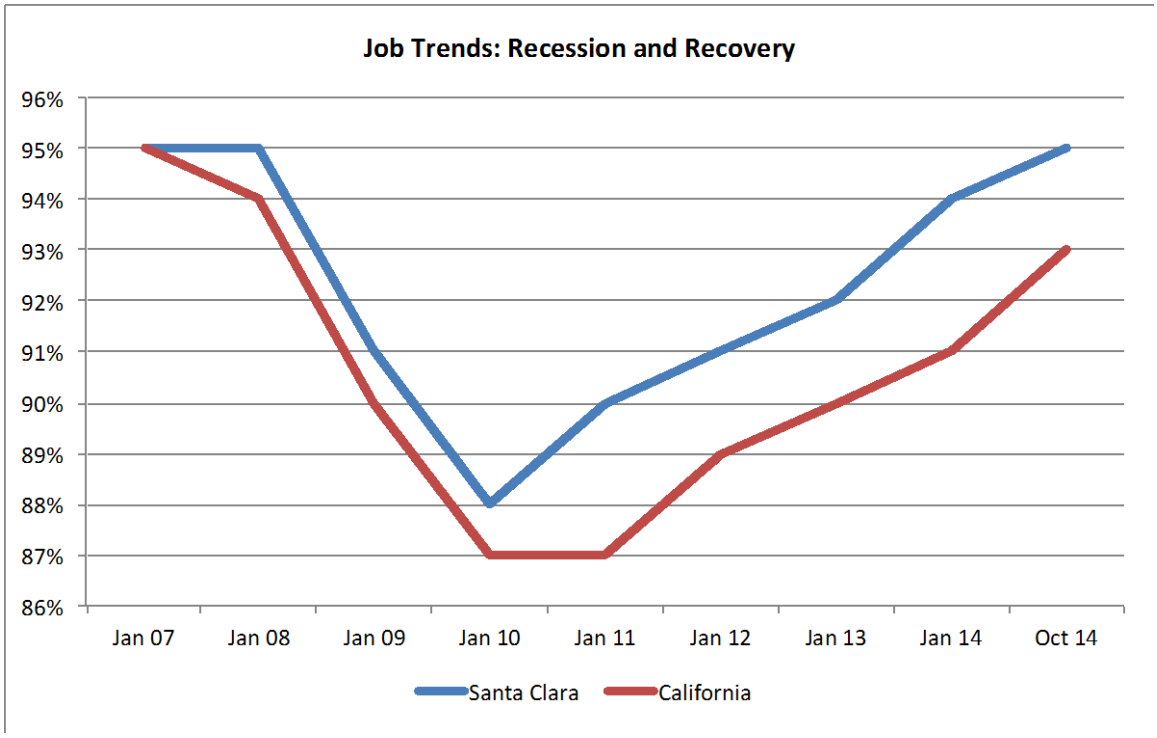
Table 8: San Jose-Sunnyvale-Santa Clara MSA, Businesses by Size

	Size Categories, Number of Employees In the Business								
Number of	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.[9] 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 high-density, multi-family units. Commercial construction is expected to be largely tenant improvements to existing buildings. Industrial development is considered to be in

[9] Svenja Gudell, "Q1 Market Reports: Did Anyone Tell Landlords That Slow and Steady Wins the Race?" Zillow Research, April 21, 2015.

the early stages of a modest, multi-year rebound with tenant improvements outpacing new construction.[10]

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 from inter-agency cooperation 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 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.*

<u>Higher Education Policy</u>

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 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

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

employment by requiring college degrees for positions that previously did not require a degree.[11]

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.[12]

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.[13]

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 12 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.[14]

Federal Policy and Funding Initiatives

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

[11] 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

[12] Complete College America. *Time Is The Enemy.* September 2011

[13] *2020 Vision: A Report of the Commission on the Future,* (Sacramento, CA: Community College League of California, 2010)

[14] Alene Russell. "*A Guide to Major U.S. College Completion Initiatives*," American Association of State Colleges and Universities, October 2011.

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 last 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 immigrants 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.[15]

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. Colleges 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:

1. Providing assurance to the public that the education provided by the institution meets acceptable levels of quality

[15] 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.

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.[16] 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, which 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 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 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;
- 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;

[16] Accrediting Commission for Community and Junior Colleges. *Preparing for A Comprehensive Visit.* Workshop materials presented on October 15, 2014.

- 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.[17] 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.

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

[17] Eva Schiorring and Rogeair Purnell. *Literature Review Brief: What We Know About Student Support 2nd Ed.* Research and Planning Group of the California Community Colleges. Fall 2012.

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 enhanced the counseling experience by inducing students to take more responsibility for their educational program plans and to use counseling expertise only to *verify* their plans. 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, 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 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

Priority Sectors/Clusters	Doing What Matters Categories
Information Communications & Technologies	ICT/Digital Media
Healthcare	Health
Advanced Manufacturing	Advanced Manufacturing
Emerging Sectors	**Doing What Matters Categories**
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

Priority Sectors/Clusters	Doing What Matters Categories
Information Communications & Technologies	ICT/Digital Media
Healthcare	Health
Advanced Manufacturing	Advanced Manufacturing
Emerging Sectors	**Doing What Matters Categories**
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 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. [18] Basic aid districts, such as the San Jose-Evergreen Community College District, are not included in any apportionment allocation model but may be 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.

[18] 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

			Miles From*	
District	College	Address	EVC	SJC
The "Neighborhood"				
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
More Distant "Neighbors"				
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., Sonora 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 as12% 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.[19]

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.

[19] One Bay Area. *Bay Area Plan: Strategy for A Sustainable Region.* July 18, 2013.

Table 13: Santa Clara County vs. State of California

	Santa Clara County				2014 to 2019	2000 to 2014	2010 to 2019
Element	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%
	State of California				2014 to 2019	2000 to 2014	2010 to 2019
Element	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%

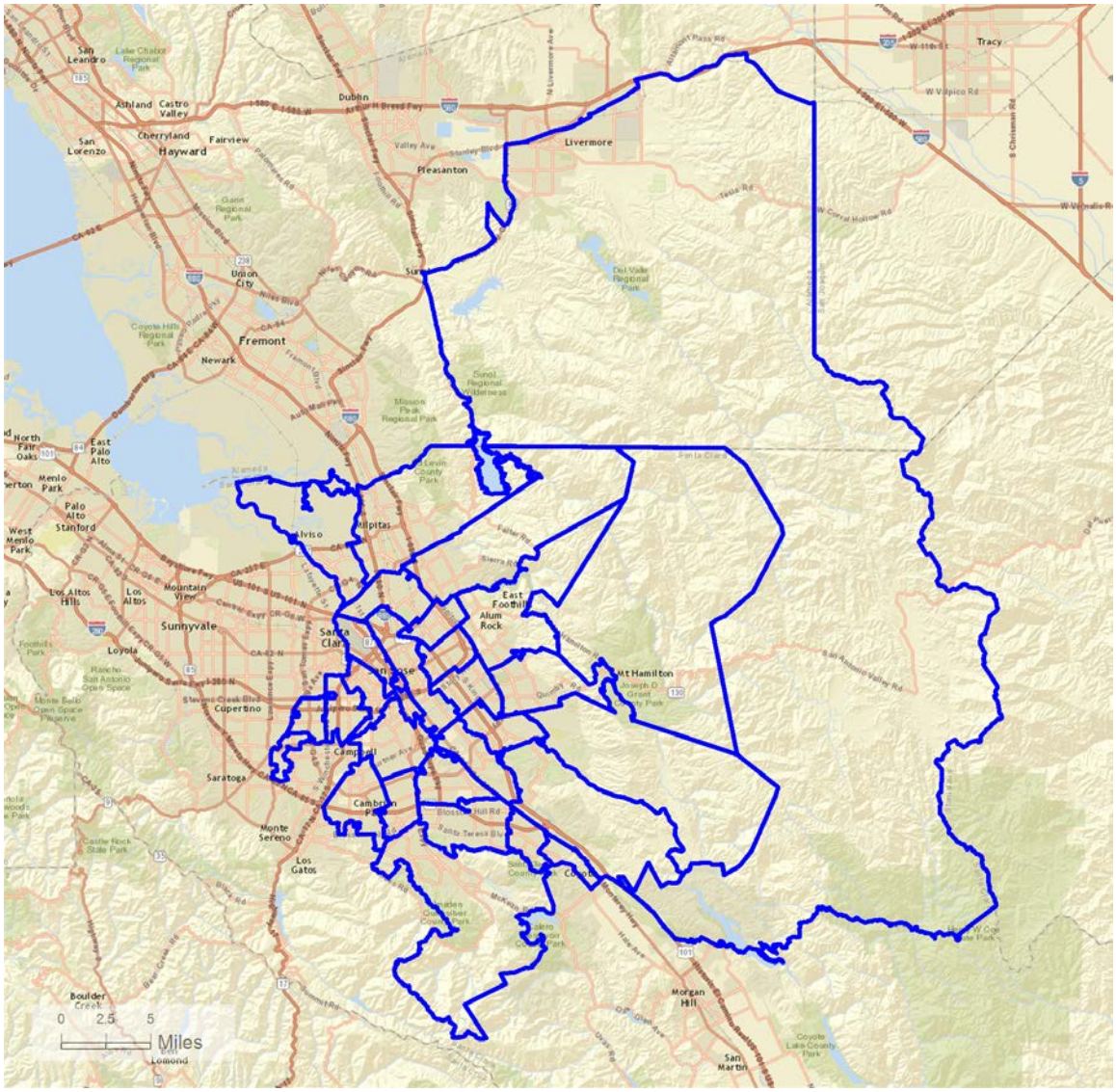
Source: U.S. Census Bureau, Five-Year American Communities Survey (2013). “Selected Social Characteristics, Santa Clara County” Retrieved from http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml February 12, 2015

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.

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 1,147644 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 coordinating the regional consortia area. The data below documents needs of the most vulnerable citizens in the SJECCD portion of the regional area.

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

Regional Consortia	Poverty	No High School Diploma	Unemploy-ment	(English Language Learners)	Adults with Disabilities	No Citizenship	No Literacy
San Jose-Evergreen CCD	172,496	168,368	73,501	355,503	86,510	122,099	135,614
Percent of 2010 Population	*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

	Est. Pop.	English <	Concentra-	Concentra-	Primary College for Zip		
Zip	Total	very well	tion %	tion Rank	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	
Totals	***1,012,081***	***250,109***					

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 San Jose City College encompasses twenty-four zip codes. This area stretches from Almaden Quicksilver and Calero County Parks and Loma Prieta in the south to Milpitas in the north. Over the 2009 to 2013 fall terms individuals from these zip codes account for 82% of the students attending the college.

Only three of the zip codes among the 24 that constitute the effective service area are outside the official SJECCD boundary lines. Those zip codes represent portions of Campbell in the south and the city of Santa Clara in the northwest. An average of 275 students per term from zip code 95008 in Campbell have been attending SJCC over the 2009-2013 fall semesters. An average of 162 students per term from zip code 95050 and

an average of 125 students per term from zip code 95051, both in the city of Santa Clara, have been attending the College over the 2009-2013 fall terms.

Between fall 2009 and fall 2013 enrollments at SJCC *dropped* by 2,935 students. The steepest decline, 245 students, was in zip 95112, a zip code shared with Evergreen Valley College. Enrollments declined by 210 students in zip code 95125, another area shared with Evergreen Valley College. Eight other zip code areas declined of over 100 students (zips 95111, 95117, 95123, 95127, 95128, 95132, and 95148). Five of these eight zip codes are shared with Evergreen Valley College. Enrollments have failed to increase in any of the 24 key zip codes that account for most of the enrollments at San Jose City College.

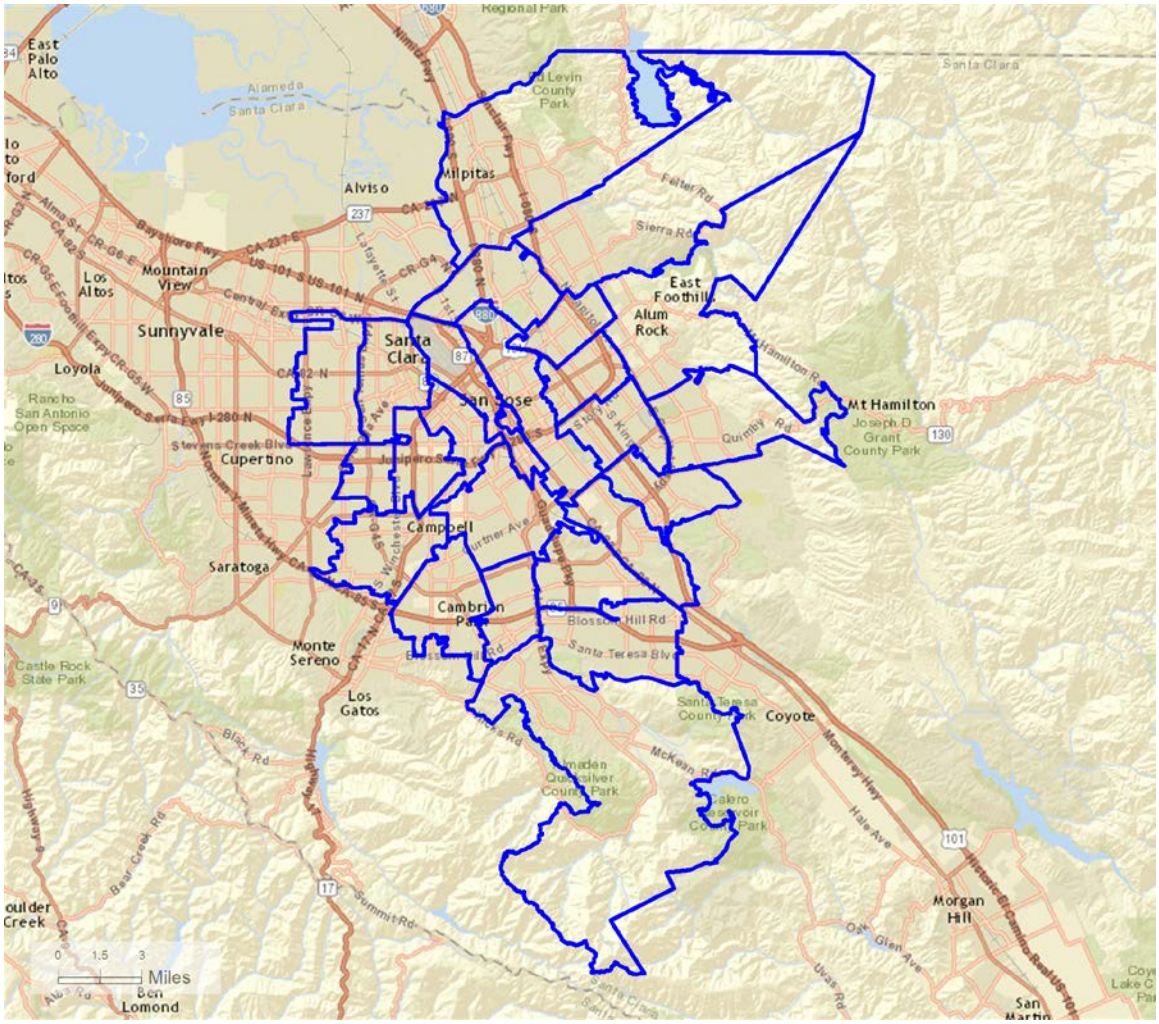
Table 17: San Jose City College, Key Zip Codes for Student Participation

			Fall Term Distinct Students								
City	ZIP	Dist.	2009	2010	2011	2012	2013	Average	5-Yr Total	% of Total	Cum %
Milpitas	95035	Y	282	268	204	197	226	235.4	1,177	2.2%	2%
San Jose	95110	Y	273	262	244	239	240	251.6	1,258	2.3%	5%
San Jose	95111	Y	693	684	614	616	575	636.4	3,182	5.9%	10%
San Jose	95112	Y	929	812	689	689	684	760.6	3,803	7.1%	18%
San Jose	95116	Y	516	475	517	527	476	502.2	2,511	4.7%	22%
San Jose	95117	Y	293	280	227	210	186	239.2	1,196	2.2%	24%
San Jose	95118	Y	282	256	238	216	206	239.6	1,198	2.2%	27%
San Jose	95120	Y	267	219	191	236	200	222.6	1,113	2.1%	29%
San Jose	95121	Y	379	349	341	324	309	340.4	1,702	3.2%	32%
San Jose	95122	Y	635	606	587	589	550	593.4	2,967	5.5%	38%
San Jose	95123	Y	557	504	466	475	410	482.4	2,412	4.5%	42%
San Jose	95124	Y	302	268	220	217	221	245.6	1,228	2.3%	44%
San Jose	95125	Y	590	523	406	406	380	461.0	2,305	4.3%	49%
San Jose	95126	Y	572	538	511	498	451	514.0	2,570	4.8%	53%
San Jose	95127	Y	608	539	532	535	482	539.2	2,696	5.0%	58%
San Jose	95128	Y	719	644	587	605	547	620.4	3,102	5.8%	64%
San Jose	95131	Y	189	183	156	160	148	167.2	836	1.6%	66%
San Jose	95132	Y	323	242	220	195	189	233.8	1,169	2.2%	68%
San Jose	95133	Y	313	273	234	221	235	255.2	1,276	2.4%	70%
San Jose	95136	Y	437	409	391	354	374	393.0	1,965	3.7%	74%
San Jose	95148	Y	372	335	278	282	266	306.6	1,533	2.9%	77%
Campbell	95008		305	289	281	269	233	275.4	1,377	2.6%	79%
Santa Clara	95050		182	155	171	159	141	161.6	808	1.5%	81%
Santa Clara	95051		148	123	126	118	109	124.8	624	1.2%	82%
Total of All Zips			***12,480***	***11,286***	***10,253***	***10,031***	***9,545***	***10,719.0***	***53,595***		

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

The effective service area for SJCC is outlined in the graphic below.

Chart 6: San Jose City 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 SJCC are provided in the following tables. The projected population and household growth between the year 2010 and 2019 for the SJCC effective service area and Santa Clara County differs by just over 1% with the SJCC service area trailing the entire county. 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 SJCC effective service area was $12,000 *less than* the larger Santa Clara County median household income. The 2014 per capita income in the SJCC effective service area was $7,300 *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: San Jose City College Effective Service Area vs. Santa Clara County

	San Jose City College Effective Service Area				2014 to 2019 Annual Rate of	2000 to 2014	2010 to 2019
Element	2000	2010	2014	2019	Change	% Change	% Change
Population	1,017,530	1,053,703	1,085,149	1,142,264	1.03%	6.6%	8.4%
Households	317,701	336,874	346,579	365,941	1.09%	9.1%	8.6%
Average Household Size	3.15	3.07	3.08	3.07		-2.2%	0.0%
Median Age		35.10	35.70	36.40			3.7%
Median Household Income			$80,628	$92,279	2.76%		
Per Capital Income			$32,931	$38,104	3.20%		

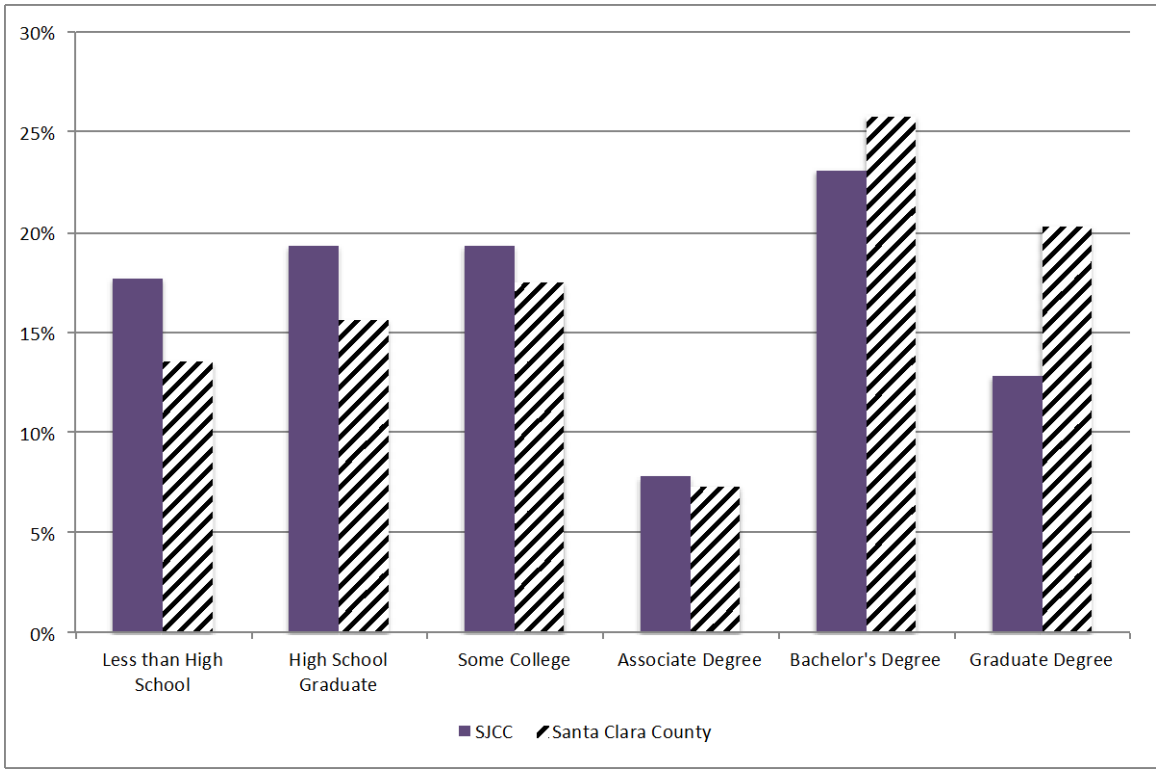
	Santa Clara County				2014 to 2019 Annual Rate of	2000 to 2014	2010 to 2019
Element	2000	2010	2014	2019	Change	% Change	% Change
Population	1,682,585	1,781,642	1,846,647	1,954,730	1.14%	9.8%	9.7%
Households	565,863	604,204	625,178	663,489	1.20%	10.5%	9.8%
Average Household Size	2.92	2.90	2.91	2.90		-0.3%	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, 2010 Census Profile and Market Profile; analysis by Cambridge West Partnership, LLC

In the SJCC effective service area, the 2014 percentage of residents, age 25 or older, who are high school graduates, was 19 percent. That is 3.7% percent *higher* that the corresponding group throughout Santa Clara County. The portion of SJCC service area adults aged 25 or older that reported having less than a high school diploma, was 18 percent of the adult population. That was 4.2% *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.

Five 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 95110, 95111, 95116, 95122, and zip 95127. These zips cover neighborhoods in downtown San Jose, East San Jose and portions of Alum Rock. Three other zips (95112, 95121, and 95133) reported 41 to 44 percent of the population had only completed high school or less.

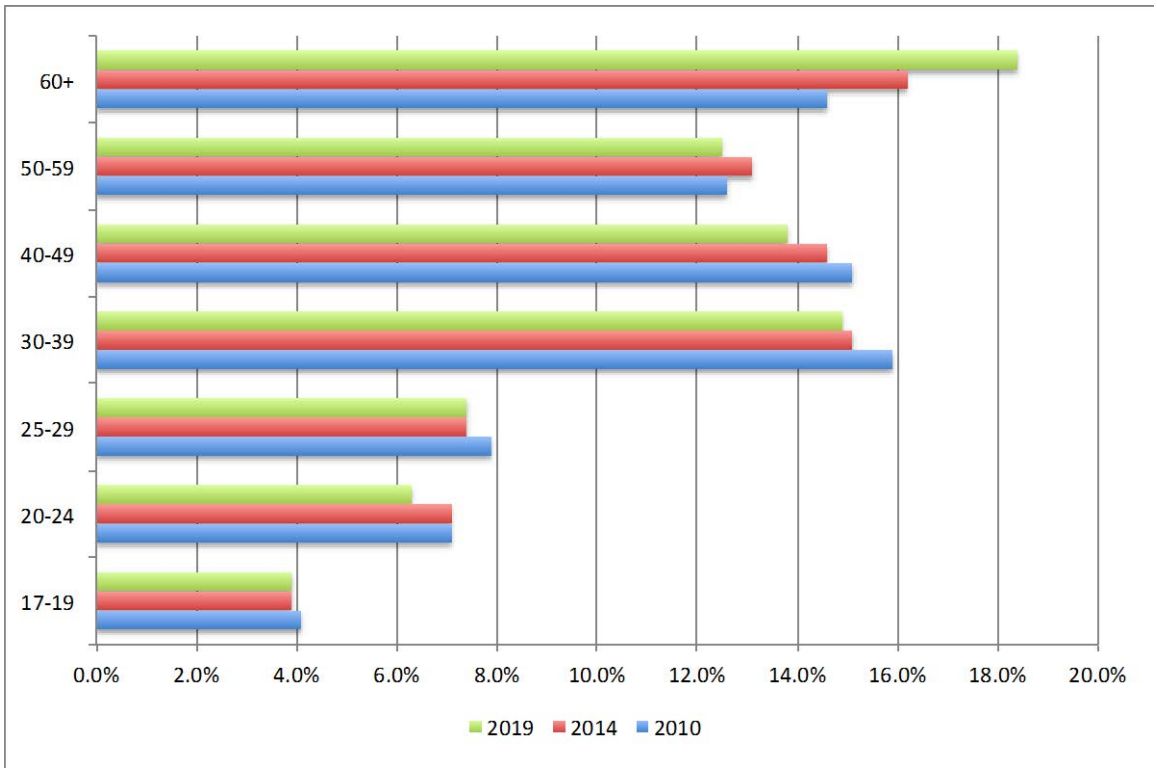
Chart 7: San Jose City College Service Area Vs. Santa Clara County, Educational Attainment, Age 25+ (2014)



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

From the 2010 census to 2019 the 60 + senior age group will increase in proportion to the overall population. The groups of recent high school graduates, late teenagers, and traditional college-agers in their early 20s, will continue to represent a substantial proportion (11%) of the overall population, but these younger adults will be declining slightly (1%) as a proportion of future populations. The biggest decline of 1.3% will be seen in the 40 to 49 middle-aged population segment.

Chart 8: San Jose City College Effective Service Area Age Projections

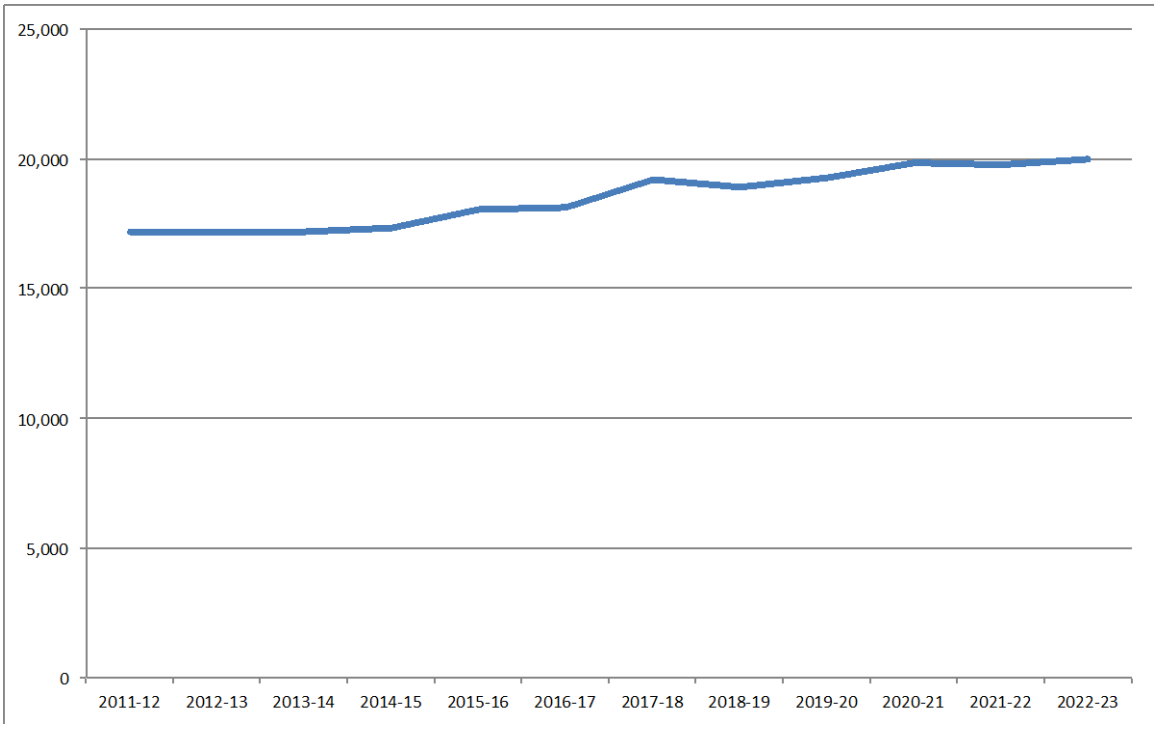


Source: ESRI Detailed Age Projections; analysis by Cambridge West Partnership, LLC

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 eleven high schools sent more of their recent graduates to SJCC than to EVC. The seven high schools remaining sent an even number to both SJECCD colleges.

Table 19: San Jose City College Feeder High Schools

District	High School	Primarily Feeds To
Campbell Union High	Boynton High	SJCC
Campbell Union High	Branham High	SJCC/EVC
Campbell Union High	Del Mar High	SJCC
Campbell Union High	Leigh High	SJCC/EVC
Campbell Union High	Westmont High	SJCC
East Side Union High	Apollo High	SJCC/EVC
East Side Union High	Latino College Preparatory Academy	SJCC/EVC
Milpitas Unified	Calaveras Hills	SJCC/EVC
Milpitas Unified	Milpitas High	SJCC/EVC
San Jose Unified	Abraham Lincoln High	SJCC
San Jose Unified	Broadway High	SJCC
San Jose Unified	Gunderson High	SJCC/EVC
San Jose Unified	Leland High	SJCC
San Jose Unified	Liberty High (Alternative)	SJCC
San Jose Unified	Pioneer Continuation High	SJCC
San Jose Unified	Pioneer High	SJCC
San Jose Unified	San Jose High	SJCC
San Jose Unified	Willow Glen High	SJCC

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.[20]

In 2014 the median household income in the SJCC service area was $80,628 or about $12,000 *lower* than the median for Santa Clara County. Per capita income was $32,931 or about $7,300 *lower* than the per capita income for Santa Clara County. The SJCC service area has a slight disadvantage over the County with respect to income distribution in the

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

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 SJCC service area have far less income to devote to educational expenses than do others in the County.

Table 20: Household Income Distributions

	2014		
Household Income	**SJCC Area**	**County**	**Difference**
<$15000	8.8%	7.8%	1.0%
$15-24,999	6.6%	5.8%	0.8%
$25-34,999	7.0%	6.4%	0.6%
$35-49,999	10.4%	9.3%	1.1%
$50-74,999	13.7%	12.1%	1.6%
$75-99,999	12.5%	11.5%	1.0%
$100-149,999	21.6%	21.5%	0.1%
$150-199,999	10.0%	11.4%	-1.4%
$200,000 +	9.4%	14.3%	-4.9%

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, seven zip codes have 20% to 31% of the households below the federal poverty level. Collectively, 15% of the 291,953 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.

Table 20: Income Distributions, Poverty and Living Wage Levels by Zip

		Income Distributions, 2014						Federal Poverty Level 2014		Living Wage*		Living Wage**	
In Dist	ZIP	2014 House-holds	< $15,000	$15-24,999	$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	95110	6547.0	14.1%	9.7%	9.1%	14.6%	16.9%	$23,850	23.8%	$48,027	47.5%	$77,619	64.4%
Y	95126	14,452	12.8%	8.7%	9.3%	10.6%	13.3%	$23,850	21.5%	$48,027	41.4%	$77,619	54.7%
Y	95117	10,771	12.6%	8.1%	7.9%	11.1%	14.5%	$23,850	20.7%	$48,027	39.7%	$77,619	54.2%
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	95128	13,143	10.8%	9.0%	10.0%	13.6%	15.2%	$23,850	19.8%	$48,027	43.4%	$77,619	58.6%
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	95118	11,491	7.8%	5.4%	6.0%	9.6%	12.5%	$23,850	13.2%	$48,027	28.8%	$77,619	41.3%
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	95124	17,096	5.3%	4.7%	5.9%	9.1%	10.6%	$23,850	10.0%	$48,027	25.0%	$77,619	35.6%
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	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	95120	12,396	2.9%	2.0%	1.8%	4.8%	7.7%	$23,850	4.9%	$48,027	11.5%	$77,619	19.2%
	Group	**291,953**	**8.8%**	**6.6%**	**7.0%**	**10.4%**	**13.7%**		**15.4%**		**32.8%**		**46.5%**
*MIT Living Wage Calculator													
**Economic Policy Institute 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 7.1% for the SJCC service area while it was estimated at 6.4% for Santa Clara County. Almost 3% more residents in the SJCC service area have found work in service occupations than is the case in the County and just over 3% more in the SJCC service area are employed in blue collar occupations as compared to Santa Clara County as a whole. Slightly more residents of the SJCC 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 6% *fewer* residents in the SJCC 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 SJCC service area to be owner-occupied, but this portion of the overall housing market is projected to drop from 59% of all units being owner-occupied in 2000 to 52.6% in 2019. Renter occupancy in the SJCC service area is expected to move from 40% (2000) to 43% (2019) of all housing units. The median home value in 2014 is estimated to be a staggering $529,584 but is projected to increase to $702,709 by 2019, a 33% 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. All this being said, the gradual rise in cost of homes and living 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 SJCC service areas have been and will continue to be White and Asian. The portion of the self-reported White group is expected to shrink 8.7% by 2019 while the portion of the self-reported Asian group is anticipated to increase 9.9% by 2019.

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

Table 22: San Jose City College Service Area, Ethnic/Racial Composition

				2010 vs. 2019
				Absolute
Ethnicity	2010	2014	2019	% Change
White Alone	43.5%	41.8%	39.7%	-3.8%
Black Alone	3.1%	3.1%	3.0%	-0.1%
Am. Indian Alone	0.9%	0.9%	0.9%	0.0%
Asian Alone	31.2%	32.5%	34.3%	3.1%
Pac Is Alone	0.5%	0.5%	0.4%	-0.1%
Some Other Race Alone	15.7%	16.0%	16.2%	0.5%
Two or More Races	5.1%	5.3%	5.4%	0.3%
Hispanic Origin	33.2%	33.7%	34.3%	1.1%

Source Environmental Systems Research Institute, 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 San Jose City 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 2009-2013 fall semesters 24 zip codes provided 82% of the students with only 3 of the zip areas outside of the official District boundaries. These 24 zip code areas remain the effective service area for the College. Since 2009, enrollments have dropped by -2,935 students, a -24% 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 SJCC adult residents age 25 or older that have no high school diploma is 18%, which is 4.2% higher than the County level of educational achievement. Five 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. Eighteen 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 County trend for high school graduates shows an annual increase of 1.3% out to 2022-23. *This graduation rate data 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 to achieve economic stability. This equates to between 10% to 31% of the households in 16 zip codes. Other measures of a living wage for a family of four translate to mean that 11% 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 (3.1%) 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.*

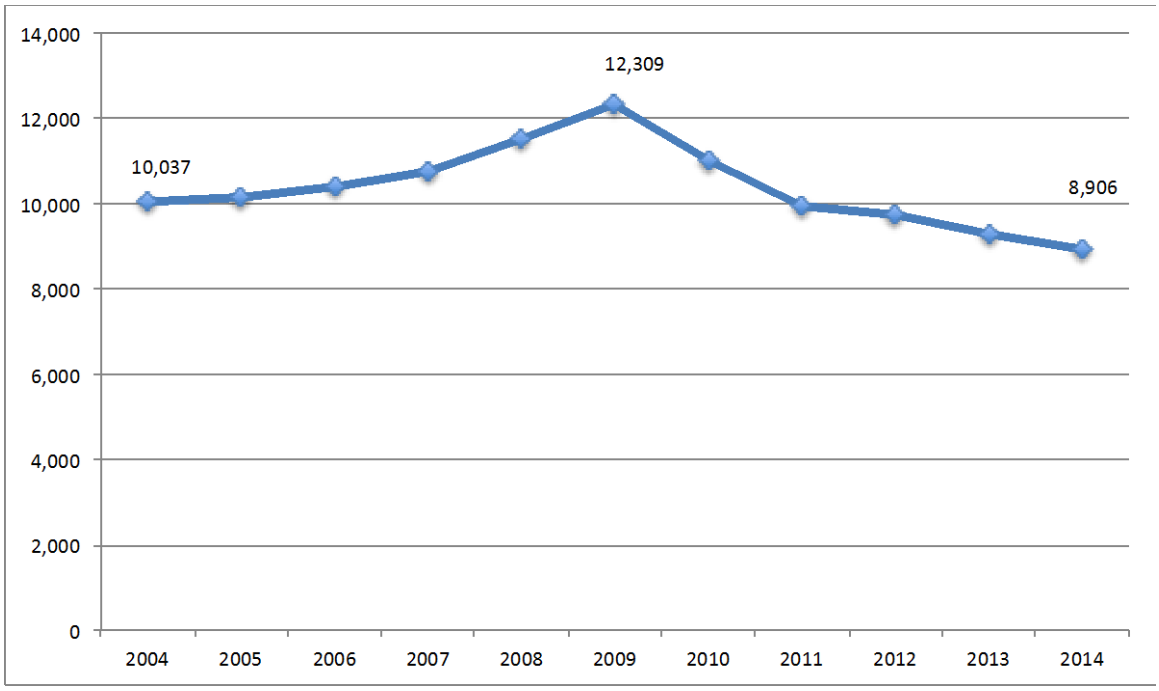
San Jose City College Carmen Castellano Fine Arts Center

B. Scan of Conditions Internal to San Jose City College

The Institution from Within

From fall 2004 to fall 2008, the College increased in unduplicated student headcount by 2.94% annually. However, from fall 2009 to fall 2014 the College experienced a decline in unduplicated student head count accelerated on the order of 4.61% 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 District that is no longer dependent upon apportionment from the State. Nevertheless, student headcounts have continued to decline.

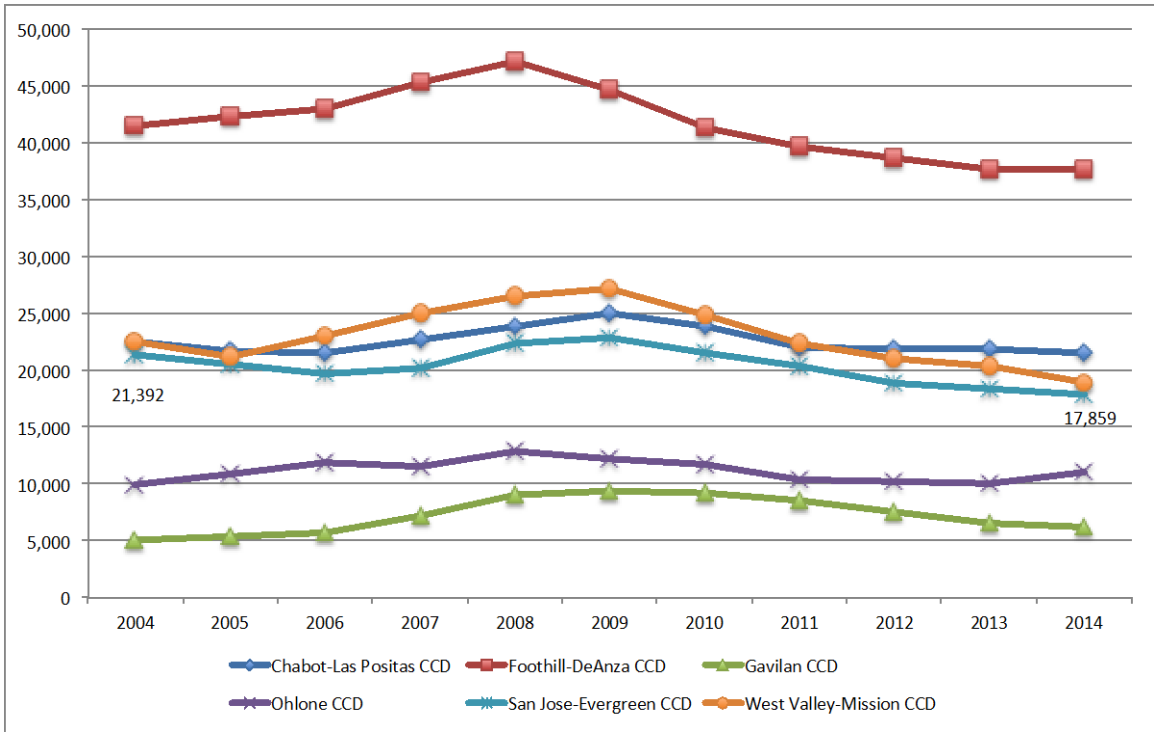
Chart 10: San Jose City College Fall Term Unduplicated Student Headcount



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 (Gavilan at 2.4% and Ohlone at 1.1%) from fall 2004 to fall 2013.

Chart 11: Neighboring Districts Fall Term Unduplicated Student Headcount

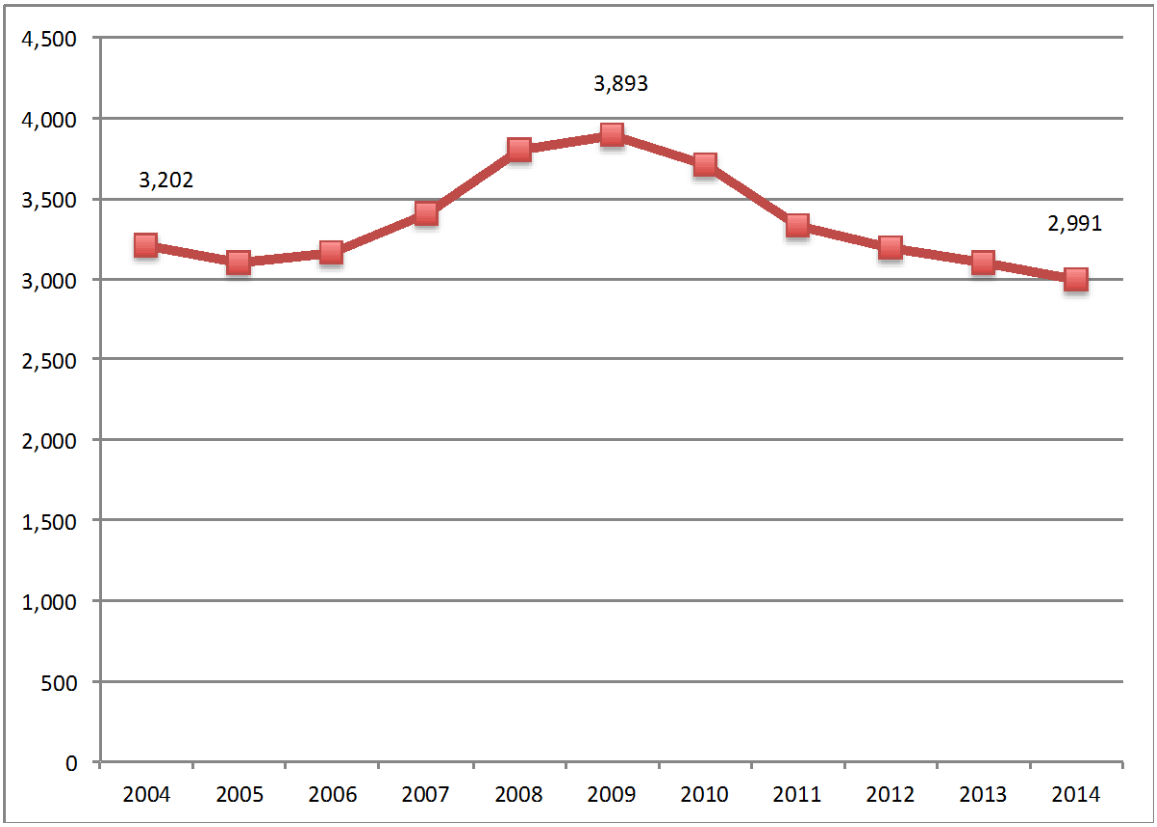


Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

San Jose City College Student Government and Clubs

Over the period of fall 2004 to fall 2014 the Full-time Equivalent Student (FTES) attendance produced at the College decreased 211 units of FTES or annually by 0.6%. As was the case with unduplicated student headcount, the sharpest decline was from fall 2009 to fall 2014.

Chart 12: San Jose City College Fall Term Total FTES Trends

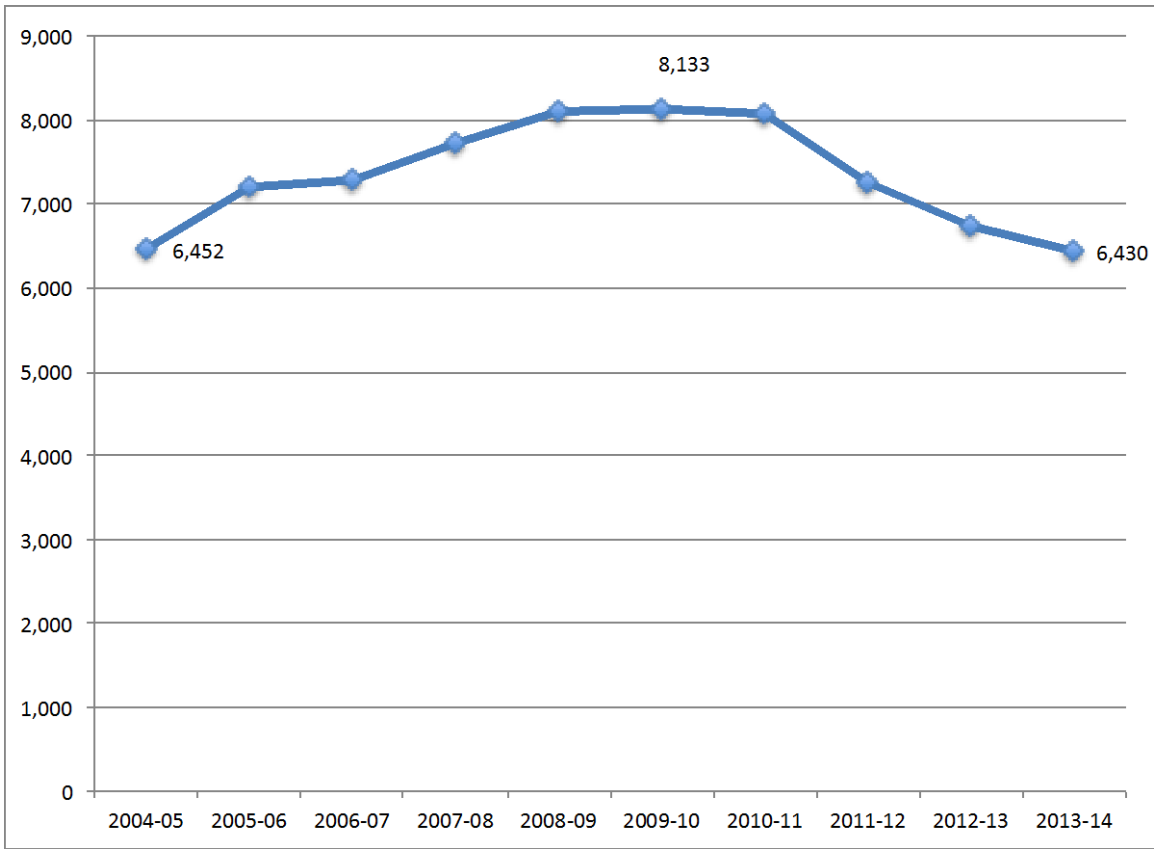


Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

The vast majority of this FTES, 93% on average, has been generated through face-to-face instructional activity. The FTES generated from distance education methods of instruction has increased by 4% from fall 2009 to fall 2014.

From an annual perspective, the FTES generated by the College decreased 0.02% *annually* from 2004-05 to 2010-11. However, since 2010-11 there has been an annual decline of 4.19%.

Chart 13: San Jose City College Annual FTES Trends



Source: SJECCD 1st 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 111 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 seventeen degrees or certificates offered in disciplines that are considered within the liberal arts areas. Fourteen of these programs of study culminate in

the award of an Associate Degree; three program awards only a Certificate of Achievement. The College offers ninety-four degrees or certificates in disciplines that are considered to be career and technical education fields of study. Forty of these programs culminate in the award of an Associate Degree; fifty-three 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 one 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 789 sections, which generated 100,499 WSCH, including all modes of instruction. Enrollments (seat tickets) per section averaged 32 and a WSCH per section of 127. 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.

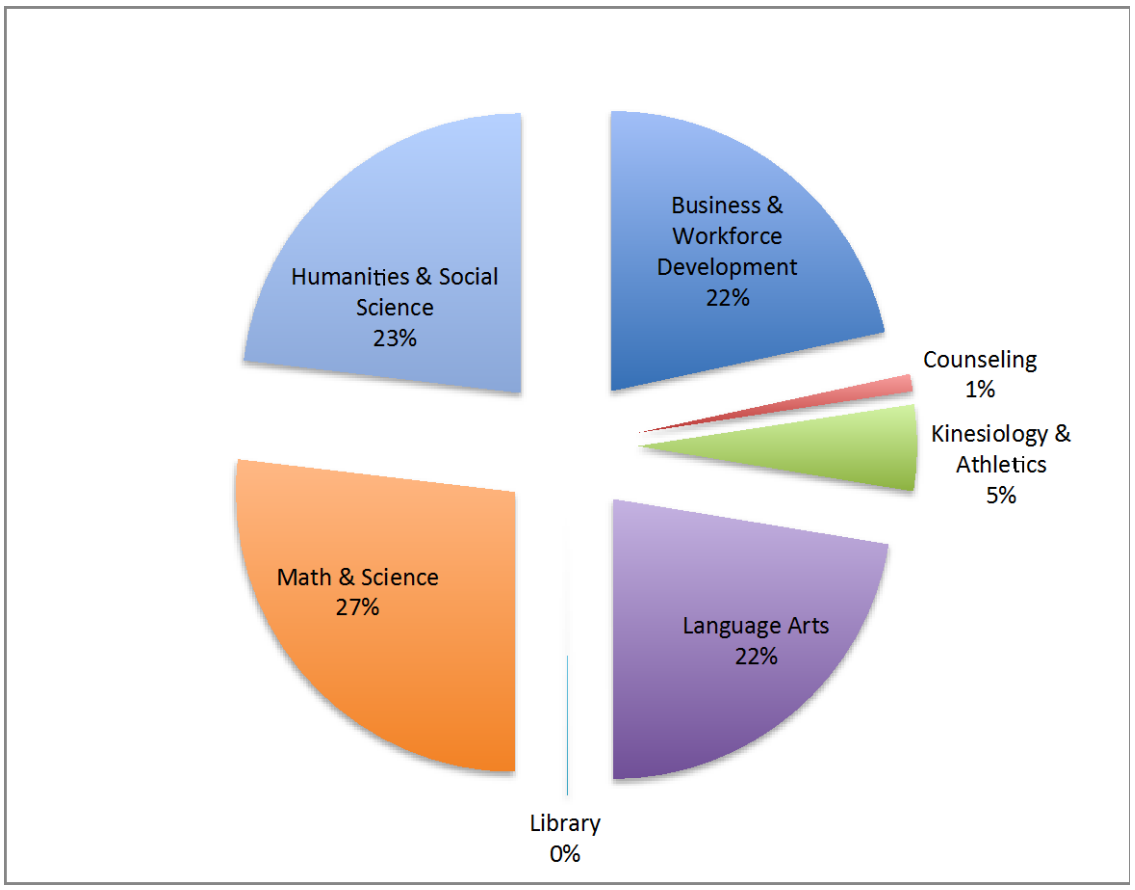
Table 23: Fall 2013 Key Measures for the Program of Instruction

Division	Net Sections	Seats	Seats/Sect.	WSCH	WSCH/Sect.	FTES	Lec Hrs %	Lab Hrs %
Business & Workforce Development	131	3,730	28.5	21,726.0	165.8	675.0	50%	50%
Counseling	17	342	20.1	1,000.0	58.8	31.0	73%	27%
Kinesiology & Athletics	67	1,329	19.8	5,007.0	74.7	155.0	6%	94%
Language Arts	246	6,292	25.6	22,491.0	91.4	698.0	89%	11%
Library & Learning Resources	1	20	20.0	60.0	60.0	1.9	40%	60%
Math & Science	117	6,585	56.3	26,966.0	230.5	837.0	56%	44%
Humanities & Social Science	210	6,665	31.7	23,249.0	110.7	722.0	72%	28%
Total	***789***	***24,963***	***31.6***	***100,499.0***	127.4	***3,119.9***	***63%***	***37%***

Source: San Jose City 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, two divisions account for the largest portions of WSCH in the fall 2013 program of instruction: (1) Math and Science (27%); (2) Humanities and Social Science (23%). However, Language Arts and Library together (22%) and Business and Workforce Development (22%) are significant contributors.

Chart 14: Fall 2013 Distribution of Attendance WSCH



Source: San Jose City College Office of Instruction; analysis by Cambridge West Partnership, LLC

During the fall 2013 baseline term the College offered 452 different courses spread across the seven divisions as noted below. Among the 452 courses, 53 of them accounted for fifty percent of all enrollments at the college.

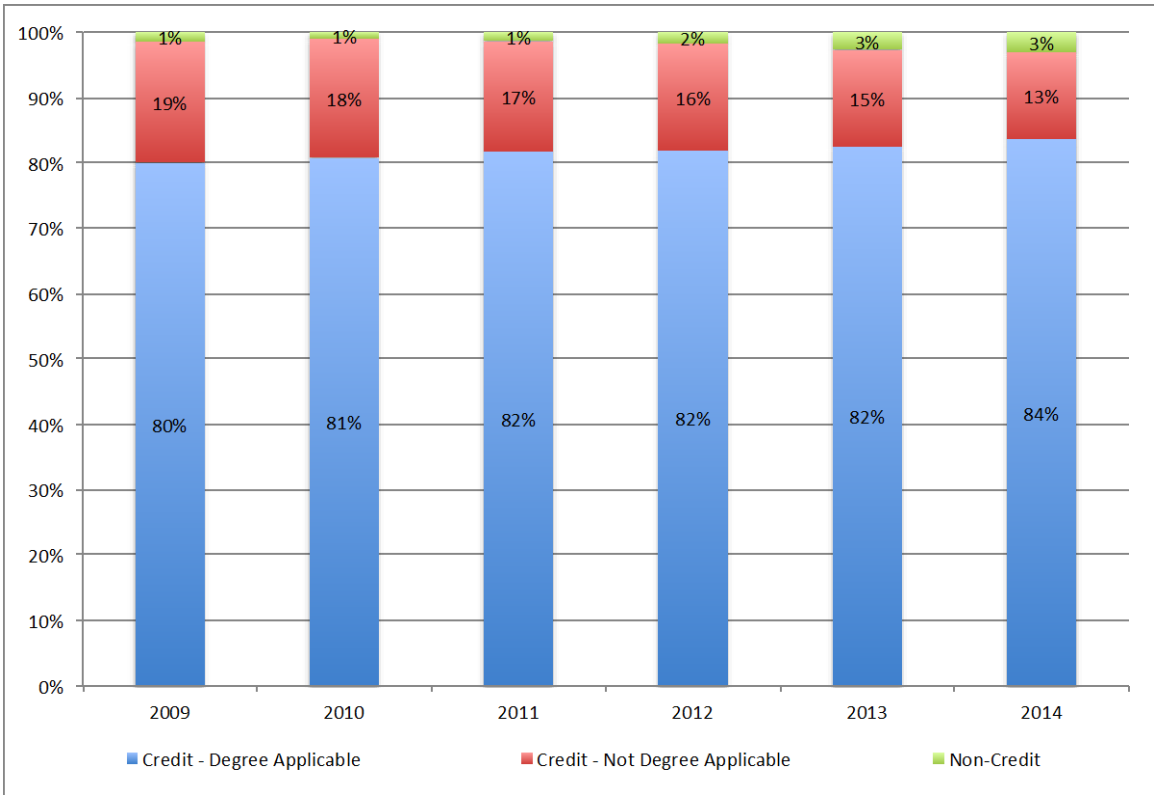
Table 24: Fall 2013 Distribution of Courses

Division	# Courses	Rank
Humanities & Social Science	146	1
Business & Workforce Development	138	2
Language Arts	88	3
Math, Science	40	4
Kinesiology and Athletics	28	5
Counseling	11	6
Library	1	7
Total	***452***	

Source: San Jose City College Office of Instruction; analysis by Cambridge West Partnership, LLC

During the last six fall terms (2009 to 2014) the portion of credit degree-applicable classes has increased by 4% while credit but not-degree applicable sections has decreased 6%. Noncredit instruction, as measured by counts of sections, has not exceeded 3% of all classes scheduled.

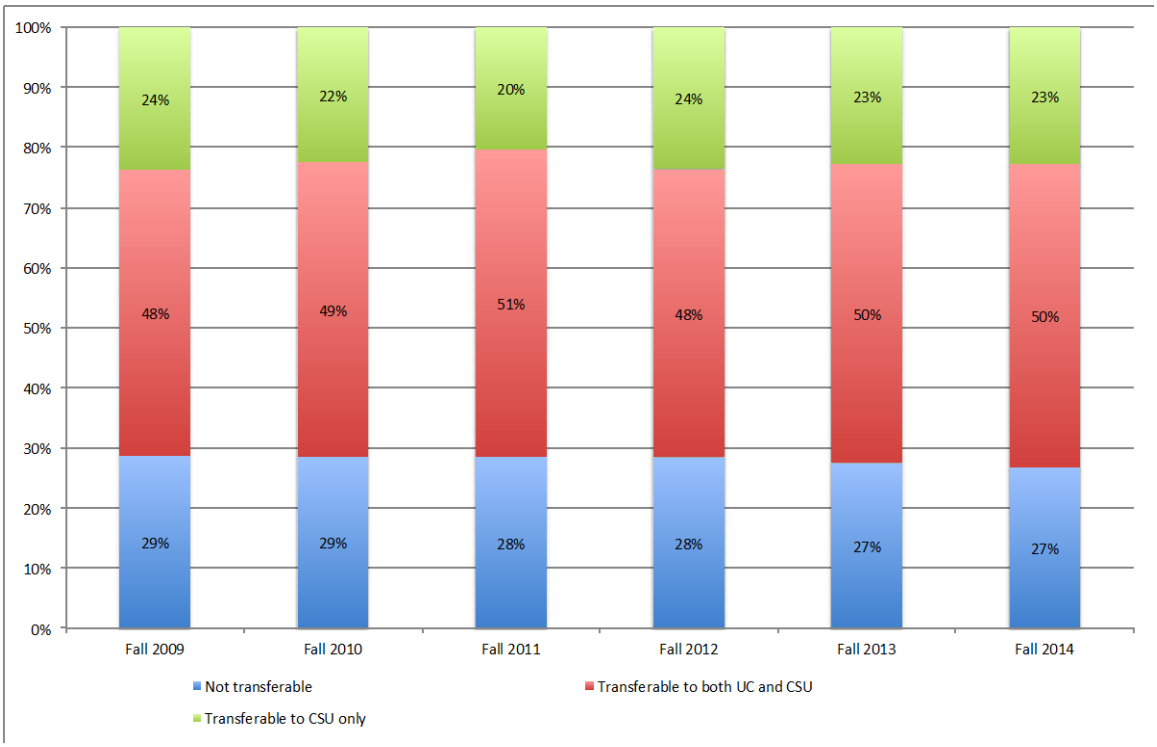
Chart 15: Fall Class Offering Trends by Credit Status



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 2% while the curriculum that transfers only to CSU has decreased by 1% over the last six fall terms (2009 to 2014). Nontransferable course offerings have dropped by 2%.

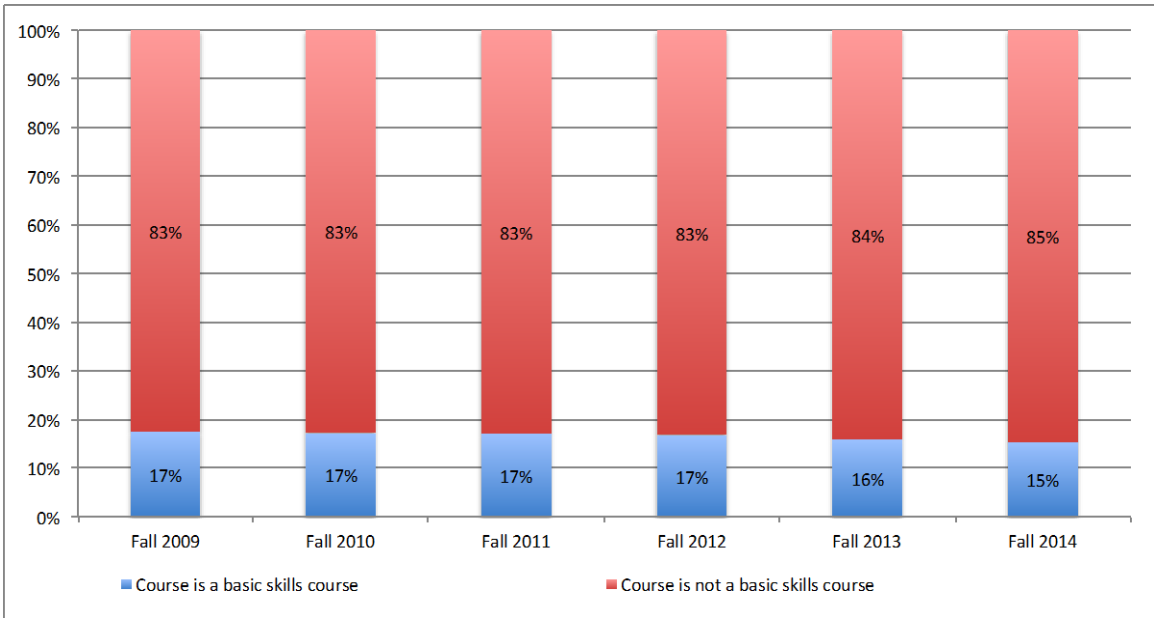
Chart16: Fall Class Offering Trends by Transfer Status



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. The portion of basic skills classes offered has decreased by 2% while the portion of non-basic skills has increased by 2%.

Chart 17: Fall Class Offering Trends by Basic Skills Status

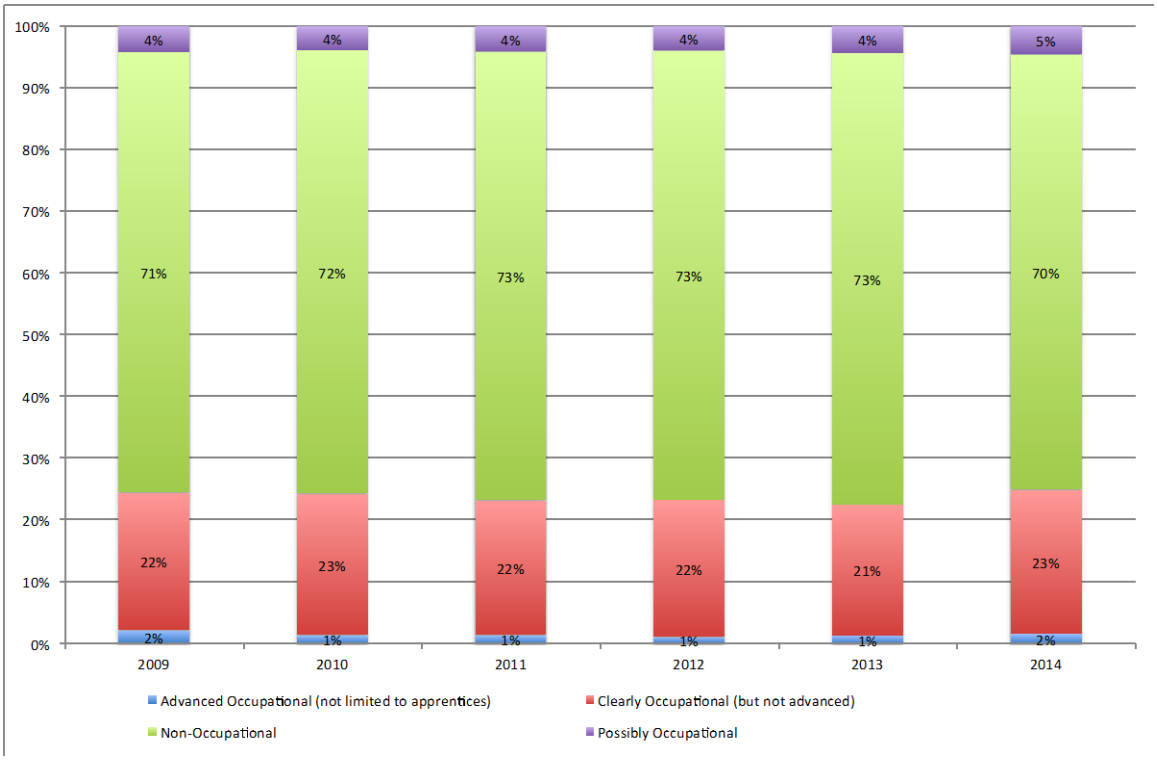


Source: California Community College Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

San Jose City College Cosmetology Building

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 70% to 73% 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 (53% to 57%) from fall 2009 to fall 2014 were scheduled to start before 4:30 pm. Evening classes have been reduced by 5% while classes scheduled as TBA (to be arranged) have remained the same. 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 (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

		# Full-term Classes		
Period #	**Period Times**	**Monday and Wednesday**	**Tuesday and Thursday**	**Total**
	starts before <7:45am	3	2	5
1	**7:45-9:05 am**	**11**	**7**	**18**
	starts between 7:46-9:14 am	23	26	49
2	**9:15-10:35 am**	**48**	**45**	**93**
	starts between 9:16-10:44 am	22	22	44
3	**10:45 am-12:05 pm**	**46**	**45**	**91**
	starts between 10:46 am-12:14 pm	16	15	31
4	**12:15-1:35 pm**	**35**	**36**	**71**
	starts between 12:16-1:44 pm	30	30	60
5	**1:45-3:05 pm**	**11**	**16**	**27**
	starts between 1:46-3:15 pm	17	10	27
6	**3:15-4:35 pm**	**1**	**1**	**2**
	starts between 3:16-4:29 pm	7	4	11
	Totals	*270*	*259*	***529***
	Percent in the primary periods	*56.3%*	*57.9%*	*57.1%*
	Percent out of the primary periods	*43.7%*	*42.1%*	*42.9%*

# Classes Scheduled One-Day-A-Week in the Prime AM Hours (up to noon)						
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Subtotal**	**Friday**	**Saturday**
16	14	15	11	56	18	28

Source: San Jose City 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

		# Full-term Classes			
Period #	**Period Times**	**Monday and Wednesday**	**Tuesday and Thursday**	**Total**	
	starts between 4:30-5:29 pm	4	0	4	various starts & ends
	5:30 PM	**7**	**1**	**8**	
	starts between 5:31-5:59 pm	3	0	3	various starts & ends
	6:00 pm	**2**	**13**	**15**	
	6:15 pm	**23**	**21**	**44**	
	starts between 6:16-6:59 pm	4	3	7	various starts & ends
	7:00 pm	**5**	**3**	**8**	
	starts >7:00 pm	17	5	22	various starts & ends
	Total	***65***	***46***	***111***	

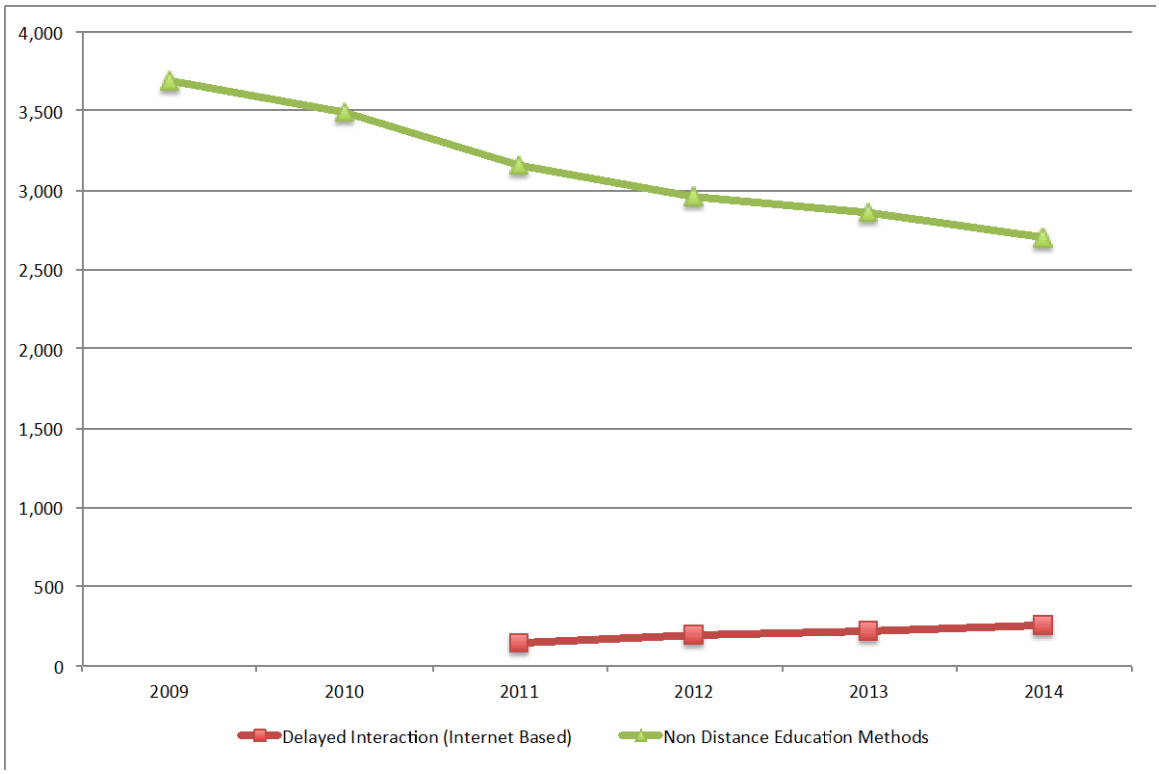
	# Classes Scheduled One-Day-A-Week in the Evening (start after 4:29pm)						
Start Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Total**	**Friday**	**Saturday**
starts between 4:30-5:29 pm			2		2		1
5:30 pm	1	3	0	1	5	3	
starts between 5:31-5:59 pm	2	0	1	0	3		
6:00 pm	13	13	12	13	51		
6:15 pm	27	26	23	21	97		
starts between 6:16-6:59 pm							
7:00 pm	0	1	3	3	7	3	
starts >7:00 pm	8	4	7	5	24		
Total	*51*	*47*	*48*	*43*	*189*	*6*	*1*

Source: San Jose City 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.

SJCC 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 6.5% of the FTES generated while on campus education instructional methods accounted for 93.5% of the FTES.

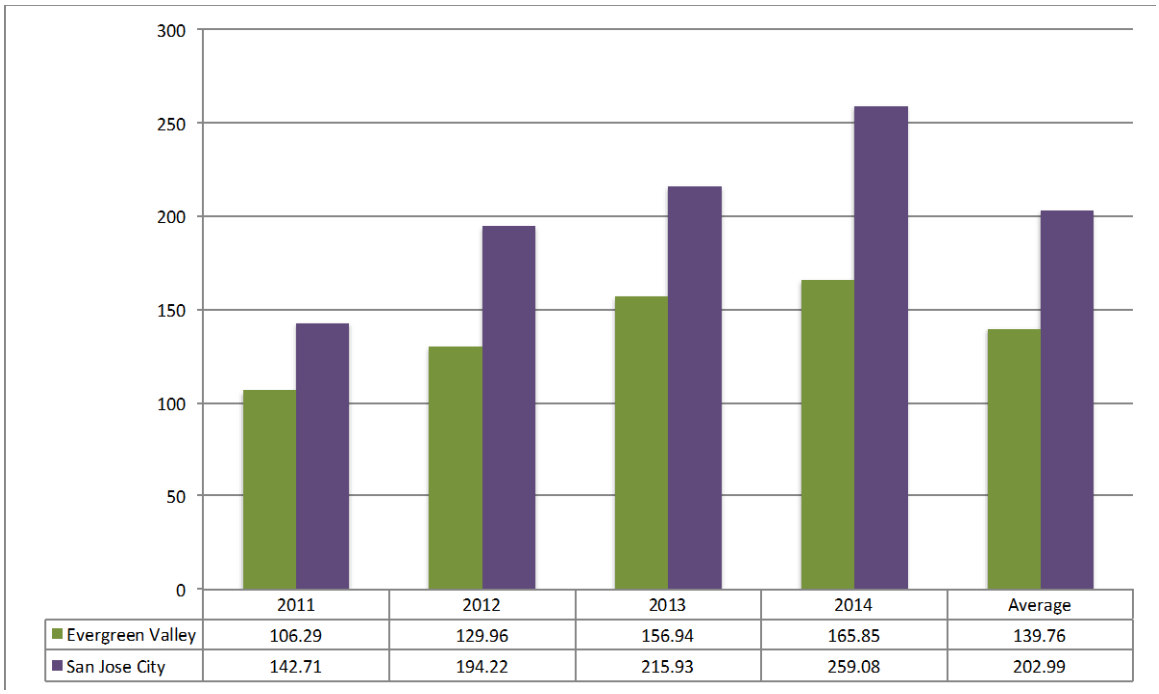
Chart 20: SJCC, FTES Trends by Method of Instruction



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

Evergreen Valley College reports slightly less activity using online instruction with 4.6% of its FTES generated between fall 2011 and fall 2014.

Chart 21: SJECCD Online Instruction FTES Trends



	2011	2012	2013	2014	Average
Evergreen Valley	106.29	129.96	156.94	165.85	139.76
San Jose City	142.71	194.22	215.93	259.08	202.99

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

San Jose City College Main Walkway

When compared to the 28 colleges within the Bay Area Community College Consortium (BACC) for FTES generated through online instruction in fall 2014, SJCC ranks in the bottom one-third of the group. San Jose City College is tied with the statewide fall 2014 portion of FTES (8.7%) generated from online instruction.

Table 27: FTES From Online Instruction, BACC Ranked Colleges

		Fall 2014	Fall 2014	Rank
District Name	College Name	DE FTES	% DE FTES	% 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
San Jose CCD	Evergreen Valley	165.85	5.8%	24
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

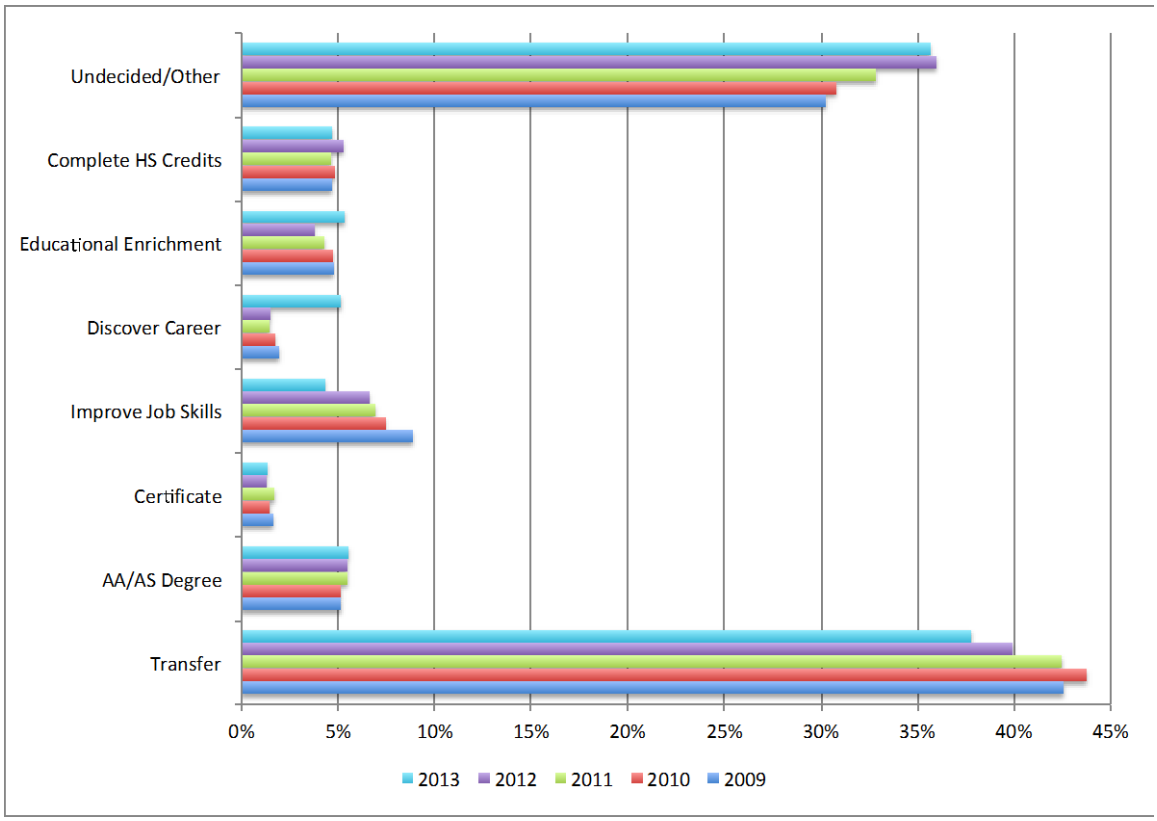
Source: Chancellor's Office Data Mart, analysis by Cambridge West Partnership, LLC

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 (5%), those coming to improve their job skills has also dropped 5%, while the undecided/other group has grown by 5% over the last five fall terms. These changes are similar to the District-wide experience over the last five fall terms, but 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 San Jose City College.

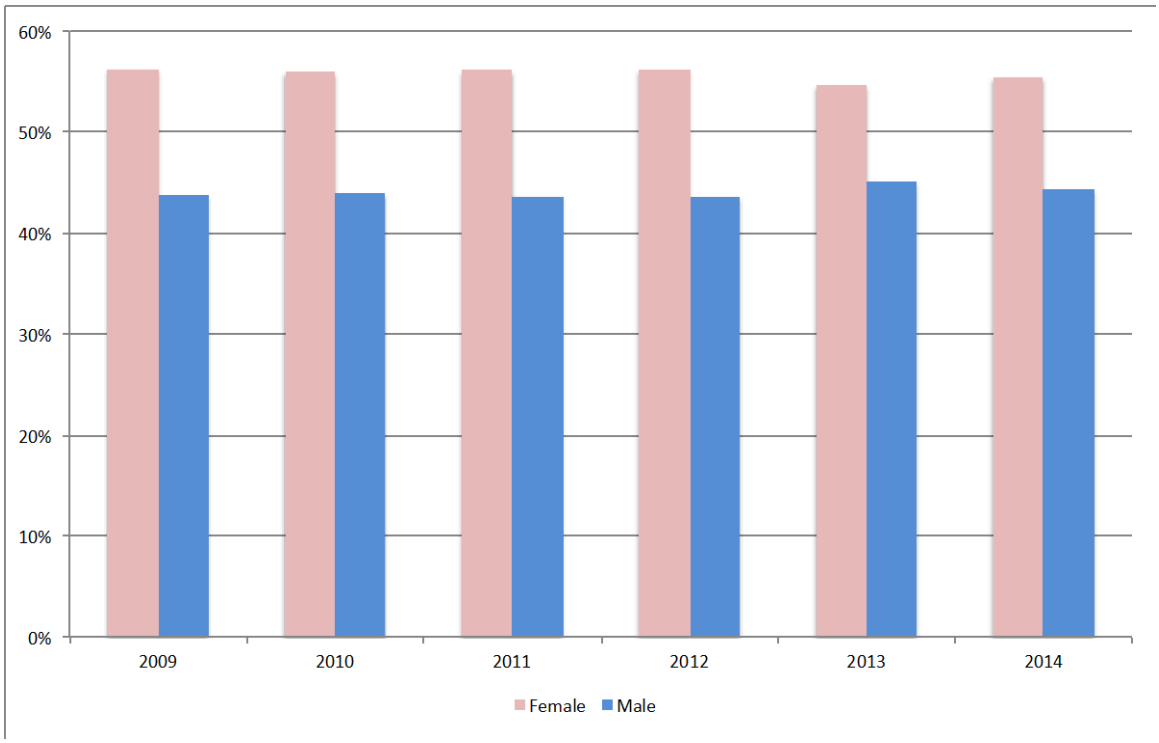
Chart 22: Fall Term Application Goal Trends



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

During the 2009 to 2014 fall terms more women have attended the College than men. The average distribution has been 56% female and 44% male, a little higher than the District distribution for both colleges and the statewide distribution.

Chart 23: Fall Term Distribution by Gender Trends

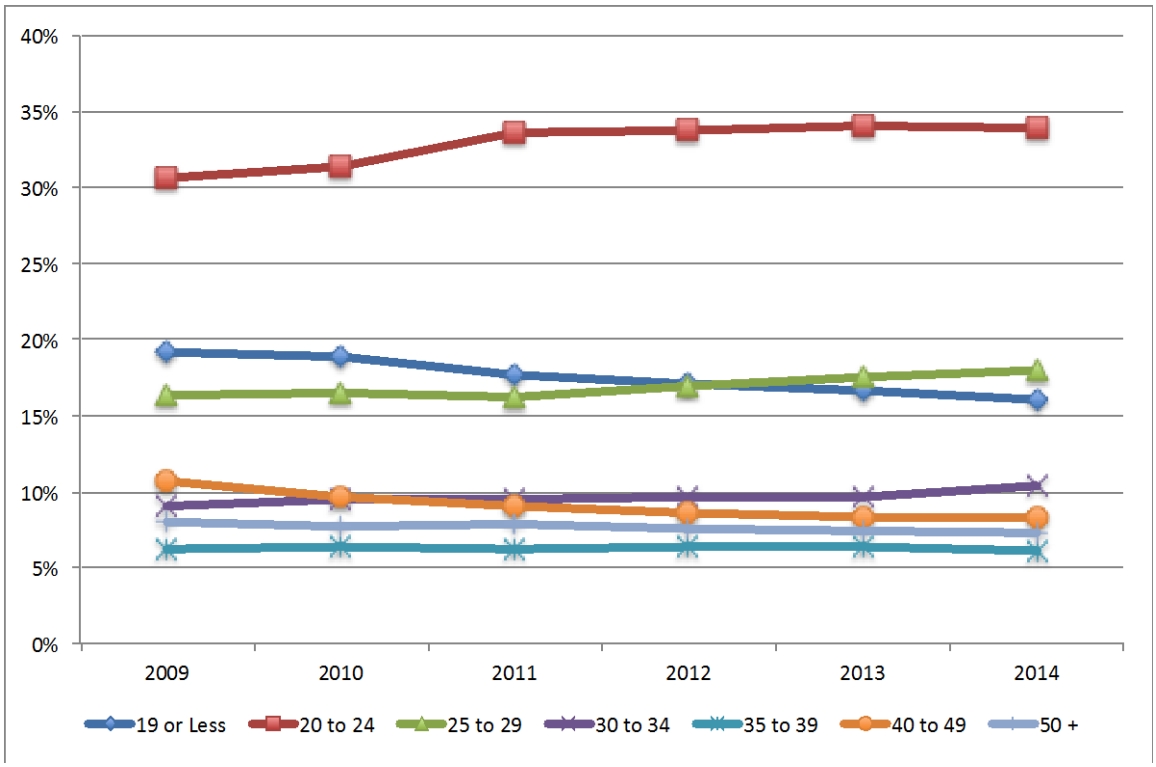


Sources: SJECCD Office of Institutional Effectiveness and Student Success, Factbook for Fall 2013 and California Community College Chancellor's Office, Data Mart; analysis by Cambridge West Partnership, LLC

San Jose City College Graduation

Viewed over several years the College student body is “young” with the six-term average for the two age groups below 25 years of age representing 51% of the students. The District as a whole, on a six-term average, enrolls 56% of the entire student population below the age of 25. Statewide 57% is the six-term average for the two under 25 years of age groups.

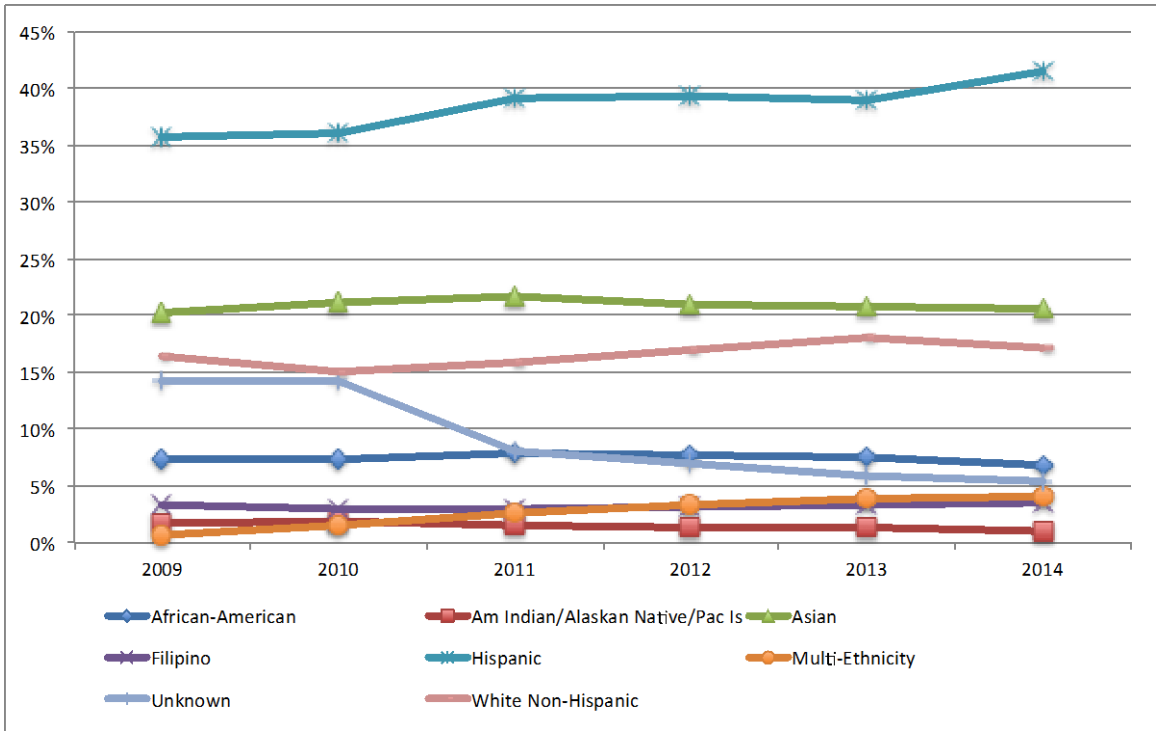
Chart 24: Fall Term Distribution of Age Ranges Trends



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 6% while the unknown/unreported group decreased by 9%. The Hispanic (39% on average) and Asian (21% on average) students are the largest ethnic groups on campus. Viewed from the perspective of the District as a whole, using a five-term average, the Hispanic students represent 38% of all enrollments while the Asian students represent 26% of all enrollments. Throughout the California community college system, over a six-term average, Asian students represent 11% of the student body while Hispanic students represent 42%.

Chart 25: Fall Term Student Ethnicity Trends

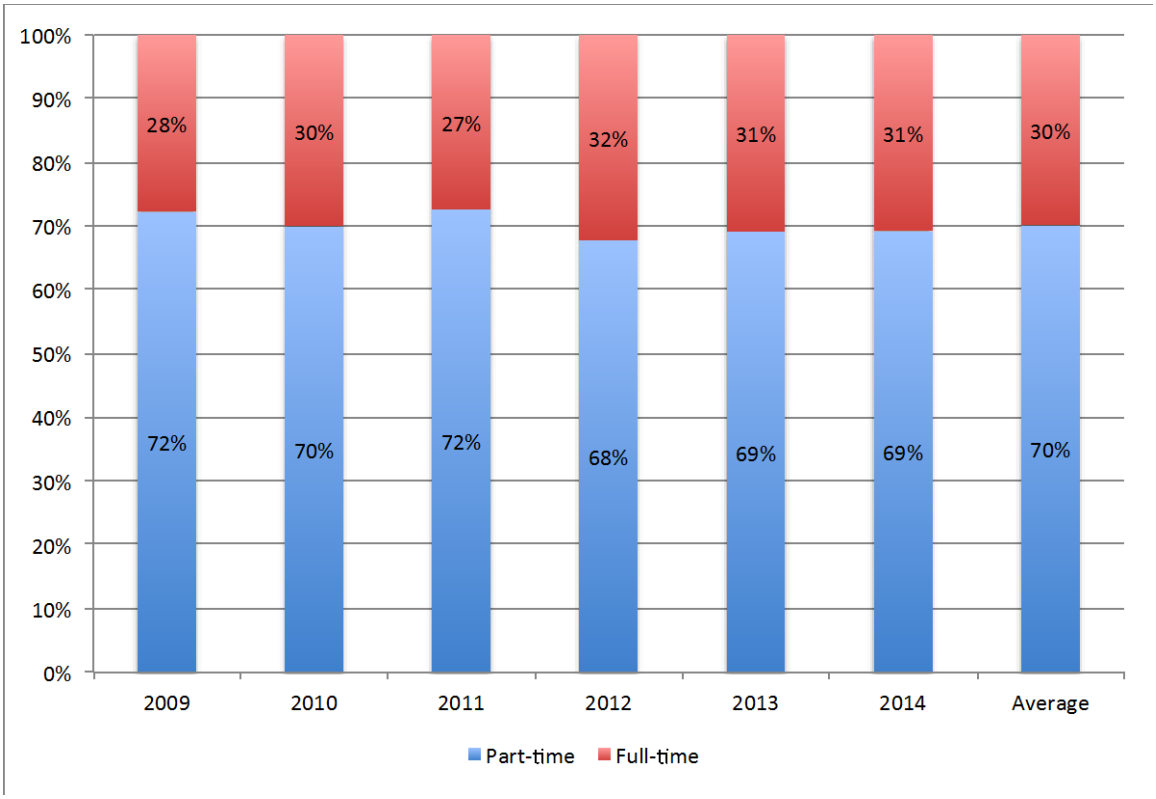


Sources: SJECCD Office of Institutional Effectiveness and Student Success, Factbook for Fall 2013 and California Community College Chancellor's Office, Data Mart; analysis by Cambridge West Partnership, LLC

San Jose City 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, during the last six fall terms, 73% of the students completed a unit load of less than 12 units while 27% completed 12 or more units. There has been no change fall 2009 to fall 2014 in the part-time portion of the enrolled students vs. the full-time portion of the student body increased by. Within these broad categories there are two distinct groups. The students completing 3.0 to 5.9 units represent, on average, 32% of the enrolled students and students completing 12.0 to 14.9 units represent, on average, 19% of the enrolled students.

The average portion of part-time students throughout the District over the past six-fall terms 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%); and (2) student completing 12.0 to 14.9 units (21%). Statewide data for the last six fall terms shows the same two concentrations by unit load

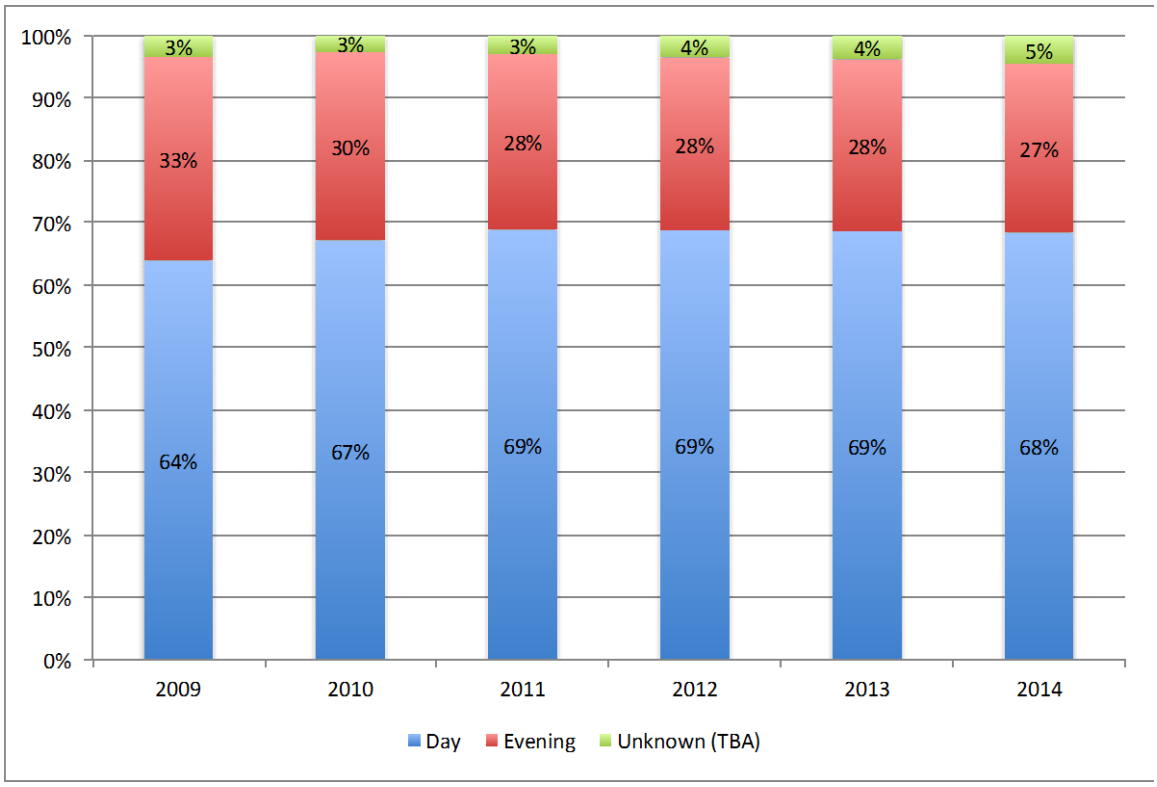
Chart 26: Fall Term Full-time vs. Part-time Student Status Trends



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, 67% students attended the College during the day, where as 29% attended only in the evening and 3% 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 6% while the day classes grew by 4%. Throughout the District the portion of students attending during the day (74%) was greater than that of San Jose City College alone, and the evening attendance was slightly lower at 24% for SJCC. Statewide, the six-term average portion of students attending during the day (73%) vs. evening (20%) was a little higher in the day category and a little lower in the evening category than the trends at SJCC.

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 fall 2012 to spring 2015 the results draw a portrait of the extent to which the students are prepared for college-level curriculum.

Table 28: SJCC Placement Counts

Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total
Writing Skills	1,325	656	1,628	585	1,732	599	6,525
Reading Skills	1,303	639	1,608	576	1,690	588	6,404
Pre-Algebra	903	499	1,012	444	1,094	484	4,436
Intermediate Algebra	1,263	677	1,605	588	1,709	653	6,495
College Algebra	213	67	281	73	334	123	1,091
Trigonometry	152	45	211	41	239	79	767
ESL Reading	318	174	301	164	351	203	1,511
ESL Listening	319	178	304	166	353	202	1,522
Total	*5,796*	*2,935*	*6,950*	*2,637*	*7,502*	*2,931*	*28,751*

Source: SJCC Assessment Office

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 20% of all enrollments have been coming from students living outside of the official District boundaries. In fall 2009 to 2012 that portion of enrollments was at an all-time high of 21% each fall term. But, by the fall 2013 term, 20% 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 20% or more of the total enrollment in those courses.

Table 29: Fall 2013 SJCC Selected Subjects Out of District Enrollments

Subject	Out of District Subtotal	% of Total Enrl.	Alameda	Contra Costa	Marin	Merced	Monterey	San Joaquin	San Mateo	San Benito	San Francisco	Santa Clara	Santa Cruz	Stanislaus	Other
TRANS	16	55.2%	5					1		2		3	2	1	2
LASER	14	40.0%	6	1				1	1			4			1
COS	108	37.1%	11	3			2	3	3		1	77	8		
FMT	42	34.4%	10						1	1	1	26	3		
LABOR	24	34.3%	8							2		13			1
EMS	28	32.2%	3					1	1	3		18	1		1
KINAM	34	31.2%	7					3				7	1		16
ADS	90	30.5%	6	1		1			2	5		63	8	4	
FREN	32	29.9%	2	2		2	2		4			18			2
DENT	87	29.7%	14	6				6		6		43	6	6	
AIRC	92	29.5%	16			1	5		6	2	2	49	8	3	
CNSTR	81	28.8%	8						8			61	4		
SOLAR	5	27.8%							1			3			1
ARABC	5	26.3%										4			1
KINA	39	26.2%	8					1				21		2	7
AJ	107	26.2%	9	7		1	4	1	3	5		49	5		23
ATHM	8	25.8%	3									2			3
GLOBL	14	25.0%	1			1			2			9		1	
POLSC	58	23.9%	9	1			1		3	2	1	29	2	3	7
APE	19	22.9%										19			
SOC	63	22.7%	5	3			3	3	2	4	1	30	2		10
HUMNT	44	22.3%	5	1				1	1	2	1	29	1		3
ECON	66	22.1%	4	3			1	4	2		1	36		5	10
SPAN	72	21.6%	6	3	4			3			2	42			12
KIN	23	21.3%	6	1			2					12	1		1
CIS	125	21.0%	11	1	2	2	5	2	2		4	81	5	3	7
ACCTG	60	21.0%	10	1		1	1	1	1		3	32	1	1	8
GEOG	5	20.8%										3			2

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

Conversely, a number of students who live in the SJECCD zip codes attend either Mission or West Valley College in the adjacent community college district. This enrollment swirl is particularly the case in the seven zip codes that the two districts share. In a study of student enrollments during the fall terms of 2004, 2009 and 2013 it was found that on average 11,300 students who live in a zip code associated with the SJECCD, including the seven zips the districts share, attended either Mission or West Valley College.

Non-Instructional College Resources to Support the Educational Mission

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

Support Service Offices

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.

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.

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

Bookstore – The bookstore is located in the Student Center building but also 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 receiving 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.

Cooperative Agencies Resources for Education (CARE) - The program is for eligible students in the 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.

Career/Transfer Center – The Center supports students by promoting their career development through the provision of comprehensive resources, activities, and services. Online career assessment tools are available as are transfer resources. Representatives from public and private four-year institutions are available to students through visits to SJCC and by phone or email. Career Fairs and workshops are also sponsored activities.

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

Creative Activity Retention Response (CARR) – The program is located in the Learning Resources Center as an asset to help student athletes. Staff of the program monitor student athlete's academic and degree progress and supervise mandatory study hall time.

Disabilities Support Program and Services (DSP&S) - DSPS 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.

Extended Opportunity Programs & Services (EOP&S) – 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. In addition to providing financial and academic services to eligible students the program seeks to positively affect student self-concept, self-esteem, and self-advocacy.

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 SJCC scholarships.

Foster Youth Success Initiative (FYSI) - The program provides trainings that are tailored for relative caregivers of children in the foster care system. In collaboration with Santa Clara County and many community-based organizations, the FYSI Program seeks to improve the ability of these youth to access postsecondary education and benefit from the support services that are available.

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.

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.

Job Placement Center – The Center assists students to locate jobs by providing computers to access job searches, resume development and interview preparation workshops organizing job fairs.

METAS – The program coordinates instructional and student support services in collaboration with other programs and departments across the college. The range of options for learning support services include the following:

> *Peer-Led Team Learning (PLTL)* – The program is a learning and leadership program that uses a collaborative effort between the STEM disciplines and the METAS program staff. The core component of the program is a weekly workshop for students enrolled in the STEM courses. Peer leaders who lead students in discussions facilitate workshops; problem solving and other activities to assist them in enhancing their subject matter knowledge, study skills and subsequently course success.
>
> *Avanzamos* – This student success initiative is collaboration between the METAS Program and the Reading and Writing Center. It provides students with access to well-trained peers who can offer one-on-one assistance to strengthen and practice reading and writing skills inside and outside of the classroom. A counselor provides academic guidance and assists all program students to develop and maintain an educational plan.
>
> *Supplemental Instruction (SI)*– The SI program is an academic assistance program that uses peer-assisted workshops that are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students are taught how to integrate course content and study skills while working in small group settings.
>
> *Caminos Summer Bridge and First Year Experience* – The program is intended to help students make the transition from high school to college by exposing them to academic rigor and college life after the students have selected a program of study pathway. The program offers summer courses in math or English, orientation to college and tutoring. It requires an extensive yearlong commitment from the participants and offers continuous support beyond that first year of college.

Puente - The program helps students adjust to college life and prepare for transfer to a four-year university. It offers accelerated writing instruction, counseling, and mentoring to a cohort of students. It also links students to community mentors.

Reading and Writing Center - The Center enhances regular class curriculum in grammar review and practice with writing essays. Drop-in assistance is provided for reading and writing questions that arise from any course. Peer tutors provide help with reading and writing and the Center has resources to assist in reading and writing skill development-dictionaries, handbooks, handouts, and exercises for practice. Workshops are provided on

areas of student need. Students using the Center must enroll in LS 210, Learning Skills Supervised Tutoring and must be referred by a teacher or counselor.

Safe Zone – Training is provided to help students have an equal opportunity for an education regardless of their sexual orientation or gender identity. The program offers online training and workshops as well as referrals to off-campus LGBTQ groups and organizations.

Service Learning - The mission of the program is to help SJCC 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.

Student Health Services – The Health Center is located in the Student Center of the College. It provides health and wellness services through general appointments with a physician, physical exams, immunizations, several preventive routine screenings, and family planning information and referrals.

Student Success/Matriculation – Matriculation enhances student access and success at the College. Several offices promote and sustain effort to help students with admissions, assessment, orientation, counseling and follow-up. The program goals include ensuring that students complete their college courses, persist to the next academic term, and achieve their educational objectives.

Tutoring Center - Tutorial services are provided to students by qualified student tutors in various academic areas. Tutors support the students' regular instructional programs through individual and small group drop-in tutoring. Tutoring is provided on a drop-in basis but students seeking tutoring help must be referred by a teacher or counselor and must register for LS 210, Supervised Tutoring. The Center can provide access to textbooks and student solutions manuals, graphing calculators, overnight math videotape check out service, and help with online learning.

UMOJA – This program enhances the educational and cultural experiences of African-American students and others who, as a community, are pursuing the goal of completing a degree or transferring. UMOJA promotes student success for all students through pedagogy responsive to the legacy of the African Diaspora. The program offers a learning community environment coupled with counseling and cultural events.

Veterans Resource Center - The Center, offers 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 Student Center.

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.

Male Summit – The goal of the program is to empower, education, and support African American, Latino, and Pacific Islander young men in the pursuit of their professional and personal endeavors through a series of activities and policies. One activity is a day of motivational experiences and workshops on a range of topics such as respect for self and others, building self-confidence and esteem, time management, financial literacy, etc. Participants in the program are afforded priority enrollment in the Summer Bridge offerings and the First Year Experience (FYE) initiative.

Middle College - The San Jose Middle College is an advanced program for juniors and seniors who take two to three free college classes and four high school classes on the SJCC campus. The students earn a high school diploma while at the same time earning transferable college credits. The program is a cooperative venture between the College and the San Jose Unified School District.

Pathway to Law School - In partnership with the State Bar of California the program enhances opportunities for SJCC students in the legal profession. It is aimed at diverse populations who have been underrepresented in the practice of law. The program has seven required courses and students must complete all prerequisites for their major as required by the participating undergraduate institution to which they intend to transfer. It is anticipated that students will complete their Bachelor's degree then transfer to a participating law school.

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 21 discipline areas in community college education. Students are given college credit for articulated courses they complete while still in high school, this "jump-starting" their future pursuits.

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

Chart 28: SJCC Online Student Services

Service Area & Service	Online Interactively	Notes
Admissions & Records		
Apply online	X	
Enroll in classes, add/drop classes, view class schedule	X	
Manage wait list	X	
Email students of incoming transcripts, send electronic transcripts to other institutions in California, view transcripts & GPA, request transcripts	X	
Update contact information	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	
Articulation		
Articulation transfer agreements	X	Via ASSIST.org

Service Area & Service	Online Interactively	Notes
Assessment		
Practice tests and test guides	X	
Schedule appointments	X	
Testing schedule	X	
Career Center		
Activities calendar		
California Career Café	X	A virtual career center
Career/Major exploration links	X	Via Bridges.com
Choices Planner	X	Career/Major interest assessment tool

Chart 28: Online Student Services (continued)

Service Area & Service	Online Interactively	Notes
Center for International Studies		
Basic information and forms available	X	
Counseling		
e-Counselor available	X	For basic information and
Online orientation	X	questions only
Student Educational Plan	X	
Disability Support Services		
Basic information and forms available	X	
Equal Opportunity Programs & Services (EOPS)		Students can contact the director
Point & click contact services	X	from the website.
e-EOPS counseling available	X	For extenuating circumstances only.
Enroll online	X	Fall and Spring only.
Evaluations		
Basic information and forms available	Some	
Online receipt & transfer of transcripts	X	
Degree audit	X	Only SJCC courses
Financial Aid		
Net calculator available;	X	
Apply for financial aid online	X	
Online scholarship application	X	
Electronic funds transfer	Coming soon	

Service Area & Service	Online Interactively	Notes
Health Services		
Basic information and forms available		
Library		
Online resources & renewal of book loans	X	
Online Instructional Supports		
Online writing labs		
Online tutoring		
Online learning center	X	
Outreach		
Apply online	X	For Early Admission students
Enroll online	X	For Early Admission students
Facebook page	X	For Early Admission students
Send and receive student emails	X	For Early Admission students
Twitter	X	For Early Admission students
YouTube tutorial on Web Advisor	X	For Early Admission students
Online student orientation	X	
Prerequisites		
Basic information and forms available		

Chart 28: Online Student Services (continued)

Service Area & Service	Online Interactively	Notes
Parking		
Online parking permits	Coming soon	
Student Activities		
Basic information and forms available	X	
Student Accounts (Cashering)	X	
Student Bookstore		
Order or rent texts online	X	
Student Employment Services		
California Career Café	X	A virtual career center
Job fair information	X	
Job/internship/volunteer listings	X	
Resume and interview prep assistance	X	
Twitter		
Transfer Center		
External transfer links available	X	Via ASSIST.org
Workshop/Activities calendar	X	
Workshop registration	X	
Workshop handouts/information		
Online steps to transfer workshops		
Email listserve registration	X	
Transfer assistance links	X	CSU Mentor, ASSIST.org
Veterans' Services		
Term calculator available	X	

Source: San Jose City College Student Affairs

Library and Learning Resources

The College Library/Learning Resources building, positioned on the Moorpark Avenue edge of campus, is a welcoming anchor facility for students and visitors. The Cesar E. Chavez Library, located on the second and third floors of the Learning Resource Center (LRC) building, primarily serves students, faculty and staff but is open to the public. The collection holds books and media, research databases, periodicals, and course-specific resources. There are 10 group study rooms available to be reserved on the third floor for two-hour periods by groups of two to six people. The Library faculty members teach information competency and computer literacy skills through library orientations, the LIB 15 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; (3) periodical database searches; (4) access to faculty forums; and (5) citation help resources. The Library also has many resources for students who want to excel in learning English as a Second Language. SJCC students may also access the Martin Luther King Library at SJSU for extended hours of study.

The Reading and Writing Center (RWC) at San Jose City College offers a supportive, friendly, and comfortable environment where all students can obtain assistance for any

reading and writing question related to their college coursework. The RWC services include:

- Drop in assistance (from instructors, instructional assistants, and peer tutors) for reading and writing questions for any SJCC course.
- Scheduled appointments with peer tutors.
- Resources for improving reading and writing skills, such as dictionaries, handbooks, handouts, and exercises for practice.
- Computers connected to the internet for school work (online learning system, writing and research)

These services are provided, free of charge, for any student taking at least one academic class within the District. In order to use the resources at the RWC, students must enroll in the zero-unit course, Supervised Tutoring, LS (Learning Skills) 210. In addition, students who use the RWC on a regular basis should successfully apply help provided (such as tutoring, use of facilities or materials, workshops, etc.) in their academic activities.

The first floor of the LRC Building contains the Learning Resource Center where students can use the open computer laboratory to access any one of 74 PC computer units with Internet connection and Microsoft Office applications installed. A student tutor is available 18 hours per week to assist students with Microsoft Office, Moodle, and MyWeb related questions.

The primary Campus Tutoring Center is also located on the first floor of the Cesar Chavez Building, the Multidisciplinary Building hosts the METAS program that provides peer group learning workshops. Tutoring services are free to SJCC registered students, but they must register for the LSII 210, Supervised Tutoring course and must use their student ID to log in and out from each drop-in tutoring session. The Tutoring Center provides access to nine PC computers and a scanner. Other services provided include assistance with online learning, use of graphing calculators, textbooks, student solution manuals, math videotapes on overnight loan, etc. The Tutoring Center hires qualified student tutors recommended by faculty. New tutors attend five 1.5-hour workshops conducted by the faculty coordinator each semester. There are plans to make use of a one-unit course, LS 90, Directed Tutoring Experience, for tutor training in the future. The Tutoring Coordinator supervises the student tutors.

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.[21]

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.

[21] Legislative Analyst's Office. *Other Budget Issues- Basic Aid Districts, California Community Colleges*. May 16, 2011

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 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.[22]

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)

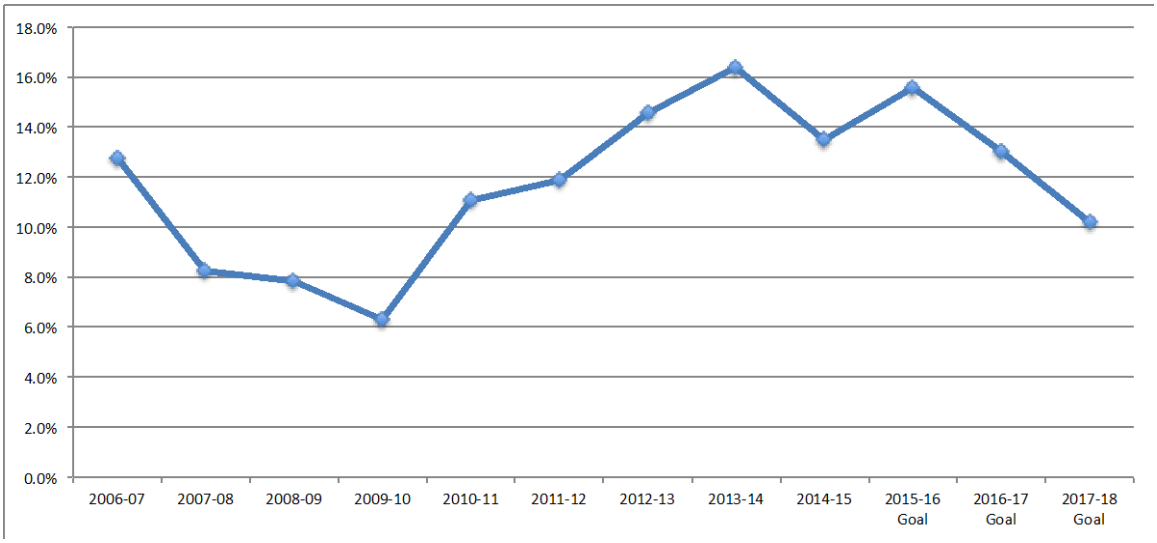
The District Budget Committee and corresponding committees at the colleges play a vital role in the budgeting process. On an annual basis, the committees are presented with a summary of expenditures from the previous year and a breakdown of those expenditures by major category (salaries, utilities, supplies, etc.). A similar breakdown of the current

[22] 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.

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 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.

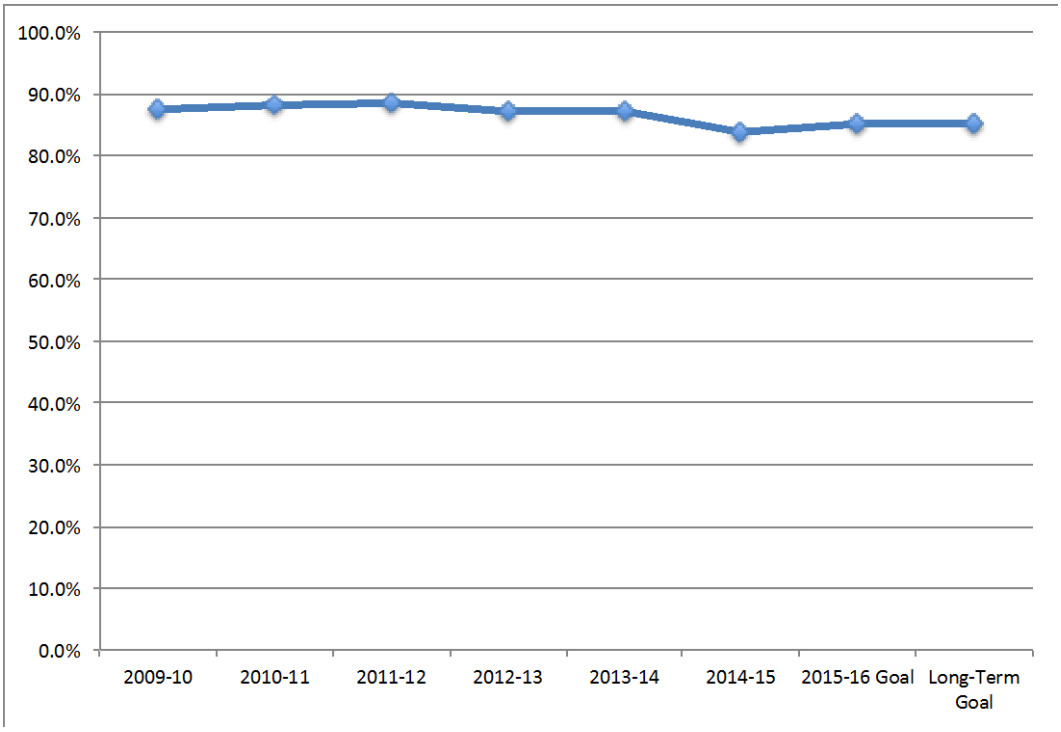
Chart 29: SJECCD Unrestricted General Fund Ending Balance History



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 30: 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 30: General Fund Allocations

	General Fund Allocations, Adopted Budgets					
College	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.[23] 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

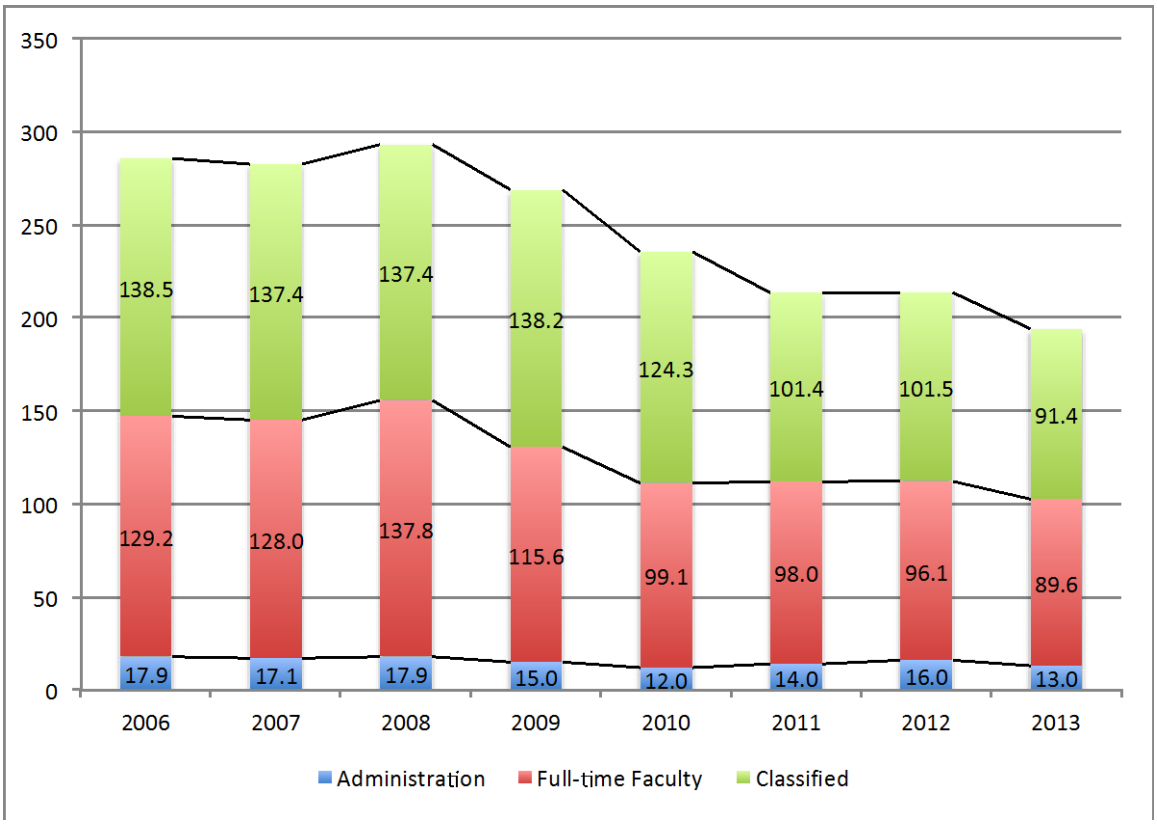
During the Great Recession the District experienced large reductions in the workforce headcount from 2008 to 2012. The peak of employment was 2006 (721 employees) while the low point was 2012 (548). Between those six years there was a 24% reduction in employees. Managers, supervisors and confidential 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.[24] Those future personnel requirements will be determined by assessing on-going initiatives and innovations, upcoming requirements, and emerging trends.

From 2006 to 2013, the overall full-time workforce, expressed as units of full-time equivalency (FTE), at SJCC has declined by 32.1%. The full-time equivalent (FTE) number of classified personnel has declined the most (-34%) over this period of eight years. The FTE level of tenured faculty has declined 30.7% while the ranks of classified and educational administrators has declined by 27.4% since 2006. In addition to these

[23] Adopted Budget FY2015-2016 Presentation to the Board of Trustees, September 9, 2015
[24] San Jose-Evergreen Community College District. *Redesign Report 2013-2017.* April 22, 2014.

changes, a number of positions have remained vacant as part of a strategy to conserve resources.

Chart 31: San Jose City 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, reveals that none of the educational administrators have reached the typical retirement age range, age 60 to 64. An additional 8.3% are working beyond the typical retirement age range. In contrast, 10% of the tenured faculty members are within the typical retirement age range, and an additional 22% are working beyond the typical retirement age range.

Over the next six years to 2019, an additional 25% of the administration and 15% of the full-time faculty (tenure track and tenured) will reach the typical retirement age. There is no requirement that an employee retire at a particular age but this information is based on present averages. In contrast, only 12% of the classified employees fall into the normal retirement age range, another 10% are working beyond the normal age for retirement. Over the next six years 17% of the classified staff will reach normal retirement age.

Table 31: San Jose City College Employee Groups by Age Ranges, Fall 2014

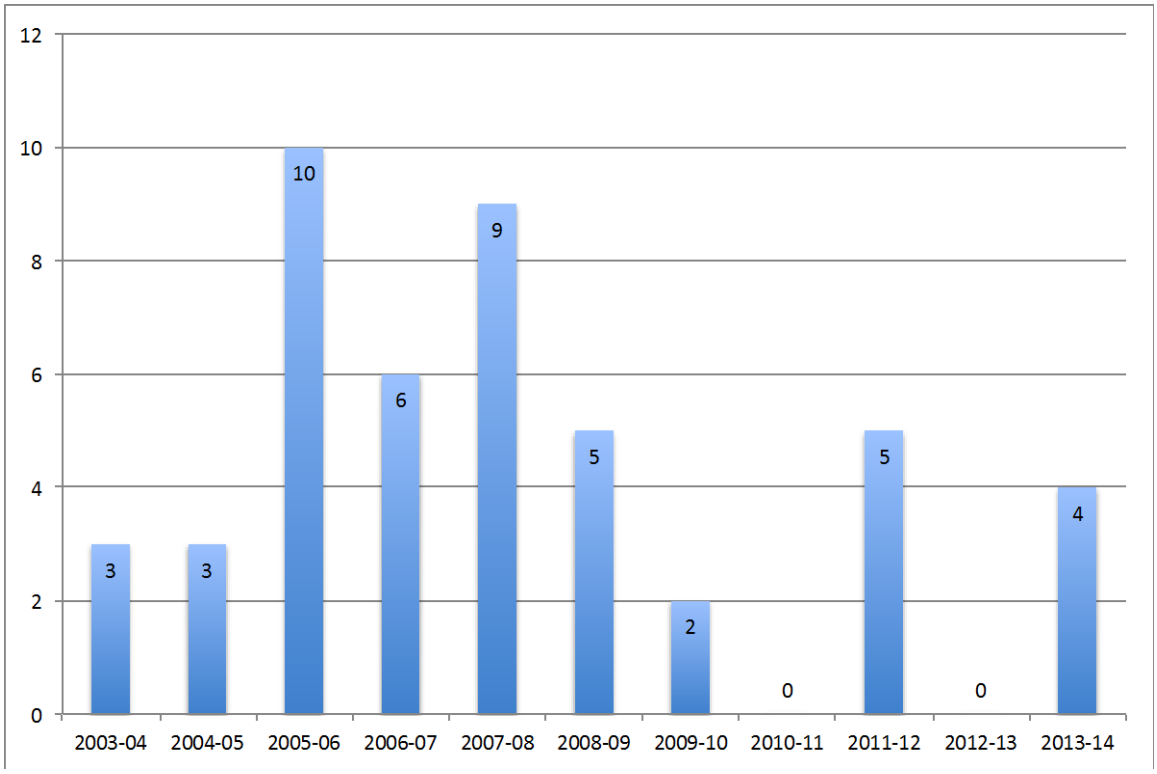
		Percent of Each Category Row						
Category	**Total**	**<40**	**40-44**	**45-49**	**50-54**	**55-59**	**60-64**	**65+**
Educational Administrator	12	8.33%	25.00%	25.00%	8.33%	25.00%	0.00%	8.33%
Tenured Faculty	120	10.00%	15.00%	10.83%	17.50%	15.00%	10.00%	21.66%
Academic Temporary	261	16.09%	13.41%	10.73%	13.03%	12.26%	11.49%	22.99%
Classified	115	15.66%	13.91%	18.26%	13.04%	17.39%	12.17%	9.57%
Total of All Employees	***508***							

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

Given that 32% 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. Also, 22% of the classified employees are of retirement age or are working beyond that normal age range.

From 2003-04 to 2013-14 the College annually hired an average of 4.3 full-time faculty members with the largest numbers joining the College in 2005-06 and 2007-08.

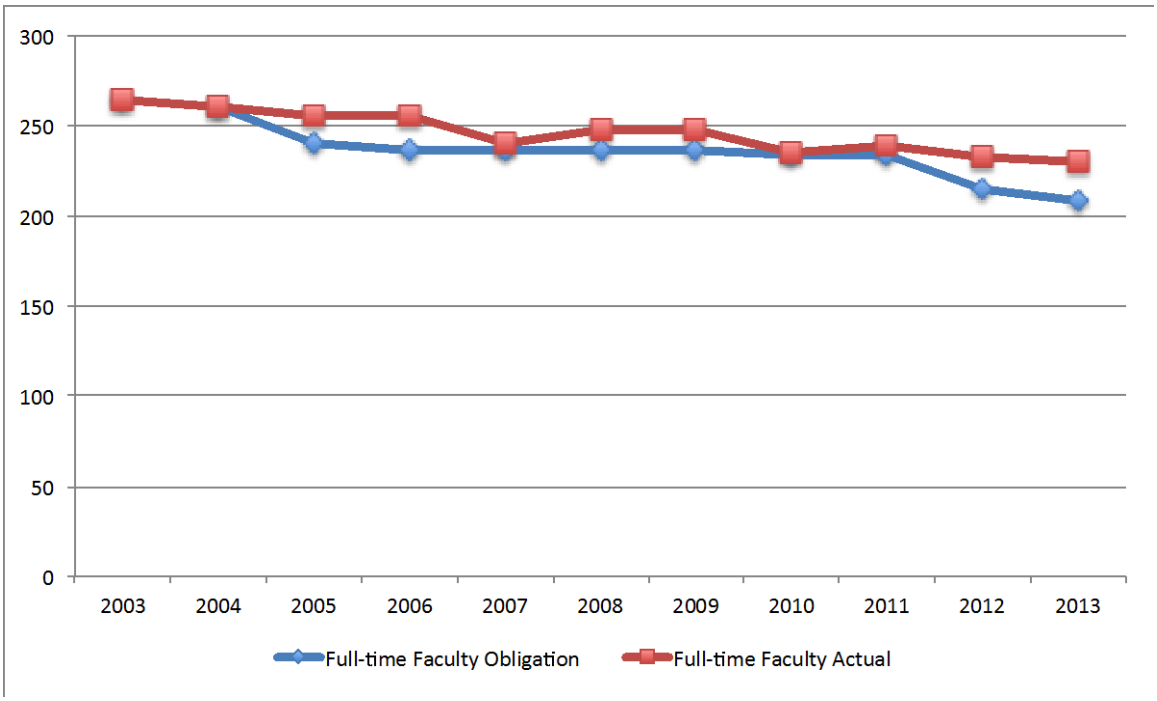
Chart 32: San Jose City College, Full-time Faculty Hires



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 33: 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 San Jose City College has been on these five goals captured in the 2010 Campus Technology Plan.

1. Use technology resources, tools, and training to effectively support academic success and learning for students.
2. Administration and faculty will implement best practices in offering high quality online and distance education for students.
3. Quality and accessible training, current information, and up-to-date technology will be provided.
4. Campus technology resources will be used effectively, equitably, and efficiently.
5. The College will provide organization and leadership that effectively manages technology and online learning.

During campus interviews academic deans and faculty members expressed some common technology interests. They would like to see upgrades in the lecture 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:

- Computer information systems and applications laboratories.
- Theater proper and the related black box teaching areas.
- Card swipe technology for access control to the open computer lab and additional printers for that area.
- Better lighting control and equipment to support the use of video and audio. instructional materials in the World Languages laboratory.
- A better means for mass communications to the students.
- Software to conduct business efficiently such as the student judicial management and service learning functions.

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.[25]

Inflection Point (where past leading trends become mainstream)

- Hiring and retaining qualified staff, and updating the knowledge and skills of existing technology staff.

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

- 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.

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 works 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 a critical 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. Below is a summary of the most recent Space Inventory data.

Table 32: San Jose City College, 2015 Space Inventory Data

Title 5 Category	Use Monitored by Chancellor's Office	On Campus ASF per Inventory	Assigned Stations
Classroom	yes	62,345	3,035
Laboratory	yes	116,541	2,271
Office	yes	41,255	396
Library	yes	39,302	834
AV,TV,Radio	yes	2,013	22
Physical Education	no	44,883	78
Assembly	no	12,357	486
Inactive	no	20,448	199
All Other	no	93,853	1,311
	Totals:	432,997	8,632

Source: California Community College Chancellor's Office, FUSION Database. Retrieved from fusion.deltacollege.edu on March 6, 2015

San Jose City College Career and Technical Education Classsroom

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, San Jose City College's mission is to effect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society.

The College has evaluated data about its performance of its established mission, the goals with respect to the 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 been 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;
- Completed six units in three years; and
- Attempted any level math or English.

The difference in the two frameworks is that the Scorecard allows the students three years, rather than six years, to complete the qualifying behavior. Those that do 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 Indicators (KPIs) to track progress in accomplishing the Mission and Strategic Planning Priorities. Those that are most closely related to the EMP include:

Goal 1: Promote Student Success

1A- Increase the persistence rate of college prepared and unprepared students each year.

1B- Increase the successful course completion rate of both full-time and part-time students each year.

1C- Increase the successful course completion rate in basic skills, vocational, and credit courses each year.

1D- Increase the improvement rate (remedial momentum point) of students in basic skills.

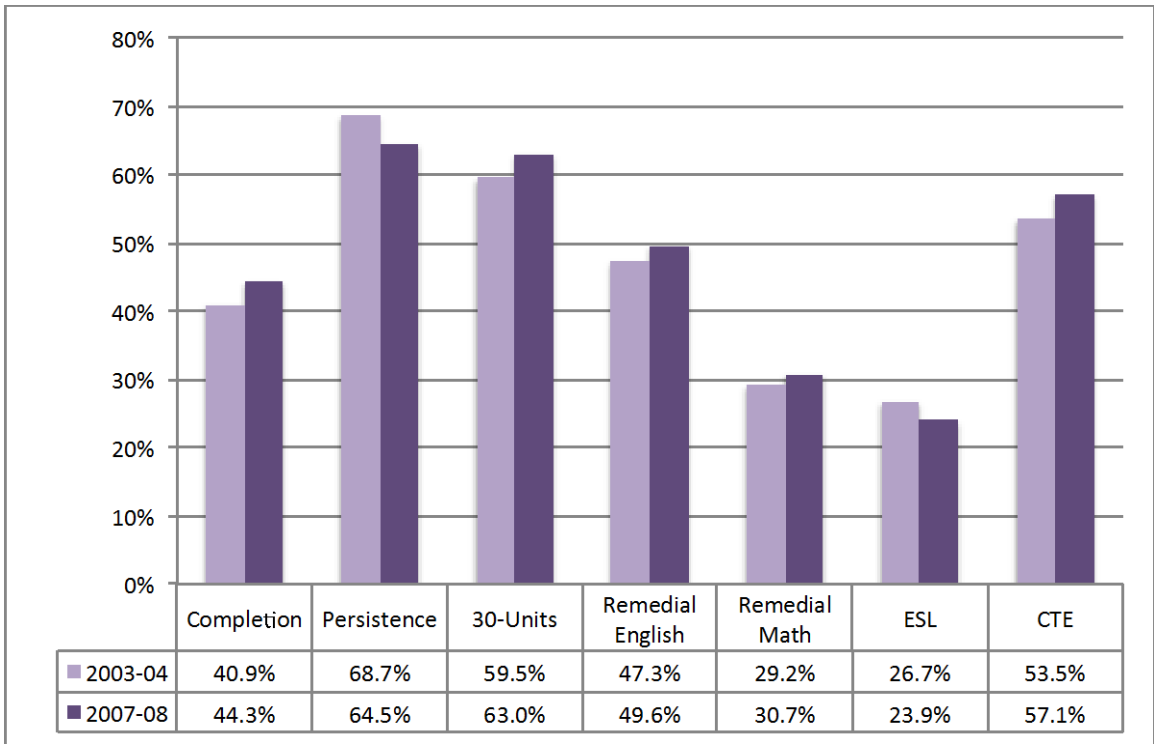
Goal 4: Foster Culture Competence

4A- 85% of the students who participate in multi-cultural programs/events will indicate increased understanding and awareness of cultural diversity.

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 completing 60 transferable units.

Chart 34: Comparative Scorecard Rates

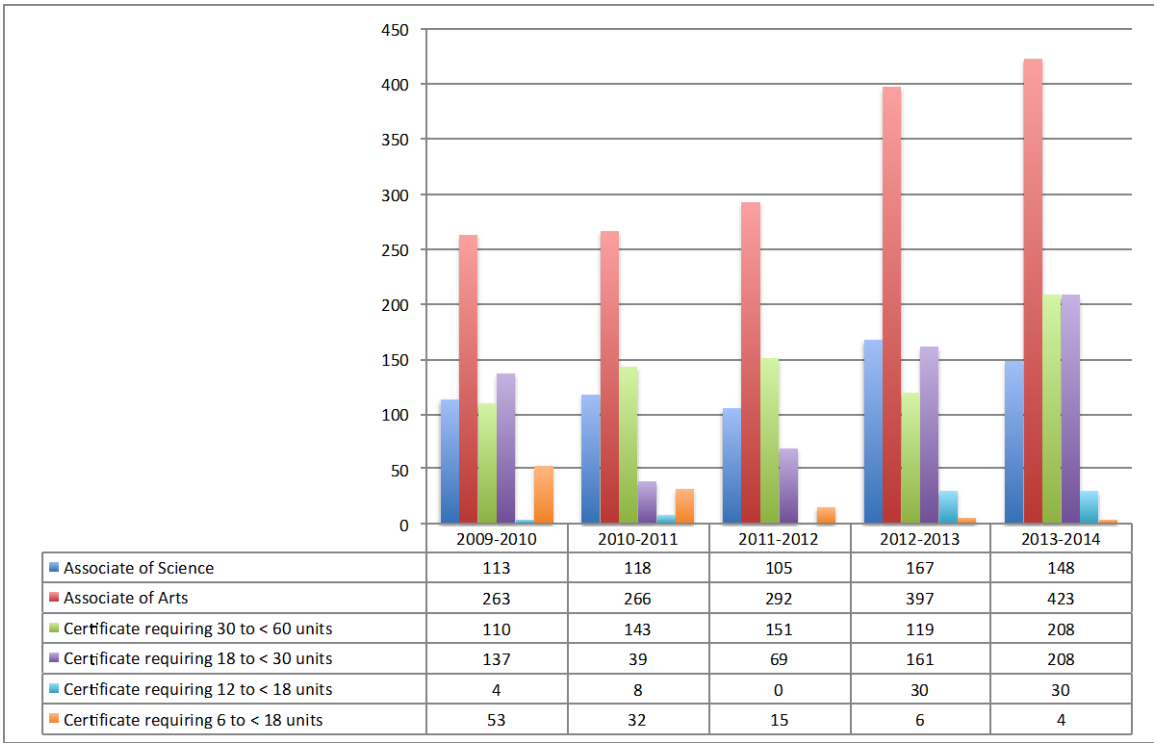


	Completion	Persistence	30-Units	Remedial English	Remedial Math	ESL	CTE
2003-04	40.9%	68.7%	59.5%	47.3%	29.2%	26.7%	53.5%
2007-08	44.3%	64.5%	63.0%	49.6%	30.7%	23.9%	57.1%

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 50%. The greatest category of increase has been the certificate of achievement requiring 12 to less than 18 units.

Chart 35: SJCC Degrees and Certificates of Achievement Awarded



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate of Science	113	118	105	167	148
Associate of Arts	263	266	292	397	423
Certificate requiring 30 to < 60 units	110	143	151	119	208
Certificate requiring 18 to < 30 units	137	39	69	161	208
Certificate requiring 12 to < 18 units	4	8	0	30	30
Certificate requiring 6 to < 18 units	53	32	15	6	4

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 following table. 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 33: SJCC Details of the Most Often Awarded Degrees and Certificates

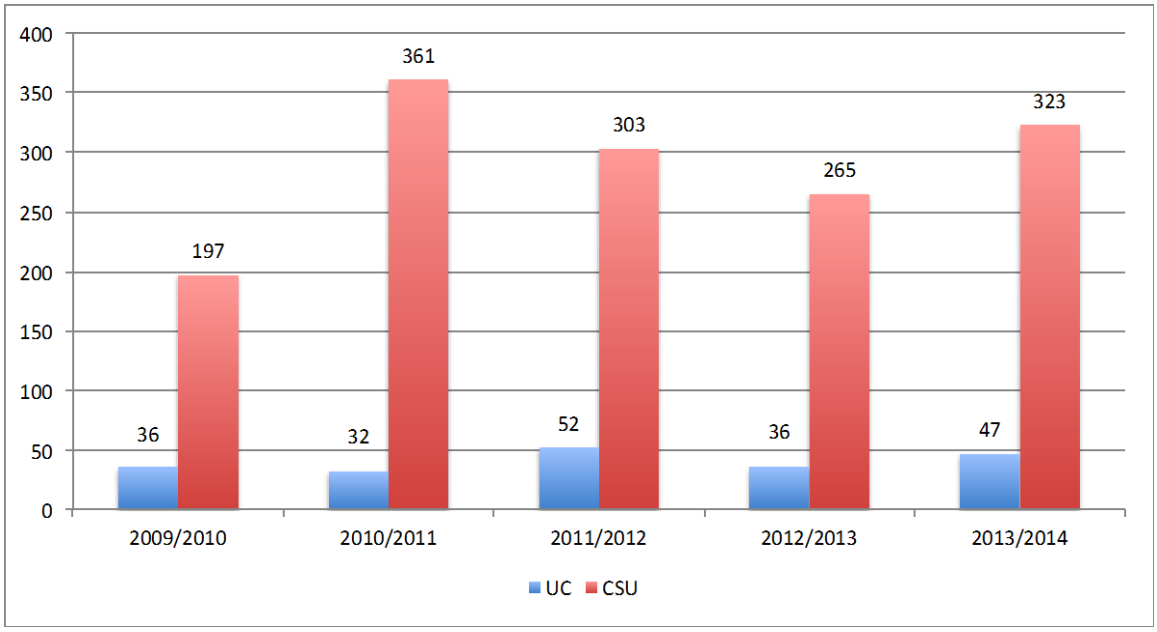
Program Type - TOP2 Code	2009-10	2010-11	2011-12	2012-13	2013-14	Total	%
Interdisciplinary Studies-49	175	182	218	285	314	1,174	30.7%
Engineering and Industrial Technologies-09	120	62	92	151	192	617	16.2%
Commercial Services-30	73	100	119	85	153	530	13.9%
Business and Management-05	98	95	71	131	106	501	13.1%
Public and Protective Services-21	47	47	30	88	78	290	7.6%
Health-12	47	53	26	38	67	231	6.0%
Family and Consumer Sciences-13	55	39	32	41	33	200	5.2%
Information Technology-07	19	4	10	14	29	76	2.0%
Fine and Applied Arts-10	10	6	12	11	13	52	1.4%
Biological Sciences-04	17	7	9	9	6	48	1.3%
Physical Sciences-19	1	2	2	6	10	21	0.5%
Social Sciences-22	7	4	2	6	1	20	0.5%
Psychology-20	6	2	1	3	6	18	0.5%
Mathematics-17	1	2	2	6	6	17	0.4%
Media and Communications-06	3	1	3	4	3	14	0.4%
Foreign Language-11			2	1	2	5	0.1%
Humanities (Letters)-15	1		1	1	2	5	0.1%
Total	*680*	*606*	*632*	*880*	*1,021*	*3,819*	

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

San Jose City College General Education Buildings Quad

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 31% increase in the numbers of students who transferred to a University of California (UC) campus and a 64% increase in the numbers of students who completed a transfer to a California State University (CSU) campus. During those years the college annually averaged 28 students to UC and 270 students to CSU. Fiscal constraints prompted both public university systems to curtail transfer student acceptances, which adversely impacted the numbers shown in the following graphic.

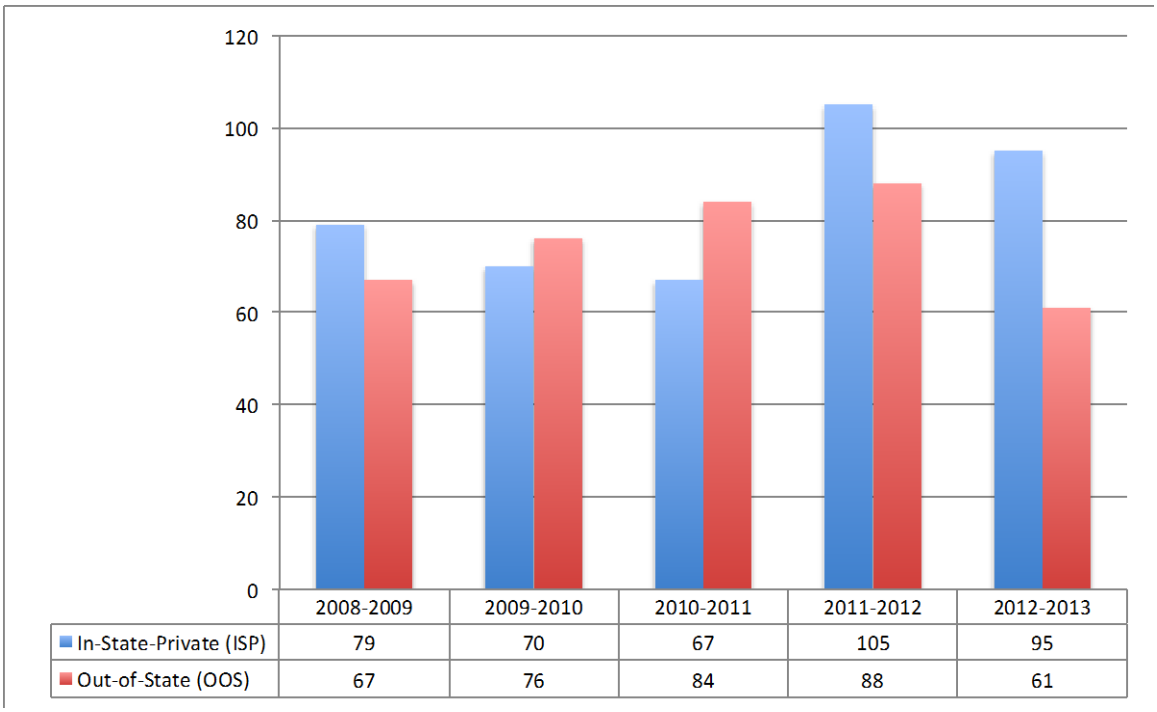
Chart 36: SJCC Annual, Full-year Transfers to CSU and UC



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 20% increase in the numbers of students attending in-state private institutions but a 9% decline 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 SJCC 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 make the actual transfer.

Chart 37: Full-year Transfers to Out-of-State (OOS) and In-State Private (ISP) Schools



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
In-State-Private (ISP)	79	70	67	105	95
Out-of-State (OOS)	67	76	84	88	61

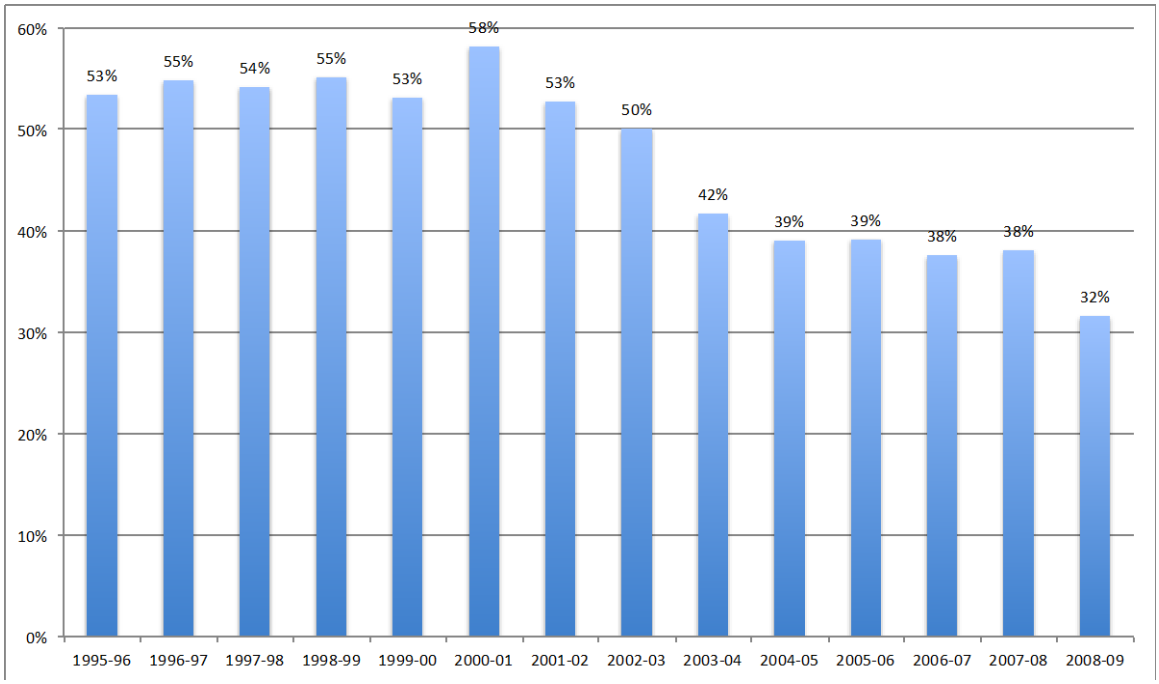
Source: California Community College Chancellor's Office, Data Mart; analysis by Cambridge West Partnership, LLC

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 of 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 SJCC 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 38: SJCC Extended Transfer Rates, 1995-96 to 2008-09 Cohorts



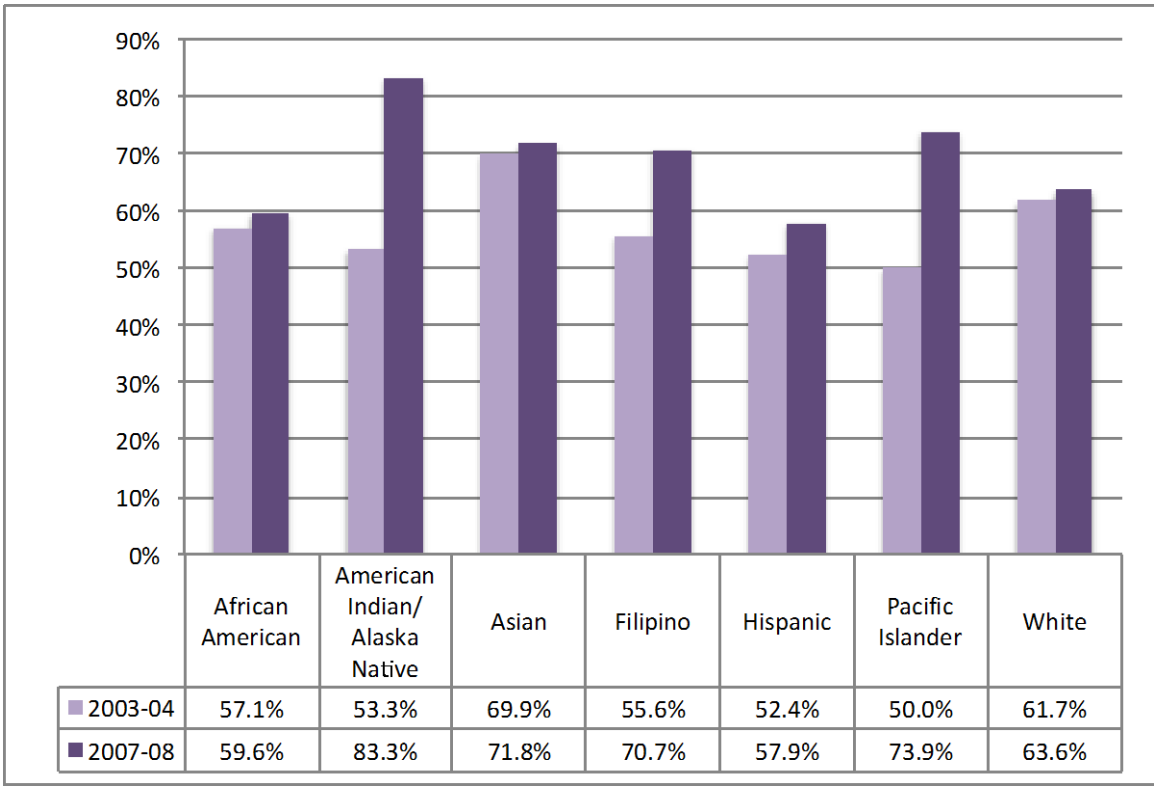
Source: California Community College Chancellor's Office, Data Mart; analysis by Cambridge West Partnership, LLC

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 or African American students trail all the other groups.

In this analysis the years represent 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 39: SJCC Percent of Students Who Earned at Least 30 Units

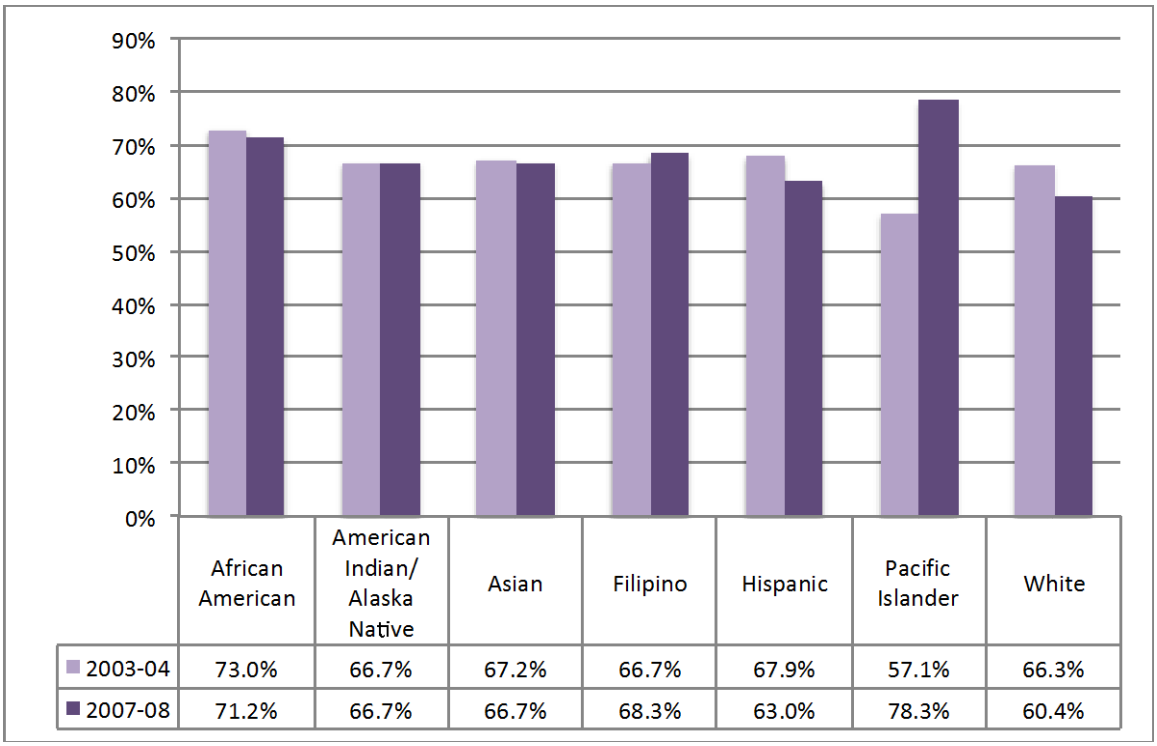


	African American	American Indian/ Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
2003-04	57.1%	53.3%	69.9%	55.6%	52.4%	50.0%	61.7%
2007-08	59.6%	83.3%	71.8%	70.7%	57.9%	73.9%	63.6%

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

In the following persistence chart there are small persistence differences in completing three consecutive terms. Among the ethnic groups of students, the African American group is now in "first place," but all other groups are close behind.

Chart 40: SJCC Persistence Over Three Consecutive Terms



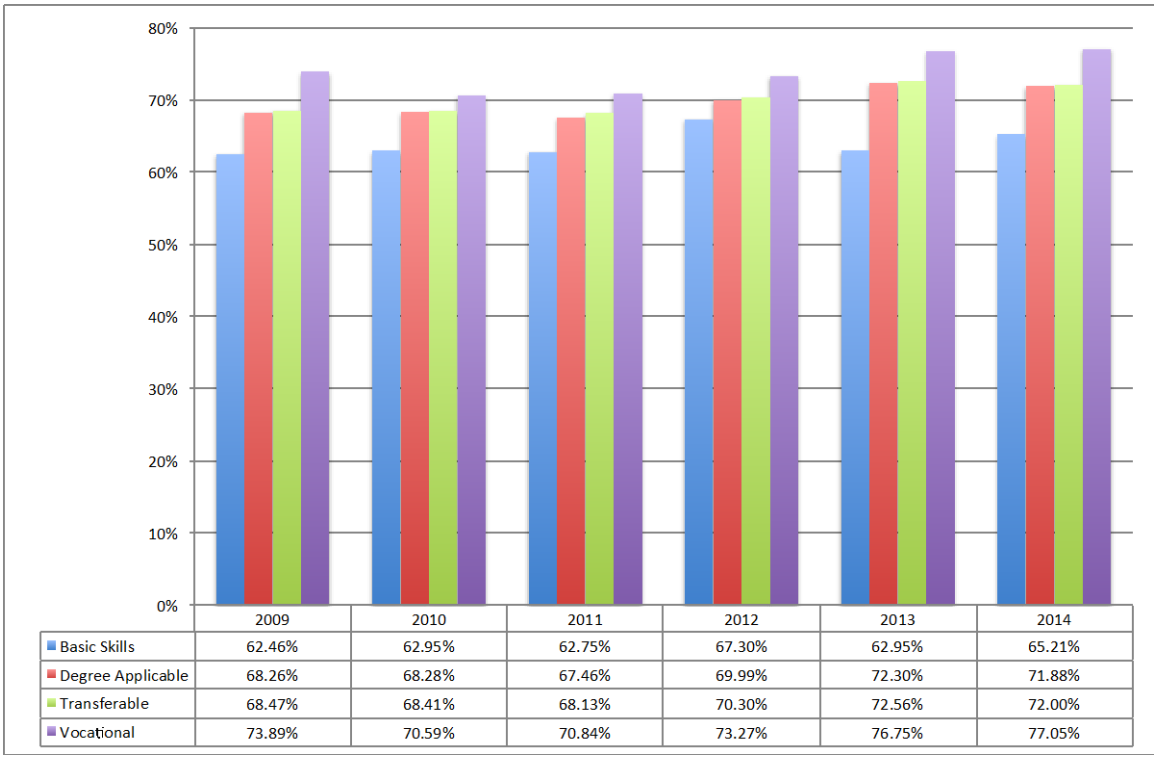
	African American	American Indian/ Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
2003-04	73.0%	66.7%	67.2%	66.7%	67.9%	57.1%	66.3%
2007-08	71.2%	66.7%	66.7%	68.3%	63.0%	78.3%	60.4%

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 earned a grade of C or better to the number of all students who were still enrolled in the course after the normal add and drop period ended.

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 transferable curriculum where the rate increased 3.53%. 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 term.

Chart 41: SJCC Fall Term Student Success Rates by Type of Course



	2009	2010	2011	2012	2013	2014
Basic Skills	62.46%	62.95%	62.75%	67.30%	62.95%	65.21%
Degree Applicable	68.26%	68.28%	67.46%	69.99%	72.30%	71.88%
Transferable	68.47%	68.41%	68.13%	70.30%	72.56%	72.00%
Vocational	73.89%	70.59%	70.84%	73.27%	76.75%	77.05%

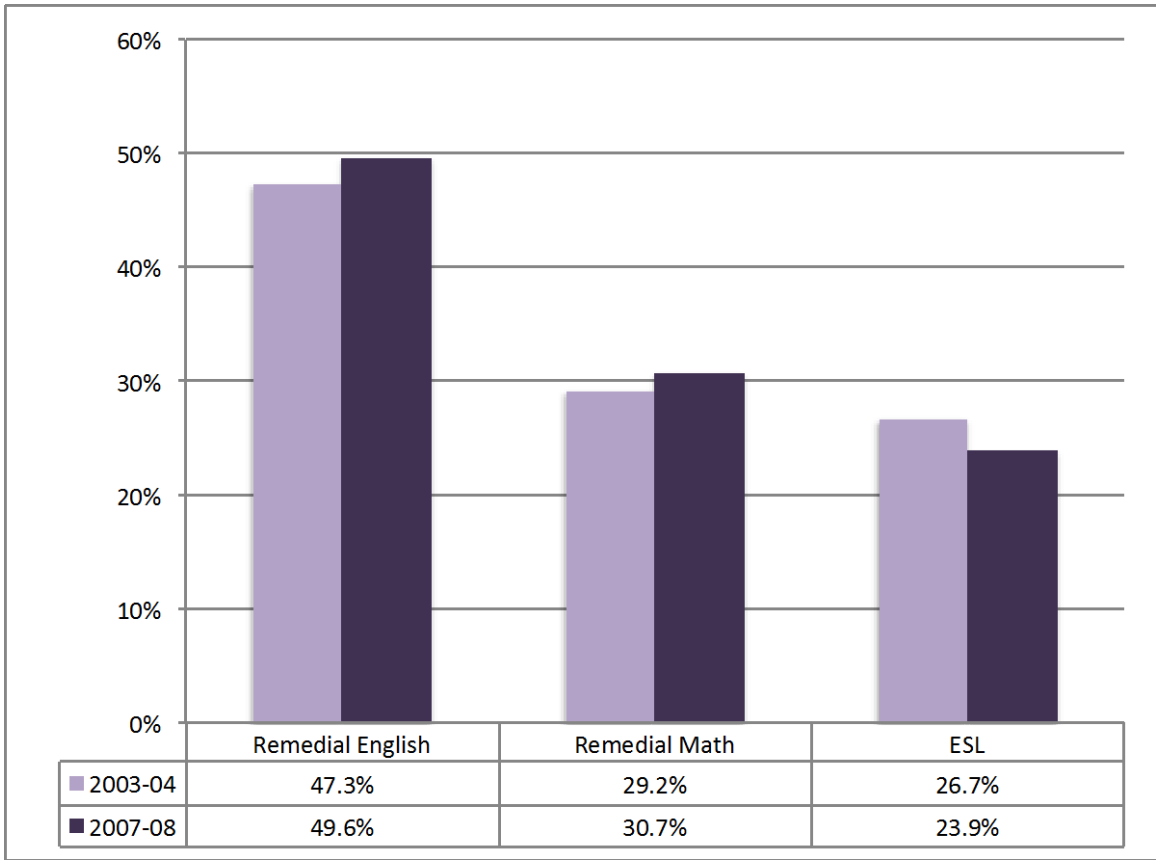
Source: California Community College Chancellor's Office, Data Mart; analysis by Cambridge West Partnership, LLC

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 analysis addresses a student's *migration through* the basic skills curriculum sequence. To qualify into the cohort a student must, within six years, attempt a math (2-4 levels below for math), 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 that is complete 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. For ESL the 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 42: SJCC Basic Skills Student Migration Success



	Remedial English	Remedial Math	ESL
2003-04	47.3%	29.2%	26.7%
2007-08	49.6%	30.7%	23.9%

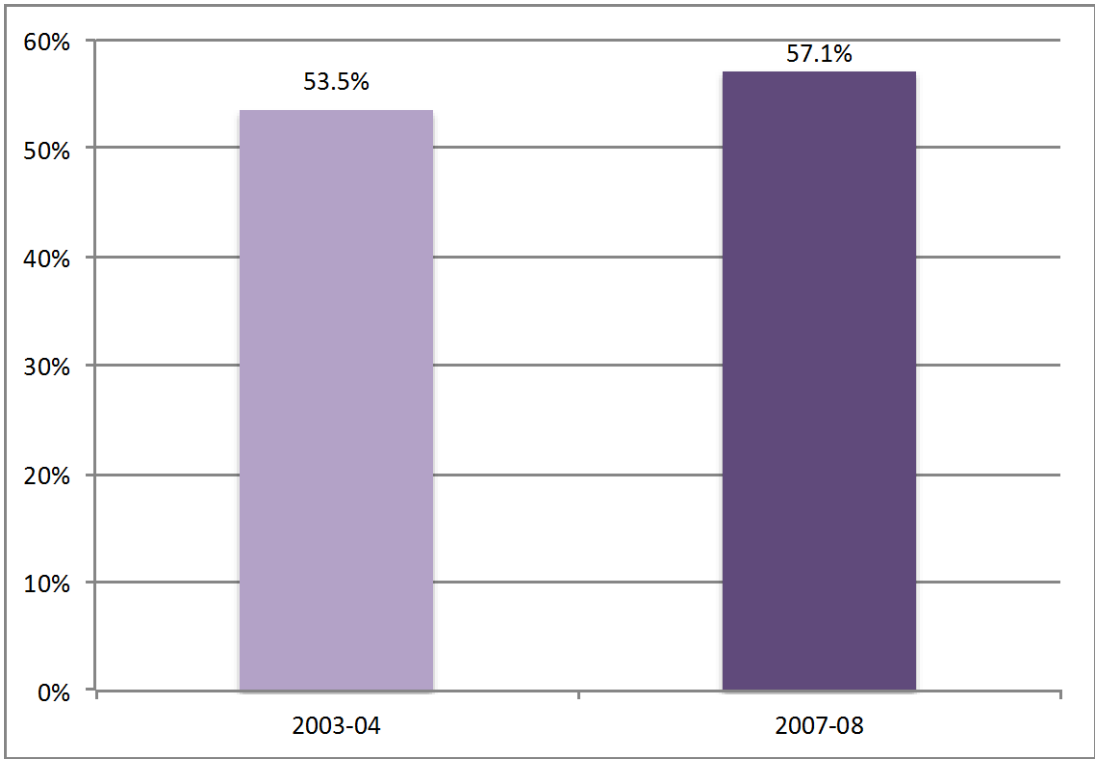
Source: California Community College Chancellor's Office, 2014 Scorecard Report; analysis by Cambridge West Partnership, LLC

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 cohorts has increased by 3.6% between those that entered in fall 2003 and those entering in fall 2007. More recent data is not available at this time.

Chart 43: SJCC 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 medial 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 SJCC students who completed an award and "transferred to work."

Table 34: SJCC Students With An Award At Work

			Award Year 2001-2002 to 2008-2009		
TOP6 Title	TOP Code	Award Categories	Median Wage 3 Years After Award	Total Awards	Wage Match Rate
Accounting	050200	AA/AS Degree Recipient	$27,698	27	63%
Alcohol and Controlled Substances	210440	Chancellor's Office Approved Certificates Recipient	$40,446	28	61%
Business and Commerce, General	050100	AA/AS Degree Recipient	$57,071	16	94%
Child Development/Early Care and Education	130500	AA/AS Degree Recipient	$34,474	20	70%
Child Development/Early Care and Education	130500	Locally Approved Certificates Recipient	$28,913	44	57%
Cosmetology and Barbering	300700	Chancellor's Office Approved Certificates Recipient	$17,479	47	62%
Dental Assistant	124010	AA/AS Degree Recipient	$39,685	30	83%
Dental Assistant	124010	Chancellor's Office Approved Certificates Recipient	$34,352	107	84%
Electronics and Electric Technology	093400	AA/AS Degree Recipient	$45,557	35	71%
Environmental Control Technology	094600	Chancellor's Office Approved Certificates Recipient	$61,244	46	72%
Laser and Optical Technology	093480	Chancellor's Office Approved Certificates Recipient	$93,618	50	94%
Liberal Arts and Sciences, General	490100	AA/AS Degree Recipient	$48,473	51	61%
Machining and Machine Tools	095630	Chancellor's Office Approved Certificates Recipient	$43,010	16	75%
Machining and Machine Tools	095630	Locally Approved Certificates Recipient	$26,621	19	58%
Philosophy	150900	AA/AS Degree Recipient	$45,000	29	59%
Transfer Studies	490110	AA/AS Degree Recipient	$35,789	81	62%

Source: California Community College Chancellor's Office, Data Mart, College Wage Tracker; 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 35: SJCC Institutional Set Standards, 2015

Student Achievement Institutional-Set Standard Topic	Standard
Successful Course Completion Standard	73%
Successful Course Completion, Fall 2014	71%
Completion of Degrees and Certificates Per Year Standard	1041%
Completion of Degrees Per Year Standard	582
Completion of Certificates Per Year Standard	455
# of Students Who Received a Degree or Certificate in 2013-14	1021
# of Students Who Received a Degree in 2013-14	571
# of Students Who Received a Certificate in 2013-14	446
# of Students Who Transfer to a 4-year Institution Per Year Standard	142
# of Students Who Transferred to a 4-Year School in 2013-14	139
Does The College Have Certificate Programs That Are Not CTE	yes
If yes, Please Identify them	CSU GE Breadth; IGETC
# of Career-Technical Education Certificates and Degrees	74
# of Career-Technical Education Certificates and Degrees That Meet Employment Standards	3
# of Career-Technical Education Certificates and Degrees For Which The College Has A Standard for Licensure Passage Rates	3
# of Career-Technical Education Certificates and Degrees For Which The College Has A Standard for Graduate Employment	0
Other Standards Established By The College	
% of Students That Re-enroll Fall to Fall	67%
% of Student Who Complete a Course With A Grade	88%
% of Students Who Complete a Course With A Grade of "C" or better	67%

Source: San Jose City 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 36: SJCC Licensure Examination Pass Rates

	2011-12 Licensure Examination Pass Rates			
Program	CIP Code	Examination	Standard	Pass Rate
Cosmetology & Esthetics	12.04	state	80%	82%
Dental Assisting	51.06	state	85%	86%
Emergency Medical Services	51.09	national	80%	82%

Source: San Jose City College 2015 ACCJC Annual Report

Table 37: SJCC Job Placement Rates

Program	2011-12 Job Placement Rates for Program Graduates		
	CIP Code	Standard	Pass Rate
Cosmetology & Esthetics	12.04	80%	0%
Dental Assisting	51.06	80%	85%
Emergency Medical Services	51.09	80%	85%

Source: San Jose City 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 encourage improvement in . 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 San Jose City College has adopted the following required and optional goals:

Table 38: SJCC Institutional Effectiveness and Program Improvement Goals, Spring 2015

Required Goal Indicators	Long-term Goal	Short-term Goal	2013-14	2012-13	2011-12	2010-11	2009-10
Student Performance and Outcomes							
Successful Course Completion	73.3%	71.8%	71.3%	70.1%	67.7%	67.9%	68.9%
Fiscal Viability & Programmatic Compliance with State and Federal Guidelines							
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			6,602	6,907	7,401	8,258	8,292
Accreditation Status			Feb 2014	July 2013	Feb 2013	July 2012	Feb 2012
Next Visit: fall 2016	full accred.	full accred.	full accred.	full accred.	reaffirmed	probation	probation
Optional Goal Indicators							
Completion Rate							
College Prepared	74.5%	73.0%	72.5%	70.5%	65.4%	70.4%	61.5%
Unprepared for College	32.6%	31.1%	30.6%	34.3%	33.3%	32.3%	31.6%
Overall	45.1%	43.6%	43.1%	44.5%	43.5%	45.0%	41.4%
Remedial Rate							
Math	27.0%	26.5%	25.0%	27.3%	25.6%	25.2%	22.2%
English	42.5%	40.5%	40.5%	43.1%	35.4%	34.4%	33.6%
ESL	22.8%	21.3%	20.8%	18.9%	16.2%	14.2%	18.6%
Career-Technical Education Rate	45.6%	44.1%	43.6%	47.5%	49.5%	45.4%	43.2%
Completion of Degrees	582	574	571	564	397	384	376
Completion of Certificates	455	574	446	310	220	190	251
District Fiscal Viability & Programmatic Compliance with State and Federal Guidelines							
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: San Jose City College. College Advisory Council; SJECCD Institutional Effectiveness and Student Success Office

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. SJCC 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 San Jose City College. Some of these efforts are the result of planning activities described in Chapter III, Context for the Educational Master Plan.

Starting in summer 2015 the College initiated the **2021 Scholars Program** as a pilot effort. Funded through a Hispanic Serving Institutions (HSI) federal grant the core of the program is the Caminos Project that seeks to intake 120 high-risk students and graduate 95% of them by 2021. The Caminos Project builds on previous successful strategies used at the College in the METAS program and well-researched best practices described in the

Basic Skills As A Foundation for Success in the California Community Colleges (aka the Poppy Copy review of research literature on effective practices in basic skills programs). These students experienced a summer school basic skills bridge program of instruction that led into a cohort-based first year experience during academic year 2015-16. Each participant developed a student educational plan (SEP) and was afforded an opportunity to register simultaneously for classes in three future terms. To the extent possible, the College intends to schedule classes on days and at times that these students would prefer to attend. Successful interventions such as supplemental instruction, peer-led-team-learning (PLTL), and tutoring were provided to the program participants. A number of student support services have been used to assist the students such as counseling and career guidance, vouchers for textbooks, Board of Governors fee waivers, assistance in securing financial aid, etc.

SJCC was awarded a multi-year (2015-2020), $3.2 million dollar federal grant for Project Cultivamos Excelencia. It is a major intervention tool to motivate and retain Hispanic and other high-need students to complete a degree at a research university. The project is a collaboration with the University of California at Santa Cruz that incorporates tutoring, transfer advising, participation in undergraduate research experiences, and instruction to give participants a head start at the university. It also will be led by the METAS director.

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. The more recent interventions include inside and out-of-class tutoring from the Reading and Writing Center and a math textbook loan service (the Avanzamos program). Tutoring has now been extended to the ESL laboratory. Training for all tutors has been upgraded through instruction and certification provided by the International Tutor Training Program offered through the College Reading and Learning Association. The new student orientation has been revamped and ESL advisement has been revised to be co-conducted with counselors and ESL faculty. A workshop series of three required sessions was developed for academically disqualified students. Students on academic probation are strongly encouraged to attend the workshops. The English and Reading faculty are conducting a trial experience with an accelerated composition curriculum redesign effort. Supplemental instruction has been initiated and expanded in basic skills math courses. A direct-push college success strategy is now conducted in basic skills English composition courses. That strategy involves a one-hour, in-class workshop on getting organized, planning ahead, and test taking techniques. During the summer of 2014 a writing sample pilot was conducted in which composition course placements were made based on both the scores earned on the American College Testing (ACT) COMPASS placement exam and an evaluation of a writing sample. Most placements were higher than would have been the case using only the COMPASS exam results. English faculty members have reviewed the basic skills migration behavior of students and are now pursuing the research question of why successful students do not persist in the curriculum sequence? Math faculty members have also explored how placement cut scores are assigned and used. Some who teach Elementary Algebra have engaged in an experiment to trace the impact of traditional instruction vs. selected best

practices pedagogies. The math department is engaged in developing a five-year strategic plan based on their research to locate evidence-driven ideas that have produced greater student success in the basic skills curriculum.

The Student Affairs professionals have joined their academic faculty counterparts in the efforts to improve student success as noted above. The Student Affairs faculty and staff have also undertaken several efforts on their own. Currently, they are aggressively encouraging students to complete a SEP. They are piloting the use of the Datatel student educational plan and the degree audit software. In spring 2015 they launched a pilot of the early alert software program. For new students there is an effort to promote engagement in communities of career interests so that groups of students can bond with others around common career fields of study. Counseling faculty completed a three-day On-Course workshop organized around student success principles and a learner-centered approach to teaching. Subsequently, they revised all of the counseling course materials. Counselors are also beginning to plan for linked courses with academic faculty members. The linked courses would include GUIDE 130, College Success, basic skills math or English, and one course in the student's career field. Enrollment Services personnel and counseling faculty continue to offer the "super Saturday" strategy to efficiently and effectively outreach to high school seniors who are prospective students for the College. They also jointly host the Male Summit to encourage young men of color to consider attending the College.

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. Institutional Student and General Education Learning Outcomes (ISLOs/GELOs)

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- Students will communicate effectively including reading, writing, speaking and listening.

- Critical and Analytical Thinking- Students will analyze problems using evidence and sound reasoning to make decisions.

- Global Awareness and Social Justice- Students will demonstrate an awareness of social, economic, ecological, historical, and cultural differences and their implications.

- Personal Responsibility, Ethics and Civility- Students will demonstrate personal and civic responsibility and professional integrity.

- Technology- Students will utilize technology effectively for informational, academic, personal, and professional needs.

- Aesthetics and Creativity- Students will develop an appreciation of the art and engage in the creative process.

The faculty members have systematically worked to assess student learning in these institutional/general education learning outcomes over the past five years using this assessment plan.

Table 39: Completed ISLO/GELO Assessment Cycle

	Completed Assessment Cycle (2010-2015)									
ISLO/GELO	Fa 10	Sp 11	Fa 11	Sp 12	Fa 12	Sp 13	Fa 13	Sp 14	Fa 14	Sp 15
Communication					X					
Critical & Analytical Thinking					X					
Global Awareness & Social Justice										X
Technology			X							
Personal Responsibility, Ethics & Civility	X	X								
Aesthetics & Creativity				X	X					
Prepared by SLOAC Fall 2010										

Source: San Jose City College. Student Learning Outcomes Assessment Committee, September 2015

The Student Learning Outcomes Assessment Committee (SLOAC) and the Academic Senate propose to continue the assessment of these higher level learning outcomes using the following timetable.

Table 40: Proposed ISLO/GELO Assessment Cycle

	Proposed Assessment Cycle (2015-2020)									
ISLO/GELO	Fa 15	Sp 16	Fa 16	Sp 17	Fa 17	Sp 18	Fa 18	Sp 19	Fa 19	Sp 20
Communication	X				X					
Critical & Analytical Thinking		X				X				
Global Awareness & Social Justice			X				X			
Technology				X				X		
Personal Responsibility, Ethics & Civility					X				X	
Aesthetics & Creativity						X				X
Prepared by SLOAC Fall 2015										

Source: San Jose City College. Student Learning Outcomes Assessment Committee, September 2015

The assessment of student learning has often been conducted through a survey of student perceptions. For example, in summer and fall 2014 as well as in spring 2015 students who petitioned for graduation were asked a set of six questions about the global awareness and social justice learning outcome. Except for responses to the first question, over 80% of the respondents indicated the positive response the SLOAC group had set as the acceptable performance criteria. The Committee felt that the deficiency in responses to item one was related to the wording of the item.

San Jose City College Graduation Ceremony

VIII. Key Planning Assumptions and 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, and within the effective service area. A slight Asian population increase (3.1%) 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 placements into college-level curriculum.

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 2010-11 academic year resulted in the College Strategic Plan 2011-2016. Those deliberations produced six strategic goals, each with key performance indicators (numbered and lettered items below). The Strategic Plan was discussed and updated during the fall 2014 term. In the near term the campus is going to focus on all of the indicators under goal 1 plus the two indicators under goal 5. Those indicators that are most closely related to the Educational Master Plan are denoted with an *italics font.*

Goal 1: Promote Student Success

1A- Increase the persistence rate of college prepared and unprepared students each year.

1B- Increase the successful course completion rate of both full-time and part-time students each year.

1C- Increase the successful course completion rate in basic skills, vocational, and credit courses each year.

1D- Increase the improvement rate (remedial momentum point) of students in basic skills.

Goal 2: Expand Partnerships With External Communities

2A- Increase the number of partnerships with business and industry each year.

2B- Align partnerships with external communities to enhance student success.

Goal 3: Enhance Employee Development

3A- 50% of the full-time faculty and staff will participate in training offered by the Professional Development Center each year.

3B- 87% of faculty and staff who attend a workshop at the PDC will indicate satisfaction.

3C- 15% of the adjunct faculty will participate in training sessions offered by the PDC.

3D- 75% of the employees who attend PDD events will indicate satisfaction with the workshops they attend.

3E- Increase by 25% the number of employees who receive staff development funding to attend conferences.

Goal 4: Foster Cultural Competence

4A- 85% of the students who participate in multi-cultural programs/events will indicate increased understanding and awareness of cultural diversity.

4B- Increase the number of international students by 5% annually.

4C- 85% of the participating faculty and staff who participate in workshops intended to foster cultural competence will indicate increased understanding and awareness of cultural diversity.

Goal 5: Increase Campus Safety

5A- 100% of faculty and staff participate in emergency preparedness safety training.
5B- 85% of faculty, students and staff indicate they feel safe on campus.

Goal 6: Resource Development

6A- Establish relationships with the Foundation by sharing our college priorities for projects that include:
- Innovation
- Student Success
- Professional Development

6B- Develop donor relationships.
6C- Develop a communication plan.

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 San Jose City College the two sets of strategic goals and priorities intersect and re-enforce one another in these areas.

Table 41: SJCC and SJECCD Board of Trustees Strategic Goals

	District Strategic Goals	
San Jose City College Strategic Goals	**I. Student Success**	**III. Workforce and Economic Development**
1. Promote Student Success		
1A. Increase the persistence rate of college prepared and unprepared students each year.	X	
1B.. Increase the successful course completion rate of both full-time and part-time students each year.	X	
1C. Increase the successful course completion rate in basic skills, vocational, and credit courses each year.	X	
1D. Increase the improvement rate (remedial momentum point) of students in basic skills.	X	
2.Expand Partnerships With External Communities		
2A. Increase the number of partnerships with business and industry each year.		X
2B. Align partnerships with external communities to enhance student success.	X	X
4. Foster Cultural Competence		
4A. 85% of the students who participate in multi-cultural programs/events will indicate increased understanding and awareness of cultural diversity.	X	X

Sources: SJCC Strategic Plan 2011-2016 as updated in Fall 2014, SJECCD Strategic Plan 2013-17; analysis by Cambridge West Partnership, LLC

To monitor the implementation of the strategic goals the College relies upon:

- the comprehensive program review process;
- periodic reports of progress by the Strategic Planning Committee to the College Advisory Council; and
- other work groups organized around the priorities.

The annual program review document allows each unit and discipline at the College to report on progress during the prior year and plans moving forward for the upcoming year. Some of the accomplishments reported were directly tied to the strategic priority goals and commitments to action. 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 Finance 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.

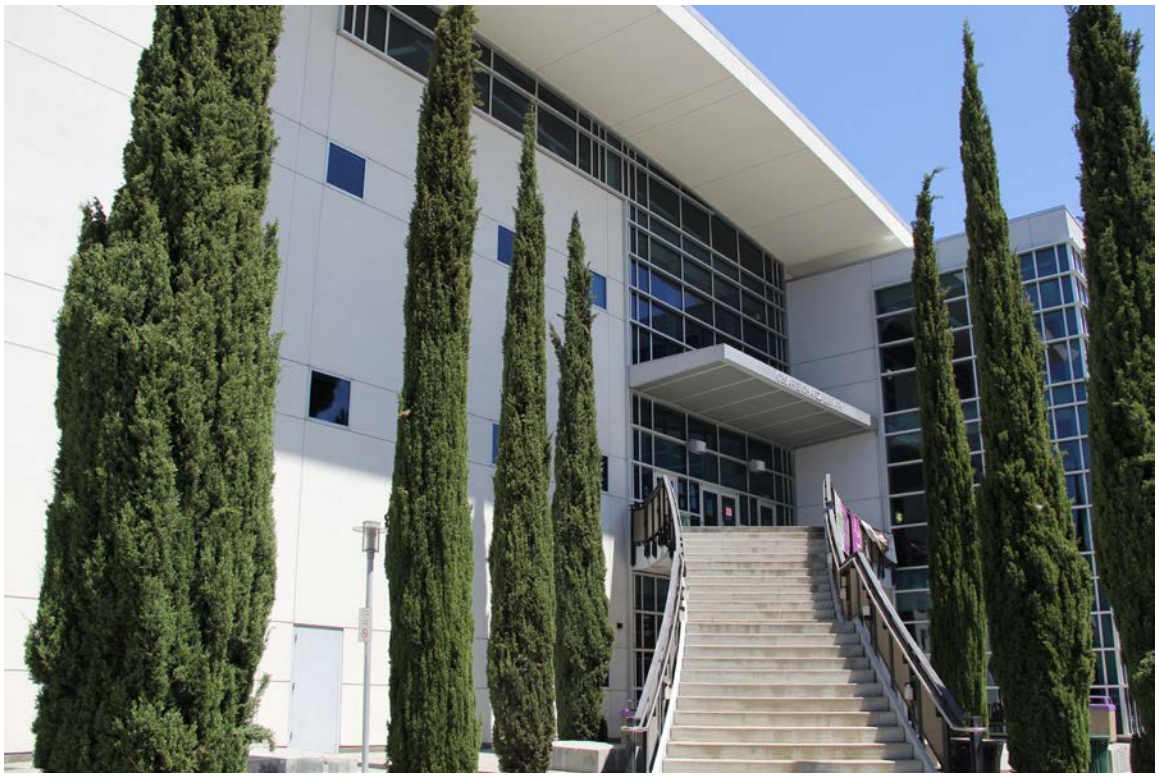
2. Transferability
All students, especially under-prepared students, will achieve sufficient academic success to transfer to a four-year post-secondary institution.

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.



San Jose City College Cesar Chavez Library

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 42: Bay Area Projected Annual Job Openings by Metropolitan Area

	Average Annual Job Openings 2012-2022						
	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		
Entry Level Education	Alameda & Contra Costa	Santa Clara & San Benito	Marin, San Francisco, San Mateo	Santa Cruz	Monterey	Total	Average
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
Totals	**38,950**	**35,350**	**39,370**	**3,360**	**7,550**	**124,580**	**24,916**

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

Table 43: San Jose-Sunnyvale-Santa Clara Education Levels Expected for Entry Jobs, 2012-2022

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

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 44: Statewide Occupational Projections by Entry Level Education 2012-2022

	EDD Occupational Openings Projections 2012-2022 by County									
Entry Level Education	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%
Total	*57,733*		*153,685*		*61,473*		*35,550*		*39,370*	

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 the 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.[26]

[26] 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 45: Projected Job Openings

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
Annual total	***10,431***				

*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
Annual total	***1,353***				

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
Annual total	***576***				

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.[27] Six categories of ICT workers were described in a 2010 study

[27] Centers of Excellence. Environmental Scan of Information and Communications Technologies in California, Phase One: Overview. September 2009.

of the Industry.[28] 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 EMPning.
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 SJCC 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.[29] SJCC offers eleven 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 SJCC 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 SJCC curriculum alignment with 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 university system where most California community college students migrate. The act

[28] 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.

[29] California Community College Chancellor's Office. *TOP to SOC to CIP Crosswalk.* Spring 2015.

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 as of the end of the spring 2015 term.

Table 46: SJECCD Colleges AD-T Progress, End of Spring 2015

Transfer Model Curriculum	EVC	SJCC
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
Total for College	***8***	***11***

Sources: Chancellor's Office Academic Affairs Progress Reports 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.

Athletics and Kinesiology Division

- Curriculum Started, Recently Approved or Modified

- Ideas Percolating, Undetermined Implementation Date
    - Start a Women's Sand Volleyball intercollegiate team
    - Pool related activity classes (fitness, adaptive physical education, rehabilitation for athletes, swimming instruction, rental asset)
    - Develop a Sports Medicine degree program for transfer
    - Offer more fitness related classes, e.g., cross fit, spin class, Zumba, etc.
    - Start a Personal Trainer certificate program

The Dean/Athletics Director expressed an interest in having two portable buildings for visiting teams to use as a locker space. He has been promised one portable. The second one would be used to accommodate two non-college teams using the College property for athletic contests. The College facilities are the home field for Bellarmine Preparatory School athletics.

The Dean/Athletics Director expressed in interest in having a pool and repurposing the existing pool area for women's beach volleyball.

When the new gymnasium is completed several parts of the Physical Education and Athletics curriculum now using the Jaguar gymnasium and the older Auxiliary gymnasium will move into the new facility. The older Auxiliary gymnasium and women's locker room area are to be demolished once the new gymnasium is opened. Some aspects of the instructional program, wellness, fitness, and adaptive instruction have been in temporary swing space areas. They will move into the new gymnasium and/or a renovated racquetball court facility, wherever appropriate access for the disabled and all other students can be arranged.

Business and Workforce Development Division

- Curriculum Started, Recently Approved or Modified
    - The College is one of three in California that has joined the new national consortium for registered apprenticeship programs that was announced by the Obama administration in April 2014. The College intends to pursue development of apprenticeship programs.
        - Expand the electrical apprentice curriculum to complete the instructional package needed by the unions.
        - Engage the Stationery Engineers Local 39 in discussions about welding instruction starting in spring 2016.
        - Ironworkers Apprentices to enroll in credit courses at the college.
        - Northern California Carpenters Apprentices to enroll in credit courses at the college.

- Expand the emerging technologies program to include home automation, energy master planning, and serve as a potential bridge curriculum to a building management program. This may be a subset of the Facilities Management Technology program.
- Continue discussions with Tesla Motors Corporation regarding in-service program logic controls instruction and a potential entry level employee training program
- Develop an EMS continuing education curriculum and a disaster management program with FEMA. Other possibilities include wilderness, fire line, and management EMS classes. A critical incident stress management course and an abbreviated EMT-B course for veterans are other possibilities. A long-term goal is to develop an AS Degree in Emergency Management.
- Participate in three California Career Pathways Trust Grant, Round 2 regional grant applications for: (1) Engineering Technology Pathways (Cyber Security, Engineering); (2) ICT, Early Childhood Development and Dual/Concurrent Enrollment; (3) Dual Enrollment, ICT, Public Service, and Medical Service.
- Participate with all other Bay Area community colleges to establish a NetLab+, cloud-based virtual computer laboratory environment.
- Host a summer Coding Boot Camp for high school students.
- Update all Real Estate courses and exploring articulation with four-year institutions as well as distance education options.

- Ideas Percolating, Undetermined Implementation Date
  - Dental Assistant has two initiatives
    - Offer continuing education
    - Create office management curriculum
  - Medical Assistant- Offer continuing education
  - Construction Technology has several initiatives
    - Offer continuing education targeted topics courses.
    - Provide additional training in Supervision, Management, and Green Building.
    - Provide training in Building Information Modeling, stair building, remodeling, green building lab, building maintenance, offer Spanish classes to teach construction terminology.
    - Expand the basic plumbing, green construction, framing and electrical courses to two semesters in length.
    - Increase the number of units for CT 115, Print Reading, CT 116, Estimating, and CT 120 Building Codes.
  - Machine Technology has several initiatives
    - Expanded curriculum to educate CNC quality control technicians
    - Expanded curriculum in laser technology to teach the use of lasers in advanced manufacturing, engineering, and R&D venues
    - Expand the CNC curriculum to train CNC service engineers

        - New curriculum to train people in how to make components for robots
    - Computer Information Systems has several initiatives
        - Apple product end-user education
        - Apple Academy program for various certifications
        - An Information Systems (PC) Service Analyst curriculum requested by CISCO and Samsung
        - Provide vendor neutral certification testing
        - Develop curriculum for certification in creative products like the Adobe suite, Logic Pro, Quark, FileMaker Pro, etc.
    - Computer Applications- expand teaching the Apple desktop for help desk people to become sufficiently proficient to help Apple computer users.
    - Cosmetology offers the basic national esthetician curriculum but would like to expand to the advanced national certification curriculum (another 600 hours).
    - Cosmetology offers the basic national Cosmetology curriculum, but would like to expand to offer Advanced Make-up curriculum.
    - Marketing and Business- move into social media marketing and cyber security with an emphasis on the retail sector.

The Computer Information Systems faculty expressed an interest in a dedicated Apple computer laboratory and classroom in which to teach the proposed Apple Academy certification program. They also thought that a new laboratory/testing center to support the PC Service Analyst and vendor neutral test would be required. The Computer Applications faculty contemplated a second Apple computer laboratory to support Apple end-user education. The NetLab+ project will greatly assist programs in this area by providing an additional computing laboratory option.

The Esthetician faculty members expressed an interest in a dedicated space for their program in order to offer the standard national advanced curriculum in their field (600 hours of instruction) in addition to the national basic curriculum (600 hours of instruction). Presently, they use the Cosmetology instructional spaces in the evenings and on weekends. To offer a more advanced make-up curriculum, the Cosmetology faculty expressed an interest in a dedicated space with professional lighted workstations specifically for make-up application.

The Construction Trades faculty expressed an interest in having access to a 30-seat computer laboratory with a smart board classroom to teach Building Information Modeling (BIM) and other classes. Also on the request list are a series of reconfigurations and upgrade to support concrete, green building, and plumbing instruction in an outside yard area, installation of outdoor display cases, and a roof over the outdoor plumbing lab. Interest was articulated in some changes to the CT facility to improve dust control, bathroom exhaust fans, acoustics insulation to dampen the dangerous noise level in shops, additional pneumatic hose drops, lighting improvements, gate modifications so intruders cannot easily climb over or crawl under them to access the yard area, safety fencing around the $1,000,000 dust collector, moving the location of

the on/off switch for the dust collector, mounting digital projectors overhead, moving projection screens and electrical service, and "Construction Technology" signs facing the parking lots in the front and rear of the building.

Increased enrollments in Emergency Medical Services (EMS), Dental Assisting and Medical Assisting are making the instructional spaces on the fifth floor of the Technology Building very crowded. The EMS faculty expressed an interest in relocating to a ground level instructional space to ease the crowded condition on the fifth floor, to effectively support the manipulative laboratory instructional activities, and to acquire additional storage space. The Medical Assisting faculty indicated that the present instructional spaces were not large enough and were not configured well in that the cabinet space is inadequate and the examing room space is insufficient.

The Laser Technology faculty requested an additional laboratory and classroom in which to teach the expanded instructional program in the use of laser technology in advanced manufacturing.

The faculty members in Machine Technology expressed an interest in three new laboratories and classrooms to support the potential new curriculum in CNC Quality Control Technician, CNC Service Engineer, and Robot Components Manufacturing.

The anticipated arrival of the Ironworkers' Apprenticeship Training program will require a fenced area to store rebar and instructional structures. Classroom space in the 200 building has been identified for this training program.

Expansion of the electrical apprentice program will require a new laboratory facility.

Humanities and Social Science Division

- Curriculum Started, Recently Approved or Modified
    - Two new locally approved certificates were approved in Alcohol and Drug Studies
        - LAADC Preparation
        - Addiction and Criminal Justice
    - An AD-T in Art History is in progress
    - An Associate Degree in Dance has been completed
    - A Dance Teaching certificate is in progress. Also in progress are AD-Ts in
        - Geography;
        - Philosophy;
        - Political Science;
        - Sociology; and
        - Theater Arts.

- Ideas Percolating, Undetermined Implementation Date
    - A new certificate program in Band Instrument Repair
    - A new degree program in Media Arts/Digital Arts
    - An Art Exhibition Design program

- A new emphasis in theater, Technical Theater degree.
- A degree in Global Studies with Ethnic Studies, based on state-wide discussions and course C-ID work.
- Potentially expand the Administration of Justice curriculum with a course in probation and parole.
- Develop a strategic plan to address the Child Development Center and Early Childhood Education program challenges in providing quality practicum, student teaching and observational learning experiences.
- Explore several additional certificates for the Early Childhood Education Program.
- Revisit the bi-lingual early childhood education track.
- Potentially expand the Labor Studies curriculum to an apprenticeship program.

The dean indicated that the location of the dance studio on the second floor of the Arts building creates distracting noises for rooms around and below that facility. He expressed an interest in additional soundproofing or relocating the dance studio.

The dean and faculty members in Early Childhood Education expressed an interest in seeing the child care center returned to campus, if it can be done in a fiscally sound way.

The dean expressed interest in a new laboratory and storage space to support the potential new program in band instrument repair.

Both the dean and the faculty members in Theater expressed an interest in retaining the current theater but articulated the need for systems upgrades and a new, larger lobby area. They also expressed an interest in a replacement building for the instructional spaces behind the Theater proper. They were interested in seeing a proper black box theater constructed in that replacement building.

Language Arts and Library Division

- Curriculum Started, Recently Approved or Modified
  - Develop ESL contextualized (especially in CTE fields) curriculum
  - Develop ESL, English, and Reading accelerated basic skills, hybrid models, and stackable proficiency certificates
  - Complete an ADT in Journalism
  - Complete an ADT in Spanish
  - Collaborate with First-Year Experience (METAS)
  - Develop Ethnic and Cultural Competency certificate

- Ideas Percolating, Undetermined Implementation Date
  - Explore pathways to college via the AB86/Adult Education Block Grant AB104 initiative.
  - Research awarding foreign language credit for upper levels of ESL reading and writing.
  - Develop study abroad for Communication Studies.

- Offer mentorship for basic skills.
- Develop hybrid instructional models for World Languages.
- Develop Linguistics and a Spanish literature survey course.
- Provide more robust support for service learning.
- Extend greater outreach to high schools, community-based organizations, employment training centers, etc.
- Restructure the Information Literacy (LIB 015) course.

The library faculty members identified a number of problems with the current facility that include lighting, elevators, heating and air conditioning, reliability Wi-Fi connectivity, and a inadequate temporary public address system that cannot be heard on the third floor.

The open computer laboratory is located on the first floor of the Learning Resources Building. Two deans expressed an interest in a gate flow control system for security access reasons. The computer laboratory available to reserve for classes has too few computer stations. The dean expressed an interest in three additional computer laboratories for class use by division faculty.

The Tutoring Center Director expressed an interest in additional space to accommodate more students and to be closer to the math faculty because that is the most common subject requested for tutoring assistance.

The dean expressed an interest in having a radio station with a clear glass wall (floor to ceiling) and an adjacent teaching space.

The faculty members in the Language Arts Division expressed interest in moveable, small desks and chairs in the T 314 room.

The ESL faculty members expressed interest in updated furniture and building upgrades to abate noise from outside and from the air conditioning in the GE buildings and neighboring classrooms in the Business building where walls are thin.
The World Languages faculty members expressed an interest in upgrades to the current language laboratory to abate noise from the air conditioning and outside traffic on Moorpark Avenue. Also, they are interested in acquiring technology to support video and sound recording and new control equipment to dim lighting in the language lab.

The faculty members and dean expressed an interest in future classroom spaces that would facilitate group or teamwork activities. They are also interested in creating sitting and gathering spaces throughout the campus that would promote informal student learning.

The division is interested in a dedicated space for professional development in support of distance education.

Math and Science Division

- Curriculum Started, Recently Approved or Modified
    - AD-Ts are in progress for
        - Chemistry;
        - Physics;
        - Geology; and
        - Biology.
    - Math faculty are researching optional models to improve student success in basic skills

- Ideas Percolating, Undetermined Implementation Date
    - Division is undergoing an environmental scan for a division-level strategic plan to define priorities and associate degrees for the next five years. The work will be completed toward the end of calendar 2015.
    - The division is seeking to integrate transferable skills into the curriculum.
        - Examples include scientific communication/presentation, teamwork, information research, data collection/analysis, problem formulation/solving, and instrumentation skills.
    - The division will develop an adjunct orientation policy and hand handbook.
    - Potential expansion of Biology curriculum to include marine and environmental sciences plus a bio literacy class for the general public.
    - Potentially expand and articulate Oceanography and Environmental Science offerings in the Physical Sciences area with Chemistry instruction.

Faculty members in the life sciences and the dean expressed interests in a second cadaver room and in additional classrooms and laboratory spaces. They are considering repurposing a museum room in the Science building as a second cadaver room.

The division faculty members are interested in future classroom spaces that would facilitate group or teamwork activities. They are also interested in creating outdoor sitting, eating and gathering spaces around the Science and Multidisciplinary buildings that would promote informal student learning. The division is also interested in having solar panels placed on the building roofs.

The Director of METAS would like additional space that is subdivided into small group meeting rooms to accommodate a peer leader and four to five students.

Student Services Division

- Curriculum Started, Recently Approved or Modified
    - All of the Counseling courses are being revised to incorporate the teaching and learning principles of the On-Course professional development experiences.
    - Enrollment Services and Counseling are seeking to optimize the use of the Datatel Colleague software (self-service, degree audit, educational planning).

- An early alert system is being piloted, but additional software and training is required for follow-up services expected from the Student Success Task Force work and related legislation (SB 1456).

- Ideas Percolating, Undetermined Implementation Date
  - Create a center for activities, meetings, formal student affairs programming and for students to gather (ballroom or large lounge). The contemplated need is for a venue where events such as the student scholarship ceremony, the Male Summit, super "Saturday," professional development day activities, campus workshops sponsored by any entity on campus or rented by off-campus groups could be held. The venue could become a center where cross-cultural events (sponsored by an instructional area, student affairs, or an off-campus group) could be held.
  - A better means for mass communication with students and staff is desired (other than email blasts)
  - Offer more counseling courses online
  - Offer academic and tutoring support online

As of fall 2015, no more offices are available in the Student Center. If the staff grows, additional office space is needed. The Student Center now lacks sufficient storage space for the materials used in the Student Affairs area. The cafeteria is felt to be far too small as are the cyber cafe and lounge areas in the Student Center.

The Dean of Enrollment Services expressed an interest in an office modification to provide physical access from one department work area to another and to acquire a more central office for the dean and secretary.

The Dean of Counseling expressed an interest in an area for large group (75-100 students) assessment testing, preparation of student educational plans online, and orientation to college sessions. Current spaces in the Student Center are inadequate for larger groups of students that will need to be accommodated.

The Student Affairs leadership would like a large group-gathering place outside of the Student Center for the kinds of activities described above.

A more intimate gathering place, similar to the veteran's center, is needed for women and LGBT students.

Additional spaces to post flyers marketing student activities, better way-finding signage, an information kiosk on the west side of campus, and an outdoor amphitheater are desired.

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 the 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.

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 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 area of 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-two 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.[30] 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.[31]

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 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.

San Jose City College Student Center Building Interior

[30] Carl Lariveral. "Easier Path From Community College to Cal State, Report Says," *Los Angeles Times.* February 2, 2015.
[31] Kathy Murphy. "San Jose State: Transfer-Student Policy Change Studied." *San Jose Mercury News.* February 26, 2015

Table 47: Additional Associate Degrees for Transfer in Progress

Associate Degree for Transfer	Due 2015-16		In Progress 2015-16	
Transfer Model Curriculum	EVC	SJCC	EVC	SJCC
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
Total for College	***4***	***1***	***6***	***12***
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.[32]

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.

[32] Department of Finance. *Higher Education Highlights to the May 201-165 Revise Budget Proposals*

Table 48: Responses to SB 1440/440 Legislation From Neighboring Colleges

	Associate Degree- Transfer					Potential
College	Established	To Board	Due 2015-16	Subtotal	In Progress	Total
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, Gavilan, 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.

San Jose City College, with 24 potential ADTs, will have converted 80% of the more appropriate and available TMCs to the transfer Associate Degrees required by the legislation. SJCC has enjoyed a long and well-deserved reputation more as a career and technical education than as a transfer institution. However, its reputation may be changing to become more balanced with the significant number of ADTs the faculty members are poised to implement.

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

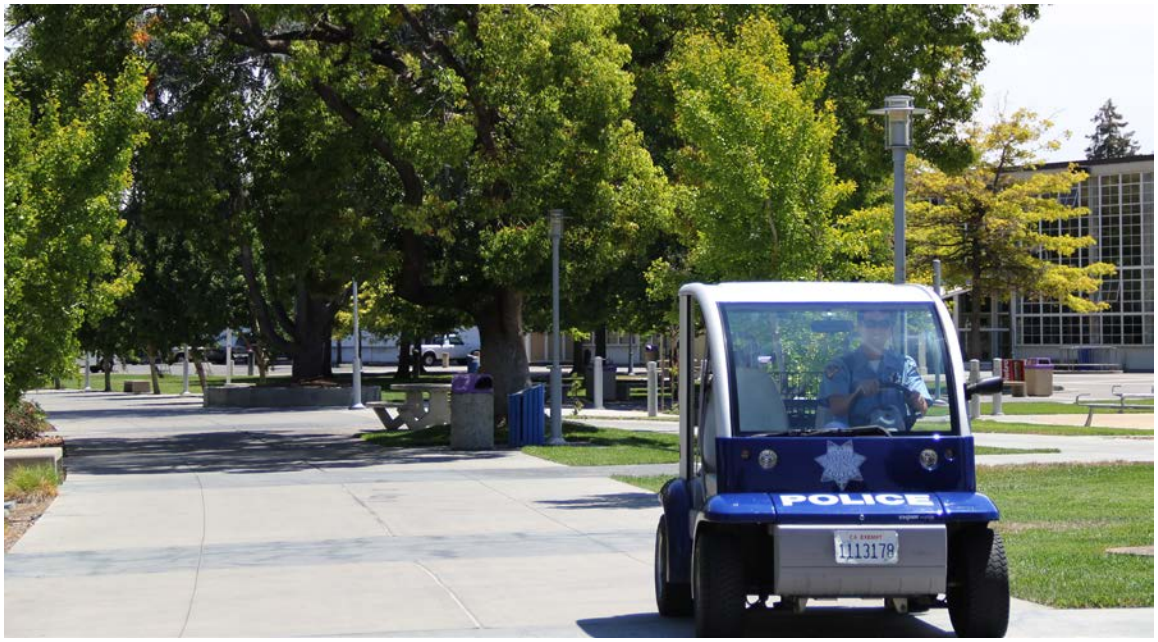
These demographic characteristics suggest a need for educational services in order to facilitate opportunities to participate in the workforce.

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 instructional programs, 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 are no repeatability limits on 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 are SAMPLES of noncredit CDCP pathways for adult learners identified by each college for comparison. Actual pathways will be vetted through the appropriate curriculum and academic processes.



San Jose City College Campus Police on Main Walkway

Table 49: Potential/Sample SJCC 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 SJCC/EVC CTE Programs (Cert or AA)	Local Occupation & Wage
Adult school completer, GED, HSD or ESL; High School Graduate, or Re-entry adults	**Medical Career Preparation - 320 hours**		Variable hours	Medical Assisting Program	Entry Level wages In Medical Careers
	Explore Medical Career Options	100	Math Lab	EMS Program	Average Annual Wage
	Math Basics for Medical Careers	40	ELL Lab	Dental Assisting Program	$35,000 - $ 50,000
	Technical/Contextualized English	60	Computer Literacy	Certified Nursing Assistant	
	Medical Terminology Preparation	60			
	First Aid	20			
	Intro to Anatomy & Physiology	40		EVC Nursing Program	
Adult school completer, GED, HSD or ESL; High School Graduate, or Re-entry adults	**IT Career Preparation - 320 hours**		Variable hours	CIS General Networking	Entry Level IT Careers
	Explore IT Career Options	120	Math Lab	CCNA - CISCO Networks	Average Annual Wage
	Math Basics for Computer Applications	40	ELL Lab	MSCE Microsoft Networks	$50,000 - $ 75,000
	Technical/Contextualized English	60	Computer Literacy		
	Basic Principles of Computing	100			
Adult school completer, GED, HSD or ESL; High School Graduate, or Re-entry adults	**Advanced Manufacturing Preparation - 320 hours**		Variable hours	Machine Technology Program	Entry Level Manufacturing Tech, Clean Room, Assembler, Welding
	Explore Advance Manufacturing Careers	120	Math Lab		Average Annual Wage
	Math Basics for Manufacturing	40	ELL Lab		$35,000 - $ 65,000
	Technical/Contextualized English	60	Computer Literacy		
	Basic Principles of Manufacturing	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.[33]

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.

[33] 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 50: SJCC SVETP Milestone Programs of Study

College	Industry	Pathway Area	Program Award
SJCC	Information and Communications Technology	Network Administration	Certificate of Achievement
SJCC	Information and Communications Technology	Software Development	Certificate of Achievement
SJCC	Advanced Manufacturing	Machining and Forming	Certificate of Achievement
SJCC	Advanced Manufacturing	Machining and Forming	Associate of Science
SJCC	Advanced Manufacturing	Laser Technology	Certificate of Achievement
SJCC	Advanced Manufacturing	Laser 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. 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.[34] 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 student is to ever complete college-level courses in English and Math.[35] 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

[34] Hans Johnson, et. al. *Successful Online Courses in California's Community Colleges.* Public Policy Institute of California. June 2015
[35] Nikki Edgecombe. *Accelerating the Achievement of Developmental Education Students.* Community College Research Center, Teacher's College Columbia University. Working Paper #30, 2011

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.[36]

San Jose-Evergreen Community College Extension at Milpitas

Another general opportunity is the construction of the Joint Use 21st Century Postsecondary Education Facility in Milpitas. The 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) 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

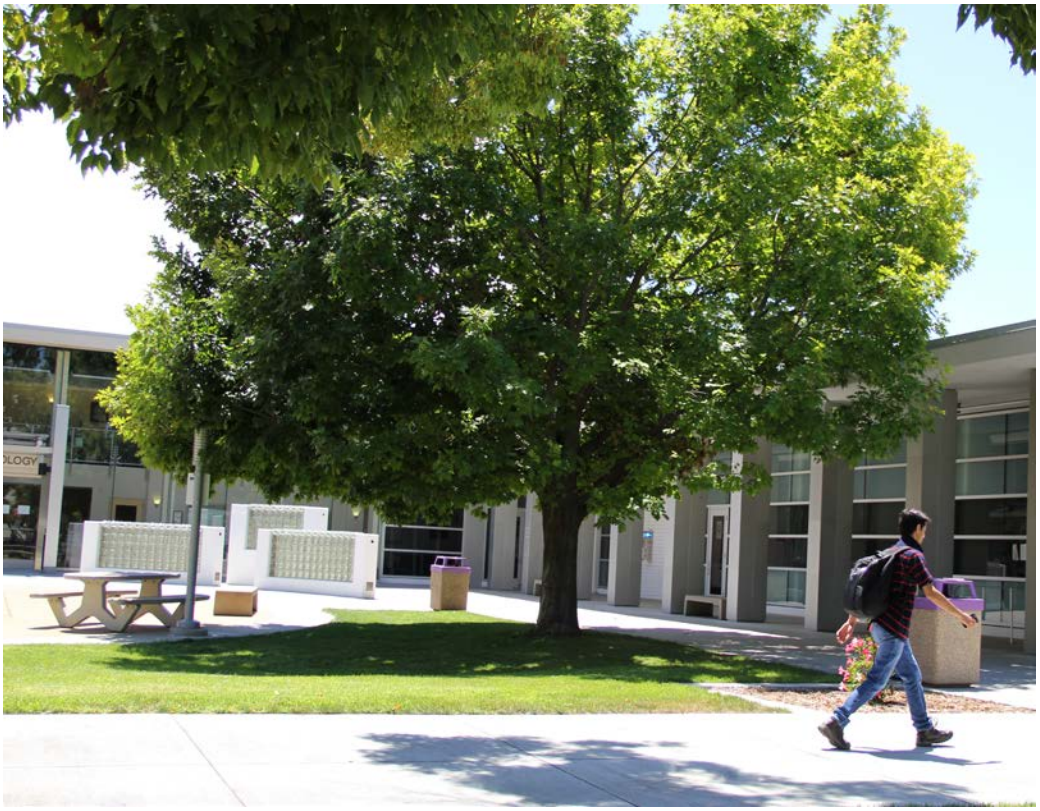
[36] Craig Hayward and Terrence Willett. *Curricular Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project.* April 2014

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 sign 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 global awareness and social justice. The intent is to make students aware of social, economic, ecological, historical and cultural differences and their implications. 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 their global awareness 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.



San Jose City College Cosmetology Building Quad

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 Horus (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.

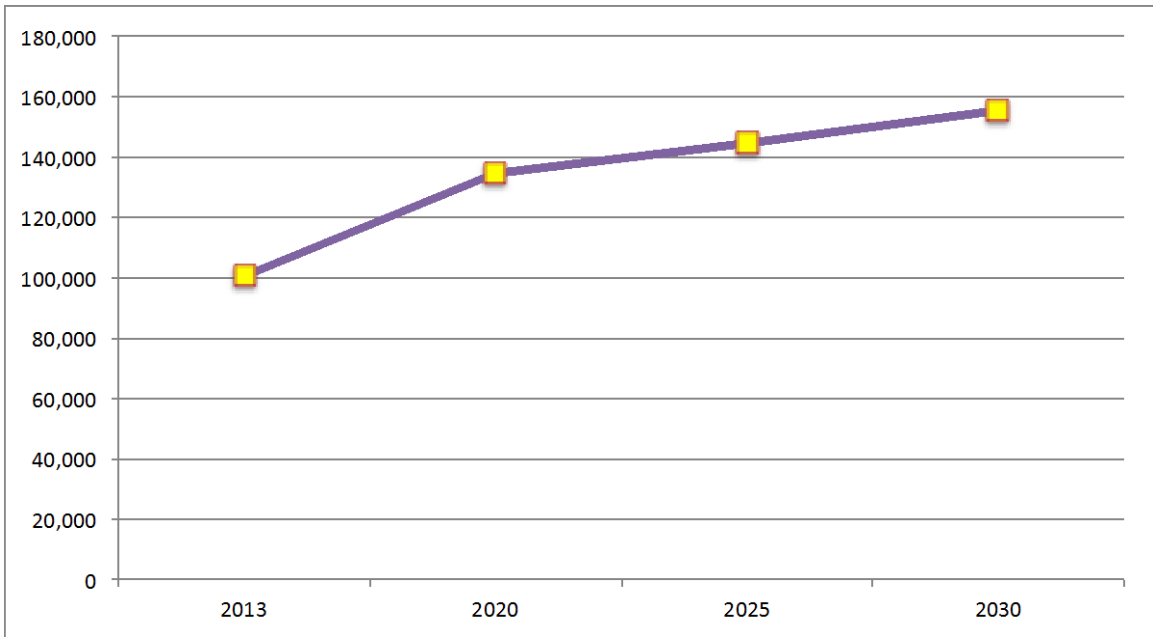
As a dynamic process, educational planning involves a mixture of methods and a variety of assessments. Looking to the future, a master plan must strive to:

- 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 44: SJCC 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 51: SJCC Baseline, Fall 2013

DIVISION	# Sect,	Seats	Seats/Sect.	WSCH	FTES
Business & Workforce Development					
Accounting 0500	10	296	29.60	1433.93	44.52
Air Conditioning 0946	13	312	24.00	1706.09	52.97
Business 0500	14	414	29.57	1326.99	41.20
Computer Applications 0700	5	166	33.20	401.96	12.48
Computer Info Systems 0700	18	608	33.78	2285.52	70.96
Cosmetology 3000	9	296	32.89	6665.57	206.95
Construction Technology 0952	13	289	22.23	1340.52	41.62
Dental Assistant 1200	12	293	24.42	1322.16	41.05
Emergency Medical Serv 1200	4	90	22.50	851.92	26.45
Facilities Maintenance Tech 0945	5	126	25.20	604.56	18.77
Health Education 0835	4	122	30.50	389.08	12.08
Health Science 1200	3	98	32.67	299.22	9.29
Laser 0934	2	35	17.50	207.42	6.44
Medical Assisting 1200	8	207	25.88	977.53	30.35
Machine Technology0956	9	190	21.11	1299.94	40.36
Real Estate 0500	1	53	53.00	159.11	4.94
Solar 0946	1	18	18.00	106.29	3.30
General Work Experience 4930	0	117		347.85	10.80
subtotal	***131***	***3,730***	***28.47***	***21725.66***	***674.53***

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

Table 51: SJCC Baseline, Fall 2013 (continued)

DIVISION	# Sect,	Seats	Seats/Sect.	WSCH	FTES
Counseling & Student Services					
Guidance 4930	17	342	20.12	1000.40	31.06
subtotal	***17***	***342***	***20.12***	***1000.40***	***31.06***
Humanities & Social Sciences					
Alcohol & Drug Studies 2100	9	303	33.67	999.75	31.04
Administration of Justice 2100	13	415	31.92	1325.06	41.14
Anthropology 2200	1	23	23.00	76.01	2.36
Art & Digital Media Arts 1000	21	554	26.38	2762.85	85.78
Dance 1000	12	284	23.67	880.26	27.33
Early Childhood Education 1300	16	482	30.13	2182.13	67.75
Economics 2200	9	308	34.22	1001.04	31.08
Ethnic Studies 2200	11	313	28.45	1010.71	31.38
Family & Consumer Studies 1300	9	323	35.89	1031.64	32.03
Geography2200	1	24	24.00	79.23	2.46
Global Studies 2200	2	55	27.50	164.91	5.12
History 2200	27	1,075	39.81	3418.94	106.15
Humanities 1500	5	199	39.80	614.86	19.09
Labor Studies 0500	3	70	23.33	78.27	2.43
Music 1000	10	220	22.00	700.54	21.75
Philosophy 1500	12	426	35.50	1377.24	42.76
Photography 1000	6	115	19.17	647.07	20.09
Political Science 2200	7	245	35.00	777.84	24.15
Psychology 2000	22	794	36.09	2556.40	79.37
Sociology 2200	8	279	34.88	884.13	27.45
Social Science 2200	2	38	19.00	121.75	3.78
Theater 1000	4	120	30.00	558.82	17.35
subtotal	***210***	***6,665***	***31.74***	***23249.45***	***721.84***
Library, Learning Resources, & Distance Education					
Library Studies 1600	1	20	20.00	59.91	1.86
subtotal	***1***	***20***	***20.00***	***59.91***	***1.86***
Kinesiology & Athletics					
Adaptive Physical Education 0835	5	84	16.80	268.94	8.35
Athletics Intercollegiate Men 0835	1	29	29.00	51.21	1.59
Kinesiology 0835	3	109	36.33	352.36	10.94
Kinesiology Athletics Sports Training 0835	7	117	16.71	374.26	11.62
Kinesiology, Athletics -Men 0835	4	91	22.75	893.79	27.75
Kinesiology Athletics-Women 0835	3	27	9.00	266.37	8.27
Kinesiology, Wellness 0835	42	860	20.48	2761.89	85.75
Physical Education 0835	2	12	6.00	38.33	1.19
subtotal	***67***	***1,329***	***19.84***	***5007.15***	***155.46***

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

Table 51: SJCC Baseline, Fall 2013 (continued)

DIVISION	# Sect,	Seats	Seats/Sect.	WSCH	FTES
Language Arts					
Arabic 1100	1	20	20.00	107.90	3.35
Broadcasting 0600	1	25	25.00	107.58	3.34
Chinese (Mandarin) 1100	2	34	17.00	122.71	3.81
Communication Studies 1500	24	699	29.13	2256.86	70.07
English 1500	52	1,429	27.48	4525.95	140.52
English 92, Essay Development 1500	16	420	26.25	1699.33	52.76
English 3XX 1500	9	271	30.11	1517.67	47.12
ESL 4930	77	1,993	25.88	6891.99	213.98
French 1100	5	101	20.20	363.96	11.30
Japanese 1100	3	85	28.33	438.04	13.60
Journalism 0600	3	41	13.67	215.15	6.68
Reading 1500	8	223	27.88	891.86	27.69
Reading 3XX 1500	12	285	23.75	1529.91	47.50
American Sign Language 0800	17	330	19.41	649.65	20.17
Spanish 1100	15	309	20.60	1026.81	31.88
Vietnamese 1100	1	27	27.00	145.90	4.53
subtotal	***246***	***6,292***	***25.58***	***22491.26***	***698.30***
Mathematics & Science					
Astronomy 1900	4	152	38.00	491.50	15.26
Biological Sciences 0400	33	816	24.73	6358.94	197.43
Chemistry 1900	25	655	26.20	5158.85	160.17
Environmental Science 0300	5	121	24.20	793.94	24.65
Geology 1900	3	91	30.33	293.10	9.10
Learning Skills 4930	20	1,899	94.95	536.27	16.65
Mathematics 1700	77	2,594	33.69	11721.99	363.94
Oceanography 1900	1	42	42.00	134.31	4.17
Physics 1900	9	215	23.89	1476.76	45.85
subtotal	***177***	***6,585***	***37.20***	***26965.67***	***837.22***
GRAND TOTAL	***849***	***24,963***	***29.40***	***100,499***	***3,120***

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

<u>WSCH Projections for Academic Programs</u>

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 52: SJCC WSCH Projections by Division and Discipline 2013-2030

	Actual						Projected													
	Profile - Fall Semester 2013							2020					2025				2030			
Division	# of Sec	WSCH	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
Business & Workforce Dev																				
Accounting	10	1,433.9	143.4	44.5	44	2	11	1,849.9	57.2	1,907.1	59.2	12	2,002.9	61.9	2,064.8	64.1	13	2,142.1	66.2	2,208.3	68.6
Air Conditioning	13	1,706.1	131.2	53.0	43	24	15	1,452.2	816.9	2,269.1	70.5	16	2,334.0	122.8	2,456.8	76.3	17	1,681.5	945.8	2,627.3	81.6
Business	14	1,327.0	94.8	41.2	42	0	18	1,764.9	0.0	1,764.9	54.8	20	1,910.8	0.0	1,910.8	59.3	21	2,043.5	0.0	2,043.5	63.4
Computer Applications	5	402.0	80.4	12.5	6	33	7	74.8	459.7	534.5	16.6	7	81.0	497.8	578.8	18.0	8	86.7	532.4	619.1	19.2
Computer Info Systems	18	2,285.5	127.0	71.0	55	30	24	1,975.9	1,063.9	3,039.8	94.4	26	2,139.2	1,151.9	3,291.1	102.2	28	2,287.7	1,231.9	3,519.6	109.3
Cosmetology	9	6,665.6	740.6	207.0	47	162	12	1,950.4	6,914.9	8,865.3	275.2	13	2,111.7	7,486.8	9,598.5	298.0	14	2,258.3	8,006.7	10,265.0	318.7
Construction Technology	13	1,340.5	103.1	41.6	39	27	14	1,051.9	731.0	1,782.9	55.4	15	1,138.9	791.4	1,930.3	59.9	16	1,218.0	846.4	2,064.4	64.1
Dental Assistant	12	1,322.2	110.2	41.0	16	37	16	545.1	1,213.3	1,758.4	54.6	17	590.2	1,313.6	1,903.8	59.1	19	631.2	1,404.9	2,036.1	63.2
Emergency Medical Services	4	851.9	213.0	26.5	12	18	4	453.2	679.8	1,133.0	35.2	5	490.7	736.1	1,226.8	38.1	5	524.8	787.2	1,312.0	40.7
Facilities Maintenance	5	604.6	120.9	18.8	14	9	6	498.5	305.5	804.0	25.0	6	539.7	330.8	870.5	27.0	7	577.2	353.8	931.0	28.9
Health Education	4	389.1	97.3	12.1	12	0	4	517.5	0.0	517.5	16.1	5	560.3	0.0	560.3	17.4	5	599.2	0.0	599.2	18.6
Health Sciences	3	299.2	99.7	9.3	9	2	4	330.3	67.7	398.0	12.4	4	357.6	73.2	430.8	13.4	4	382.5	78.3	460.8	14.3
Laser	2	207.4	103.7	6.4	8	10	1	104.8	171.0	275.8	8.6	2	113.5	185.2	298.7	9.3	2	121.4	198.1	319.5	9.9
Medical Assisting	8	977.5	122.2	30.3	19	17	10	689.1	611.0	1,300.1	40.4	11	746.1	661.6	1,407.7	43.7	11	797.8	707.5	1,505.3	46.7
Machine Technology	9	1,299.9	144.4	40.4	26	41	10	674.3	1,054.6	1,728.9	53.7	11	730.0	1,141.8	1,871.8	58.1	12	780.8	1,221.2	2,002.0	62.2
Real Estate	1	159.1	159.1	4.9	6	0	2	211.6	0.0	211.6	6.6	2	229.1	0.0	229.1	7.1	2	245.0	0.0	245.0	7.6
Solar	1	106.3	106.3	3.3	3	3	1	63.6	77.7	141.3	4.4	1	68.9	84.2	153.1	4.8	1	73.7	90.0	163.7	5.1
General Work Experience	0	347.9		10.8	12	0	1	462.6	0.0	462.6	14.4	1	500.9	0.0	500.9	15.6	1	535.7	0.0	535.7	16.6
subtotal	**131**	**21,725.7**	**165.8**	**674.5**	**413**	**415**	160	14,670.6	14,224.2	28,894.8	897.1	174	16,645.5	14,639.1	31,284.6	971.3	186	16,987.1	16,470.4	33,457.5	1,038.8
Language Arts																				
Arabic	1	107.9	107.9	3.4	5	0	1	143.5	0.0	143.5	4.5	1	155.4	0.0	155.4	4.82	1	166.2	0.0	166.2	5.2
Broadcasting	1	107.6	107.6	3.3	3	2	1	90.1	54.4	144.5	4.5	1	97.6	58.9	156.5	4.86	1	104.4	63.0	167.4	5.2
Chinese	2	122.7	61.4	3.8	5	2	1	125.7	37.5	163.2	5.1	2	136.1	40.6	176.7	5.49	2	145.5	43.5	189.0	5.9
Communication Studies	24	2,256.9	94.0	70.1	72	2	26	2,941.7	60.0	3,001.7	93.2	29	3184.7	65.0	3,249.7	100.90	31	3,405.9	69.5	3,475.4	107.9
English/Reading	52	4,526.0	87.0	140.5	156	0	68	6,019.4	0.0	6,019.4	186.9	73	6518.2	0.0	6,518.2	202.37	79	6,970.2	0.0	6,970.2	216.4
English 92	16	1,699.3	106.2	52.8	64	0	20	2,260.2	0.0	2,260.2	70.2	22	2447.1	0.0	2,447.1	75.98	23	2,616.9	0.0	2,616.9	81.2
English 3XXX	9	1,517.7	168.6	47.1	36	14	13	1,473.5	545.0	2,018.5	62.7	14	1595.3	590.1	2,185.4	67.85	15	1,706.1	631.0	2,337.1	72.6
ESL	77	6,892.0	89.5	214.0	215	33	94	7,974.4	1,191.6	9,166.0	284.6	102	8634.4	1290.2	9,924.6	308.14	110	9,234.1	1,379.8	10,613.9	329.5
French	5	364.0	72.8	11.3	15	5	4	372.7	111.3	484.0	15.0	5	403.6	120.5	524.1	16.27	5	431.6	128.9	560.5	17.4
Japanese	3	438.0	146.0	13.6	15	0	4	582.6	0.0	582.6	18.1	4	630.8	0.0	630.8	19.58	4	674.6	0.0	674.6	20.9
Journalism	3	215.2	71.7	6.7	3	12	2	57.2	228.9	286.1	8.9	2	62	247.9	309.9	9.62	2	66.3	265.1	331.4	10.3
Reading	8	891.9	111.5	27.7	32	0	10	1,186.2	0.0	1,186.2	36.8	11	1284.3	0.0	1,284.3	39.87	12	1,373.4	0.0	1,373.4	42.6
Reading 3XXX	12	1,529.9	127.5	47.5	60	0	13	2,034.8	0.0	2,034.8	63.2	15	2203.1	0.0	2,203.1	68.40	16	2,356.0	0.0	2,356.0	73.1
American Sign Language	17	649.7	38.2	20.2	30	14	15	596.2	267.8	864.0	26.8	17	645.5	290.0	935.5	29.05	18	690.3	310.1	1,000.4	31.1
Spanish	15	1,026.8	68.5	31.9	55	11	14	1,133.5	232.2	1,365.7	42.4	15	1227.2	251.4	1,478.6	45.91	16	1,312.5	268.8	1,581.3	49.1
Vietnamese	1	145.9	145.9	4.5	5	0	1	194.1	0.0	194.1	6.0	1	210.1	0.0	210.1	6.52	1	224.7	0.0	224.7	7.0
subtotal	**246**	**22,491.3**	**91.4**	**698.3**	**771**	**95**	287	27,185.8	2,728.7	29,914.5	928.8	314	29435.4	2954.6	32,390.0	1005.6	336	31,478.7	3,159.7	34,638.4	1,075.4

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

Table 52: SJCC WSCH Projections by Division and Discipline 2013-2030 (continued)

	Actual						Projected													
	Profile - Fall Semester 2013						2020					2025				2030				
Divisions	# of Sec	WSCH	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
Library Learning Resources																				
Library	1	59.9	59.9	1.9	2	3	1	31.9	47.8	79.7	2.5	1	34.5	51.8	86.3	2.68	1	36.9	55.4	92.3	2.9
subtotal	1	59.9	59.9	1.9	2	3	1	31.9	47.8	79.7	2.5	1	34.5	51.8	86.3	2.7	1	36.9	55.4	92.3	2.9
Kinesiology & Athletics																				
Adaptive Physical Education	5	268.9	53.8	8.3	0	15	6	0.0	357.7	357.7	11.1	7	0.0	387.3	387.3	12.02	7	0.0	414.2	414.2	12.9
Athletics Men	1	51.2	51.2	1.6	0	18	1	0.0	68.1	68.1	2.1	1	0.0	73.7	73.7	2.29	1	0.0	78.9	78.9	2.4
Kinesiology	3	352.4	117.5	10.9	9	0	3	468.6	0.0	468.6	14.5	4	507.4	0.0	507.4	15.75	4	542.6	0.0	542.6	16.8
Kine Athletic Sports Training	7	374.3	53.5	11.6	0	21	8	0.0	497.8	497.8	15.5	8	0.0	539.0	539.0	16.73	9	0.0	576.4	576.4	17.9
Kinesiology, Athletics Men	4	893.8	223.4	27.8	0	36	5	0.0	1,186.8	1,186.8	36.8	5	0.0	1,287.1	1,287.1	39.96	6	0.0	1,376.5	1,376.5	42.7
Kinesiology, Athletics Women	3	266.4	88.8	8.3	0	30	1	0.0	1,062.8	1,062.8	33.0	3	0.0	575.3	575.3	17.86	3	0.0	615.3	615.3	19.1
Kinesiology, Wellness	42	2,761.9	65.8	85.8	0	126	41	0.0	3,673.2	3,673.2	114.0	44	0.0	3,977.2	3,977.2	123.48	47	0.0	4,253.5	4,253.5	132.1
Physical Education	2	38.3	19.2	1.2	6	0	1	51.0	0.0	51.0	1.6	1	55.2	0.0	55.2	1.71	1	59.0	0.0	59.0	1.8
subtotal	67	5,007.2	74.7	155.5	15	246	66	519.6	6,846.4	7,366.0	228.7	73	562.6	6,839.6	7,402.2	229.82	78	601.6	7,314.8	7,916.4	245.8
Counseling & Student Services																				
Guidance	17	1,000.4	58.8	31.1	37	14	15	971.3	359.2	1,330.5	41.3	16	1,080.5	360.2	1,440.7	44.73	17	1,124.5	415.9	1,540.4	47.8
subtotal	17	1,000.4	58.8	31.1	37	14	15	971.3	359.2	1,330.5	41.3	16	1,080.5	360.2	1,440.7	44.73	17	1,124.5	415.9	1,540.4	47.8
Mathematics & Science																				
Astronomy	4	491.5	122.9	15.3	9	3	5	490.3	163.4	653.7	20.3	5	530.8	176.9	707.7	21.97	6	567.7	189.2	756.9	23.5
Biological Sciences	33	6,358.9	192.7	197.4	90	108	39	3,805.9	4,651.6	8,457.5	262.6	42	4,120.6	5,036.3	9,156.9	284.30	45	4,406.8	5,386.1	9,792.9	304.0
Chemistry	25	5,158.9	206.4	160.2	75	215	33	1,784.0	5,077.4	6,861.4	213.0	36	1,931.4	5,497.2	7,428.6	230.64	39	2,065.6	5,879.1	7,944.7	246.7
Environmental Science	5	793.9	158.8	24.6	15	15	4	528.0	528.0	1,056.0	32.8	5	571.7	571.7	1,143.4	35.50	5	611.3	611.3	1,222.6	38.0
Geology	3	293.1	97.7	9.1	6	3	3	261.2	128.6	389.8	12.1	4	282.8	139.3	422.1	13.11	4	302.4	148.9	451.3	14.0
Learning Skills	20	536.3	26.8	16.6	1	57	26	14.3	698.9	713.2	22.1	29	15.4	756.8	772.2	23.97	31	16.5	809.3	825.8	25.6
Mathematics	77	11,722.0	152.2	363.9	319	0	98	15,589.8	0.0	15,589.8	484.0	107	16,879.3	0.0	16,879.3	524.06	114	18,051.9	0.0	18,051.9	560.5
Oceanography	1	134.3	134.3	4.2	3	0	1	178.6	0.0	178.6	5.5	1	193.4	0.0	193.4	6.00	2	206.8	0.0	206.8	6.4
Physics	9	1,476.8	164.1	45.8	31	27	12	1,040.9	923.1	1,964.0	61.0	13	1,127.1	999.5	2,126.6	66.03	14	1,205.3	1,068.9	2,274.2	70.6
subtotal	177	26,965.7	152.3	837.2	549	428	221	23,693.0	12,171.0	35,864.0	1,113.5	242	25,652.5	13,177.7	38,830.2	######	260	27,434.3	14,092.8	41,527.1	1,289.3

Source: SJECCD District Office; analysis by Cambridge West Partnership, LLC

Table 52: SJCC WSCH Projections by Division and Discipline 2013-2030 (continued)

	Actual						Projected													
	Profile - Fall Semester 2013						2020					2025				2030				
Divisions	# of Sec	WSCH	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
Humanities & Social Sciences																				
Alcohol & Drug Studies	9	999.8	111.1	31.0	27	0	11	1,329.7	0.0	1,329.7	41.3	12	1,439.6	0.0	1,439.6	44.70	13	1,539.5	0.0	1,539.5	47.8
Administration of Justice	13	1,325.1	101.9	41.1	42	0	16	1,762.4	0.0	1,762.4	54.7	17	1,908.1	0.0	1,908.1	59.24	18	2,040.7	0.0	2,040.7	63.4
Anthropology	1	76.0	76.0	2.4	3	0	1	101.1	0.0	101.1	3.1	1	109.5	0.0	109.5	3.40	1	117.1	0.0	117.1	3.6
Art & Digital Media Arts	21	2,762.9	131.6	85.8	47	66	26	1,543.3	2,131.3	3,674.6	114.1	28	1,671.0	2,307.5	3,978.5	123.52	30	1,787.1	2,467.8	4,254.9	132.1
Dance	12	880.3	73.4	27.3	6	31	12	187.3	983.4	1,170.7	36.3	13	202.8	1,064.8	1,267.6	39.36	14	216.9	1,138.7	1,355.6	42.1
Early Childhood Education	16	2,182.1	136.4	67.7	33	41	16	1,305.4	1,595.5	2,900.9	90.1	17	1,571.1	1,571.1	3,142.2	97.56	18	1,512.2	1,848.2	3,360.4	104.3
Economics	9	1,001.0	111.2	31.1	27	0	10	1,331.4	0.0	1,331.4	41.3	11	1,441.6	0.0	1,441.6	44.76	12	1,541.6	0.0	1,541.6	47.9
Ethnic Studies	11	1,010.7	91.9	31.4	33	0	10	1,344.2	0.0	1,344.2	41.7	11	363.9	1,091.6	1,455.5	45.19	12	1,556.5	0.0	1,556.5	48.3
Family & Consumer Studies	9	1,031.6	114.6	32.0	27	0	12	1,372.1	0.0	1,372.1	42.6	13	0.0	1,485.5	1,485.5	46.12	14	1,588.7	0.0	1,588.7	49.3
Geography	1	79.2	79.2	2.5	3	0	1	105.4	0.0	105.4	3.3	1	0.0	114.1	114.1	3.54	1	122.0	0.0	122.0	3.8
Global Studies	2	164.9	82.5	5.1	6	0	2	219.3	0.0	219.3	6.8	2	237.5	0.0	237.5	7.37	2	254.0	0.0	254.0	7.9
History	27	3,418.9	126.6	106.1	81	0	36	4,547.2	0.0	4,547.2	141.2	39	4,923.4	0.0	4,923.4	152.86	41	5,265.2	0.0	5,265.2	163.5
Humanities	5	614.9	123.0	19.1	15	0	6	817.7	0.0	817.7	25.4	7	885.4	0.0	885.4	27.49	8	948.9	0.0	948.9	29.5
Labor Studies	3	78.3	26.1	2.4	3	4	3	46.8	57.3	104.1	3.2	3	50.7	62.0	112.7	3.50	4	54.3	66.3	120.6	3.7
Music	10	700.5	70.1	21.8	18	24	10	400.6	531.1	931.7	28.9	11	433.8	575.0	1,008.8	31.32	12	463.9	614.9	1,078.8	33.5
Philosophy	12	1,377.2	114.8	42.8	36	0	14	1,831.8	0.0	1,831.8	56.9	15	1,983.2	0.0	1,983.2	61.57	16	2,121.0	0.0	2,121.0	65.9
Photography	6	647.1	107.8	20.1	18	38	5	275.4	585.2	860.6	26.7	6	298.2	633.6	931.8	28.93	6	318.9	677.6	996.5	30.9
Political Science	7	777.8	111.1	24.2	21	0	8	1,034.6	0.0	1,034.6	32.1	9	1,120.1	0.0	1,120.1	34.78	9	1,197.9	0.0	1,197.9	37.2
Psychology	22	2,556.4	116.2	79.4	66	0	26	3,400.0	0.0	3,400.0	105.6	28	3,681.2	0.0	3,681.2	114.29	30	3,936.9	0.0	3,936.9	122.2
Sociology	8	884.1	110.5	27.5	24	0	9	1,175.9	0.0	1,175.9	36.5	10	1,273.1	0.0	1,273.1	39.53	11	1,361.6	0.0	1,361.6	42.3
Social Science	2	121.8	60.9	3.8	6	0	1	161.9	0.0	161.9	5.0	1	175.3	0.0	175.3	5.44	1	187.5	0.0	187.5	5.8
Theatre Arts	4	558.8	139.7	17.4	9	15	5	282.4	458.2	740.6	23.0	6	305.8	507.0	812.8	25.24	6	327.0	542.2	869.2	27.0
subtotal	210	23,249.5	110.7	721.8	551	219	240	24,575.9	6,342.0	30,917.9	959.9	261	24,075.3	9,412.2	33,487.5	######	279	28,459.4	7,355.7	35,815.1	1,112.0
Grand Total	**849**	**100,499.5**	**118.4**	**3,120.3**	**2,338**	**1,420**	990	91,648.1	42,719.3	134,367.4	4,171.8	1,081	97,486	47,435	144,922	4,499	1,157	106,122.5	48,864.7	154,987.2	4,812.0

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.

Analytical work associated with the previous 2011 Facilities Master Plan has supported the current and planned capital construction shown in the table below.

Table 53: Existing and Planned Capital Construction Based Upon the Previous 2011 Facilities Master Plan

Division/Area/Unit	Construction Already Undertaken or Planned	Status
Athletics/Kinesiology	New Gymnasium 39,000 ASF; Repurpose existing racquetball courts for a fitness center 5,40 ASF	Construction starts summer 2015, to open 2016-17
Business & Workforce Development	Remodel buildings 100 and 200	Completed fall 2014
Auxiliary Gymnasium and Women's Locker Room	After the New Gymnasium is completed these buildings will be demolished.	TBD
Building 300	At some point in the future this building will be demolished.	TBD

Source: San Jose City 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 54: SJCC Projected Additional Space Needs by Division 2013-2030

	CURRENT				PROJECTED											
	2013				2020				2025				2030			
	# of	Lec	Lab	Total	# of	Lec	Lab	Total	# of	Lec	Lab	Total	# of	Lec	Lab	Total
Division	SEC	ASF	ASF	ASF	SEC	ASF	ASF	ASF	SEC	ASF	ASF	ASF	SEC	ASF	ASF	ASF
Business and Workforce Development	131	5,228	29,809	35,037	160	6,939	39,738	46,677	174	6,853	43,023	49,876	186	7,287	46,012	53,299
Counseling	17	355	643	998	15	459	923	1,383	16	451	1,000	1,451	17	483	1,070	1,552
Humanities and Social Sciences	210	8,750	12,069	20,819	240	11,624	16,251	27,875	261	11,415	17,597	29,012	279	12,208	18,819	31,027
Library	1	11	54	65	1	15	72	87	1	15	78	92	1	16	83	99
Kinesiology & Athletics	67	185	14,818	15,003	68	246	21,983	22,229	73	241	21,955	22,196	78	258	23,480	23,738
Language Arts	246	9,653	4,587	14,240	287	12,859	6,008	18,867	314	12,628	6,505	19,132	336	13,504	6,956	20,460
Math-Science	177	8,439	22,599	31,038	221	11,207	30,140	41,347	242	11,005	32,633	43,638	260	11,769	34,899	46,669
Total	***849***	***32,621***	***84,579***	***117,200***	***992***	***43,349***	***115,115***	***158,465***	***1,081***	***42,608***	***122,791***	***165,397***	***1,157***	***45,525***	***131,319***	***176,844***

Source: Cambridge West Partnership, LLC

Educational Master Plan – Facilities Master Plan Linkages

The following table illustrates some of the linkages between the Educational Master Plan and the Facilities Master Plan. As described in the preceding table about existing and planned construction, the Auxiliary Gymnasium and Women's Locker Room will be demolished after the new Gymnasium is completed. The 300 building will be demolished at some future date. A new Gymnasium is being erected and the Racquetball Courts are being repurposed as a fitness room. 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 55: San Jose City College Projected Additional Space Needs

Division/Area/Unit	From EMP Growth Projections
Business & Workforce Development	Current enrollments in Cosmetology indicate that the program could use additional space now. Current enrollments in Dental Assisting suggest the need for additional laboratory space.
Humanities & Social Sciences	Enrollment growth projections to 2030 translate to a need for 4 additional classrooms.
Language Arts Division	Enrollment growth projections to 2030 translate to a need for 5 additional classrooms.
Math & Science Division	Enrollment growth projections to 2030 translate to a need for 4 additional classrooms. Two additional science labs for curriculum like Anatomy, Chemistry, Oceanography, Earth Science, Geology, Anthropology, etc. will likely be needed in the future.

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

- Byron Breland, President
- Duncan Graham, Vice President for Academic Affairs
- Elaine Burns, Vice President for Student Services
- Jorge Escobar, Vice President for Administrative Services

Student Services Management Team

- Elaine Burns, Vice President for Student Services
- Roland Montemayor, Dean of Counseling
- Takeo Kubo, Dean of Enrollment Services
- Blake Balajadia, Director of Student Life
- Marilyn Brodie, Director of CalWORKS

Instructional Deans

- Ingrid Thompson, Business and Workforce Development
- Keiko Kimura, Dean for Language Arts & Library
- Jamie Alonzo, Dean for Math & Science
- Sean Abel, Dean for Social Sciences & Humanities
- Lamel Harris, Dean for Athletics and Kinesiology
- Robert Gutierrez, Director of METAS

College Advisory Committee (CAC)

- Javier Chapa and Duncan Graham, Co-Chairs
- Elaine Burns
- Sandra Gonzalez
- Sean Abel
- Pat Space
- Margaret Muench
- Michael Divinia
- Jose Cabrera
- Sue Hager
- Deanna Herrera
- Heidi Hoffman
- Larry Harris
- Andrew Phelps
- Charlene Lilie
- Alva Long
- Corinne Salazar
- Laura Garcia
- Kulwaran Sandhu
- Celeste de Genova
- Stacy Messenger
- Clem Lundie
- Hasan Rahim
- Barbara Hanfling
- Joe Andrade
- Byron Breland
- Michael Berke
- Takeo Kubo
- Lamel Harris

Academic Senate

- Jesus Covarrubias, President
- Margaret Muench
- Linda Meyer
- Leslie Rice
- Isai Ulate
- Madeline Adamczeski
- Michael Berke
- Janet Chang
- Carlos Chaves
- Philip Crawford
- Elena Dutra
- Alex Lopez
- Rachel Hagan
- Iyun Lazik
- Renza Nassab
- Ada Weeks
- Bob Wing
- Bill Carlson
- Lenora Pinkston

Curriculum Committee

- Linda Meyer
- Mary Conroy
- Sean Able
- Sue Hager
- Dorothy Pucay

Faculty Interviews

- Yelena Lipilina, Cosmetology & Esthetics
- Jerry Kauffman, Construction Technology
- Linda Ferrell, Accounting
- Jagrup Kahlon, Medical Assisting
- Steve Mansfield, HVAC
- Kieron Connolly, HVAC & FMT
- David Lomax, Construction Technology
- Momoh Lahai, Business
- Isai Ulate, Machine Technology
- Clem Lundie, Computer Information Systems
- Scott Miller, Emergency Medical Services
- Donna Mendoza, Theater Arts
- Judith Bell, Art
- Mary Conroy, Psychology

- Martina Ebesuwaga, Child Development
- Pieman Gheibi, Tutoring Center
- Anuradha Soman, Math
- Leslie Rice, English & Reading Writing Center
- Margaret Muench, ESL and ESL Laboratory
- Bob Wing, Library
- Linda Meyer, Library
- Joseph Kink, Library
- Celia Cruz-Johnson

Open House Participants

- Tom Logan, student
- Dorothy Pucay, ESL
- Keiko Kimura, Dean Language Arts & Library
- Duncan Graham, Vice President for Academic Affairs
- Rufus Blair, ASL
- Celeste Love, ASL
- Patricia Space, Work Experience
- Virginia Scales, ESL
- Husne Jahan, Reading
- Mary Cook, ADS
- Linda Meyer, Library
- Mark Newton, Biology
- Mara Sola, Counseling
- Leigh Wilson, Chemistry
- Gary Ledesma, Counseling
- Michael Divinia, Math
- Isai Ulate, Machine Technology
- Sydney Sukuta, Laser Technology
- Arpawi Elena Dutra, EOPS
- Leslie Takie, ESL
- Lynette Gray, Workforce Institute
- Hasan Rahim, Math
- Kishan Vujjeni, Workforce Institute
- Tamela Hawley, District Office

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
- Kashin Vujjeni, Dean of College Transitions and Extension programs
- Lynette Gray, Project Supervisor

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San Jose City College Multidisciplinary Building

Appendix A: San Jose City College Planning Inventory and Review Processes

Planning Document	Current Date	Authorship Committee	Reviewed By	Resourced By	Implementation Responsibility
Institutional Plans					
Educational Master Plan	12/1/15	Cambridge West Partnership, LLC	College Advisory Council	general fund, categorical funds	Academic & Student Affairs
Facilities Master Plan	12/1/15	Hill Partnership Inc.	College Advisory Council	local & state bonds	
Strategic Plan	fall 2015 updated	Strategic Planning	College Advisory Council		committees & administrators; end of year caucus
Functional Plans					
Technology Plan	5/15/10	College Technology	College Advisory Council	not via Budget C.	Campus and District Information Technology
Professional Development Plan		faculty, staff, administration proposals	Professional Development, Senate	general fund	Lead, Professional Development
Student Equity Plan	1/1/15	Student Success	Student Success & Equity, Senate	categorical & general funds	VP, Student Affairs
Student Success & Support Program Plan	11/28/14	Student Success	Student Success & Equity, Senate	categorical & general funds	VP, Student Affairs
Distance Education Plan	in progress	Distance Education	Senate	general fund	
Basic Skills Initiative Plan	10/24/14	faculty & administration proposals	Basic Skills, Senate	categorical funds	Lead, BSI Committee
Enrollment Management (District Task Force)	in progress	administration & Senate ad hoc C.			
Student Learning Outcomes Assessment Plan	9/5/15	SLOAC	SLOAC, Senate		Lead, SLOAC
CTE Perkins Plan		CTE faculty	CTE faculty, deans and VP	categorical funds	VP Academic Affairs, Bus & Workforce Dean, Humanities & Soc Sci Dean
Major Grants					
Federal Title III or V		grant proponent	administration, Senate	federal grant	Director, METAS
Unit Plans					
Department and Unit Comprehensive Program Reviews		departments & units	Program Review	general fund	departments, units, deans

Source: San Jose City College Planning Documents and Interviews; analysis by Cambridge West Partnership, LLC

Appendix B: San Jose City 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	Program Award	Award Code	Award Description	Yr. Start	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total	Average
22220	050200	Accounting	Cert. of Achievement	L	Cert 18 to <30	1970	5	6	1	5	8	25	5.0
06185	**050200**	Accounting	A.S. Degree	S	AS	1970	16	16	9	13	17	71	14.2
14567	050500	Business Administration: Transfer	A.A. Degree	A	AA	2003	39	55	42	51	36	223	44.6
32346	**050500**	Business Administration	A.S.-T Degree			2013						0	0.0
13662	050600	Business Management 2	Cert. of Achievement	E	Cert 6 to <18 units	2002	3					3	3.0
22221	050600	Business Management 3	Cert. of Achievement	E	Cert 6 to <18 units	1971	1					1	1.0
13662	050600	Business Management 2	Cert. of Achievement	L	Cert 18 to <30	2002	1	1	2	5	4	13	2.6
13661	**050600**	Business Management 3	A.S. Degree	S	AS	1971	2	4	3	8	4	21	4.2
13661	050600	Business Management 3	A.S. Degree	T	Cert 30 to <60	1971	1					1	1.0
22221	050600	Business Management 3	Cert. of Achievement	T	Cert 30 to <60	1971	1			5	1	7	2.3
13665	050640	Entrepreneurship 2	Cert. of Achievement	L	Cert 18 to <30	2002				4	5	9	4.5
13664	050640	Entrepreneurship 3	A.S. Degree	S	AS	1971	2	2	1	5	5	15	3.0
22222	050640	Entrepreneurship 3	Cert. of Achievement	S	AS	1971	1					1	1.0
22222	050640	Entrepreneurship 3	Cert. of Achievement	T	Cert 30 to <60	1971			1	4	2	7	2.3
13668	050900	Marketing 2	Cert. of Achievement	E	Cert 6 to <18 units	2002	3					3	3.0
13668	050900	Marketing 2	Cert. of Achievement	L	Cert 18 to <30	2002	1			5	4	10	3.3
13667	050900	Marketing 3	A.S. Degree	S	AS	1970	2	2	1	6	4	15	3.0
22223	050900	Marketing 3	Cert. of Achievement	T	Cert 30 to <60	1970				3	2	5	2.5
06188	051100	Real Estate	A.S. Degree	L	Cert 18 to <30	1970	1					1	1.0
06188	051100	Real Estate	A.S. Degree	S	AS	1970	3			1		4	2.0
22225	051100	Real Estate	Cert. of Achievement			1970						0	0.0
10828	051400	Computer Applications	Cert. of Achievement	E	Cert 6 to <18 units	1970		1				1	1.0
06189	051400	Computer Applications	A.S. Degree	S	AS	1970	2	1	2		2	7	1.8
22226	051400	Computer Applications	Cert. of Achievement	T	Cert 30 to <60	1970		1				1	1.0
06190	**051600**	Labor Studies	A.S. Degree	A	AA	1971	1	1				2	1.0
22227	051600	Labor Studies	Cert. of Achievement	L	Cert 18 to <30	1971					1	1	1.0
06190	**051600**	Labor Studies	A.S. Degree	S	AS	1971					1	1	1.0
10544	051600	Labor Studies	A.A. Degree			1971						0	0.0

Source: Chancellor's Office Curriculum Inventory, SJECCD Management Information System Annual Referential Files on Program Awards; analysis by Cambridge West Partnership, LLC

San Jose City College Program Inventory and Awards, 2009-10 to 2013-14 (continued)

Control #	TOP Code	Program Title	Program Award	Award Code	Award Description	Yr. Start	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total	Average
18071	061400	Media Arts: Digital Arts	A.S. Degree	L	Cert 18 to <30	2008	1					1	1.0
18075	061400	Media Arts: Motion Arts 2	Cert. of Achievement	L	Cert 18 to <30	2008				2	1	3	1.5
18071	061400	Media Arts: Digital Arts	A.S. Degree	S	AS	2008				1	1	2	1.0
18071	061400	Media Arts: Digital Arts	A.S. Degree	T	Cert 30 to <60	2008	1	1				2	1.0
18076	061400	Media Arts: Motion Arts 3	Cert. of Achievement	T	Cert 30 to <60	2008					1	1	1.0
18074	061400	Media Arts: Motion Arts	A.S. Degree			2008						0	0.0
18072	061400	Media Arts: Digital Arts: Print Media 2	Cert. of Achievement			2008						0	0.0
18073	061400	Media Arts: Digital Arts: Print Media 3	Cert. of Achievement			2008						0	0.0
18077	061430	Media Arts: Web/Interactive Design	A.S. Degree			2009						0	0.0
18078	061430	Media Arts: Web/Interactive Design 2	Cert. of Achievement			2008						0	0.0
18079	061430	Media Arts: Web/Interactive Design 3	Cert. of Achievement			2008						0	0.0
16805	069900	Media Arts	A.A. Degree	A	AA	2006			1	1		2	1.0
10834	070710	CIS Programming 2	Cert. of Achievement	L	Cert 18 to <30	1970					5	5	5.0
08855	070710	CIS Programming 3	A.S. Degree	S	AS	1970	1	1		2	2	6	1.5
22228	070710	CIS Programming 3	Cert. of Achievement	T	Cert 30 to <60	1970					4	4	4.0
22232	070810	CIS Network Administration: General Networking	Cert. of Achievement	B	Cert 12 to <18 units	1999					1	1	1.0
14892	070810	CIS Network Administration: Microsoft Networks MCSE 2	A.S. Degree	L	Cert 18 to <30	2003	2		1			3	1.5
14894	070810	CIS Network Administration: UNIX Networks 2	A.S. Degree	L	Cert 18 to <30	2003					1	1	1.0
22232	070810	CIS Network Administration: General Networking	Cert. of Achievement	L	Cert 18 to <30	1999			1			1	1.0
14893	070810	CIS Network Administration: MCSA Level 2	Cert. of Achievement	L	Cert 18 to <30	2003	1				1	2	1.0
14895	070810	CIS Network Administration: CISCO Networks CCNA 2	Cert. of Achievement	L	Cert 18 to <30	2003	5		1	2	3	11	2.8
22234	070810	CIS Network Administration: Microsoft Networks MCSE 2	Cert. of Achievement	L	Cert 18 to <30	2003				1	2	3	1.5
10595	070810	CIS Network Administration: General Networking 2	A.S. Degree	S	AS	1999	2	1	1	1	2	7	1.4
14892	070810	CIS Network Administration: Microsoft Networks MCSE 2	A.S. Degree	S	AS	2003	2	1	1	1	2	7	1.4
14894	070810	CIS Network Administration: UNIX Networks 2	A.S. Degree	S	AS	2003				1	2	3	1.5
14896	070810	CIS Network Administration: CISCO Networks CCNP 3	A.S. Degree	S	AS	2003	1					1	1.0
16704	070810	CIS Network Administration: CISCO Networks: Security 2	A.S. Degree	S	AS	2005	1				1	2	1.0
16705	070810	CIS Network Administration: CISCO Networks: Wireless LANs 2	A.S. Degree			2005						0	0.0
22233	070810	CIS Network Administration: UNIX Networks	Cert. of Achievement			2003						0	0.0
22229	070810	CIS Network Administration: CISCO Networks CCNP 3	Cert. of Achievement			2003						0	0.0
22230	070810	CIS Network Administration: CISCO Networks: Security 2	Cert. of Achievement			2009						0	0.0
22231	070810	CIS Network Administration: CISCO Networks: Wireless LANs 2	Cert. of Achievement			2005						0	0.0

Source: Chancellor's Office Curriculum Inventory, SJECCD Management Information System Annual Referential Files on Program Awards; analysis by Cambridge West Partnership, LLC

San Jose City College Program Inventory and Awards, 2009-10 to 2013-14 (continued)

Control #	TOP Code	Program Title	Program Award	Award Code	Award Description	Yr. Start	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total	Average
11849	070900	Web Developer 2	Cert. of Achievement	L	Cert 18 to <30	2000	1	1				2	1.0
11679	070900	Web Developer 3	A.S. Degree	S	AS	2000	1			3		4	2.0
22235	070900	Web Developer 3	Cert. of Achievement	T	Cert 30 to <60	2000				2		2	2.0
18386	093480	Laser Technology 3: Technical Associate	Cert. of Achievement	B	Cert 12 to <18 units	1970	1					1	1.0
18390	093480	Laser Technology 1	Cert. of Achievement	B	Cert 12 to <18 units	2008	2	3		9	10	24	6.0
18390	093480	Laser Technology 1	Cert. of Achievement	E	Cert 6 to <18 units	2008			4			4	4.0
06198	093480	Laser Technology	A.S. Degree	S	AS	1970	6	2	2	2	2	14	2.8
18386	093480	Laser Technology 3: Technical Associate	Cert. of Achievement	T	Cert 30 to <60	1970	3	1			3	7	2.3
15113	094500	Facilities Maintenance Technology	A.S. Degree	S	AS	2003	1		2	7	5	15	3.8
15113	094500	Facilities Maintenance Technology	A.S. Degree	T	Cert 30 to <60	2003			1			1	1.0
22236	094500	Facilities Maintenance Technology	Cert. of Achievement	T	Cert 30 to <60	2003			3	5	5	13	4.3
06200	094600	Air Conditioning & Refrigeration	Cert. of Achievement	L	Cert 18 to <30	1972	35	7	10	23	41	116	23.2
18921	094600	Air Conditioning & Refrigeration Technology 3	Cert. of Achievement	L	Cert 18 to <30	1972			2			2	2.0
18920	094600	Air Conditioning & Refrigeration	A.S. Degree	S	AS	1972	6	10	5	11	10	42	8.4
06200	094600	Air Conditioning & Refrigeration	Cert. of Achievement	T	Cert 30 to <60	1972	2	2	9			13	4.3
18921	094600	Air Conditioning & Refrigeration Technology 3	Cert. of Achievement	T	Cert 30 to <60	1972	13	9	14	18	18	72	14.4
10541	095200	Construction Technology	A.A. Degree	A	AA	1970				2	4	6	3.0
06202	095200	Construction Technology	A.S. Degree	A	AA	1970		3	2			5	2.5
18738	095200	Residential Carpentry Technology 1	Cert. of Achievement	B	Cert 12 to <18 units	2008	1	4		12	15	32	8.0
18738	095200	Residential Carpentry Technology 1	Cert. of Achievement	E	Cert 6 to <18 units	2008			1			1	1.0
08859	095200	Residential Maintenance	Cert. of Achievement	L	Cert 18 to <30	1970	3	3	3	14	19	42	8.4
06202	095200	Construction Technology	A.S. Degree	S	AS	1970	8	8	7	10	4	37	7.4
06202	095200	Construction Technology	A.S. Degree	T	Cert 30 to <60	1970	5	3	4	11	17	40	8.0
22237	095200	Construction Technology	Cert. of Achievement			1970						0	0.0
06209	095630	Machine Technology	A.S. Degree	L	Cert 18 to <30	1970	3					3	3.0
10837	095630	Entry Level Machinist	Cert. of Achievement	L	Cert 18 to <30	1970	5		8	3	3	19	4.8
10838	095630	CNC Machine Operator	Cert. of Achievement	L	Cert 18 to <30	1970	17	1	6	15	23	62	12.4
06209	095630	Machine Technology	A.S. Degree	S	AS	1970	2		6	4	7	19	4.8
06209	095630	Machine Technology	A.S. Degree	T	Cert 30 to <60	1970		1				1	1.0
22238	095630	Machine Technology	Cert. of Achievement	T	Cert 30 to <60	1970	5	1	2	5	5	18	3.6

Source: Chancellor's Office Curriculum Inventory, SJECCD Management Information System Annual Referential Files on Program Awards; analysis by Cambridge West Partnership, LLC

San Jose City College Program Inventory and Awards, 2009-10 to 2013-14 (continued)

Control #	TOP Code	Program Title	Program Award	Award Code	Award Description	Yr. Start	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total	Average
13569	100200	Art: Transfer	A.A. Degree	A	AA	1970	6	3	8	8	8	33	6.6
12546	100200	Art: Photography	A.S. Degree	A	AA	1970		1				1	1.0
06210	100200	Art: Drawing & Painting	A.S. Degree	S	AS	1970			1	1		2	1.0
12546	100200	Art: Photography	A.S. Degree	S	AS	1970		1				1	1.0
30403	**120800**	Medical Assisting: Administrative	A.S. Degree	S	AS	2010				2		2	2.0
30443	**120800**	Medical Assistant: Administrative Level 3	Cert. of Achievement	T	Cert 30 to <60	2010				2	7	9	4.5
32078	**120810**	Medical Assisting: Clinical	A.S. Degree	S	AS	2013					8	8	8.0
32214	**120810**	Medical Assisting: Clinical	Cert. of Achievement	T	Cert 30 to <60	2013					15	15	15.0
06218	**124010**	Dental Assisting	A.S. Degree	S	AS	1970	7	8	5	12	9	41	8.2
06218	**124010**	Dental Assisting	A.S. Degree	T	Cert 30 to <60	1970	8	3	1			12	4.0
22239	**124010**	Dental Assisting	Cert. of Achievement	T	Cert 30 to <60	1970	32	40	20	22	28	142	28.4
32260	127000	Kinesiology	A.A.-T Degree			2013						0	0.0
06231	130500	Early Childhood Education	A.S. Degree	E	Cert 6 to <18 units	1970	19		3	3		25	8.3
22240	130500	Early Childhood Education	Cert. of Achievement	E	Cert 6 to <18 units	1970		12				12	12.0
06231	130500	Early Childhood Education	A.S. Degree	L	Cert 18 to <30	1970	2		10			12	6.0
22240	130500	Early Childhood Education	Cert. of Achievement	L	Cert 18 to <30	1970	7	6	1	9	11	34	6.8
06231	130500	Early Childhood Education	A.S. Degree	S	AS	1970	21	17	16	24	15	93	18.6
15244	130630	Apprenticeship: Meat Cutters	Cert. of Achievement			2003						0	0.0
32303	150600	Communication Studies	A.A.-T Degree			2013						0	0.0
32554	150600	Communication Studies	Cert. of Achievement			2014						0	0.0
30975	170100	Mathematics	A.S.-T Degree	S	AS	2011				4	4	8	4.0
16370	190500	Chemistry	A.A. Degree	A	AA	2004				5	9	14	7.0
32304	200100	Psychology	A.A.-T Degree			2013						0	0.0
10540	210440	Alcohol & Drug Studies	A.A. Degree	A	AA	1991					2	2	2.0
08863	210440	Alcohol & Drug Studies	A.S. Degree	A	AA	1991	5	2	3	1		11	2.8
22241	210440	Alcohol & Drug Studies	Cert. of Achievement	E	Cert 6 to <18 units	1991		7	1	1		9	3.0
22241	210440	Alcohol & Drug Studies	Cert. of Achievement	L	Cert 18 to <30	1991	10	5	4	20	23	62	12.4
08863	210440	Alcohol & Drug Studies	A.S. Degree	S	AS	1991	5	4	5	4	5	23	4.6
08863	210440	Alcohol & Drug Studies	A.S. Degree	T	Cert 30 to <60	1991	3	1			1	5	1.7
22241	210440	Alcohol & Drug Studies	Cert. of Achievement	T	Cert 30 to <60	1991	4	1	3	8	7	23	4.6

Source: Chancellor's Office Curriculum Inventory, SJECCD Management Information System Annual Referential Files on Program Awards; analysis by Cambridge West Partnership, LLC

San Jose City College Program Inventory and Awards, 2009-10 to 2013-14 (continued)

Control #	TOP Code	Program Title	Program Award	Award Code	Award Description	Yr. Start	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total	Average
10539	210500	Administration of Justice	A.A. Degree	A	AA	1970				1	13	14	7.0
22990	210500	Administration of Justice : Judicial Administration	A.A. Degree	A	AA	2010			2	1		3	1.5
06230	210500	Administration of Justice	A.S. Degree	A	AA	1970	10	17	8	22	1	58	11.6
22995	210500	Court System Basics	Cert. of Achievement	B	Cert 12 to <18 units	2010				3	1	4	2.0
22992	210500	Court Management	Cert. of Achievement	B	Cert 12 to <18 units	2010		1				1	1.0
22993	210500	Supervision/Lead	Cert. of Achievement	B	Cert 12 to <18 units	2010				3	2	5	2.5
22994	210500	Court Operations	Cert. of Achievement	B	Cert 12 to <18 units	2010				3	1	4	2.0
22991	210500	Judicial Administration	Cert. of Achievement	L	Cert 18 to <30	2010				3	1	4	2.0
22992	210500	Court Management	Cert. of Achievement	L	Cert 18 to <30	2010				3	2	5	2.5
06230	210500	Administration of Justice	A.S. Degree	S	AS	1970	3	8	4	8	7	30	6.0
22989	210500	Administration of Justice : Judicial Administration	A.S. Degree	S	AS	2010		1				1	1.0
31087	210500	Administration of Justice	A.S.-T Degree	S	AS	2012				7	11	18	9.0
32759	220400	Economics	A.A.-T Degree			2014						0	0.0
18985	300700	Esthetics 2	Cert. of Achievement	E	Cert 6 to <18 units	2009		8				8	8.0
22242	300700	Cosmetology	Cert. of Achievement	E	Cert 6 to <18 units	1970			3			3	3.0
18985	300700	Esthetics 2	Cert. of Achievement	L	Cert 18 to <30	2009	29	9	19	46	49	152	30.4
06236	300700	Cosmetology	A.S. Degree	S	AS	1970	3	4	4	6	12	29	5.8
06236	300700	Cosmetology	A.S. Degree	T	Cert 30 to <60	1970	1	5	6		1	13	3.3
22242	300700	Cosmetology	Cert. of Achievement	T	Cert 30 to <60	1970	31	74	87	33	91	316	63.2
18451	490100	Liberal Arts: Social & Behavioral Sciences	A.A. Degree	A	AA	2008		6	117	145	119	387	96.8
18451	490100	Liberal Arts: Social & Behavioral Sciences	A.A. Degree	T	Cert 30 to <60	2008				1		1	1.0
18124	490110	CSU General Education-Breadth	Cert. of Achievement	A	AA	2008	54	31	9	3	9	106	21.2
18125	490110	IGETC	Cert. of Achievement	A	AA	2008	3	4			2	9	3.0
18537	490120	Liberal Studies Preparation for Elementary School Teaching C	A.A. Degree	A	AA	2008	60	30	6		3	99	24.8
18537	490120	Liberal Studies Preparation for Elementary School Teaching C	A.A. Degree	S	AS	2008			1			1	1.0
32857	490120	Elementary Teacher Education	A.A.-T Degree			2014						0	0.0
18450	490200	Liberal Arts: Scientific Inquiry and Quantitative Reasoning	A.A. Degree	A	AA	2008				78	95	173	86.5
18449	490310	Liberal Arts: Arts & Humanities	A.A. Degree	A	AA	2008		78	57	35	37	207	51.8
						Totals	***545***	***540***	***563***	***810***	***925***	***3,383***	***676.6***

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 4th 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	**070600**	1,488	$61.87	$128,680	BA	None	None	3	4		
15-1133	Software Developers, Systems Software	**070600**	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	**050500**	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	**070600**	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	090100	407	$65.01	$135,226	BA	None	None	5	5		Y
13-1111	Management Analysts	**050500**	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.											

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, 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				
41-3031	Securities, Commodities, & Financial Services 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 the 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 CC Av. Annual Certif. 2009-2014	Area CC 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	LT 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

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
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
1.	**Career Development**			
		1. Basic skills completion	Scorecard, Student Equity	I. Student Success
		2. Degree completion and/or Transfer ready status	Scorecard, Student Equity	III. Workforce Development
		*3. Alignment between degree offerings and workforce needs**	Advisory Groups, EMP	V. Technology
		4. Enrollment in targeted workforce programs	Perkins Plan	VI. Communications
		5. Increased corporate partnerships		
		6. Increased revenue from contract training		
		7. Increased community awareness of district programs		
		8. Increased student goal attainment		
2.	**Transferability**			All
		1. Degree Completion and/or transfer ready status	Scorecard, Student Equity	
		2. Number of AAT programs approved by the state	Catalog	
		3. Number of student completing AAT degree programs	MIS Program Awards	
		4. Student transfer rate	Scorecard	
		5. Number of online courses offered	DE Plan	
		6. Enrollment in online courses	DE Plan	
		7. Proportion of student demographics to the surrounding community		
3.	**College Readiness**			I. Student Success
		1. Percentage of Course and Program Student Learning Outcomes Assessed	SLO Plan	II.2a.; II.3b
		2. Student Success on Institutional learning Outcomes	SLO Plan	III.5
		*3. Student Habits of Mind***	DLES Survey	V. Technology
		*4. Student Pluralistic Orientation***	DLES Survey	VI. Communications
		*5. Student Integration of Learning***	DLES Survey	
4.	**Institutional Excellence**			All
		1. Employee productivity		
		2. Employee retention		
		3. Number of safety incidents on campuses		
		4. Employee satisfaction with work environment		
		5. Employee satisfaction with district services		
		6. Number of employee performance reviews completed		
		7. Institutional Learning Outcomes	SLO Plan	

#	Ends Policy Areas	Ends Policy Indicators	Monitoring/Analysis Venues	Board Strategic Priorities
5.	**Student Success**			I. Student Success
		1. Student Persistence	Scorecard, Program Review	III. Workforce Development
		2. Course completion	Scorecard, Student Equity	V. Technology
		3. Basic skills completion	Scorecard, Student Equity	VI.4; VI.5
		4. Retention	Scorecard, Student Equity	
		5. 30-unit completion	Scorecard	
		6. Course productivity rates	Program Review	
		7. Implementation of SSSP Resources – Student Ed Plans and Degree Audit, Orientations, Assessments, etc. – and reporting of related MIS data	SSSP Plan	
6.	**College Experience**			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. Student academic engagement***	CCSSE	
	Indicators in italics are most closely related to the Educational Master Plan.			
	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)**
Area A: Communication in the English Language and Critical Thinking (CSU Transfer = min 9 units) • COMM 010: Interpersonal Communication • *COMS 020 Oral Communication* • *COMS 040: Argumentation & Debate*		• *ACCT 020: Financial Accounting* • *BUS 008: Business English* • *BUS 082: Intro to Business (Summer)* • *MATH 063: Element Statistics*
Area B: Scientific Inquiry and Quantitative Reasoning (CSU Transfer = min 9 units) • ASTRO 010: Intro to Astronomy • *BIOL 061: Human Heredity* • BIOL 064: Marine Biology • *BIOL 065: Wildlife Biology* • ENVIR 010: Intro to Enviro Sci. • *MATH 72: Calculus 2 Analytic Geometry*	*Math and Science from Area B is also STEM aligned.* *Intro to Engineering* • *ENGR 001: Technology & Society* • *ENGR 010: Engineering Processes and Tools* • *ENGR 018 Engineering Design & Graphics* • *CIS041: Commuter Information & Technology*	• *MATH 062: Calculus for Business & Social Science* • *MATH 061: Finite Math*
Area C: Arts and Humanities (CSU Transfer = min 9 units) • MUSIC 091: Music Appreciation • MUSIC 093: Music and Film • *SL 001A: Intro to Sign Language*	Programming (Day and *Afternoon*): • *CIS 054: C/C++* • *CIS 023: Java Script Program* • *CIS 084: Java Programming* • *CIS 024C: Python* • *CIT 042 Perl Programming*	*Computerized Individual Instruction – (Non-Credit CDCP)* 1. *MS Windows* 2. *MS Office* 3. *MS Word* 4. *MS Excel* 5. *MS Access*

Area D: Social Sciences **(CSU Transfer = min 9 units)** • ANTH 063: Intro to Social & Cultural Anthropology • ETH 010: Intro to Ethnic Studies	*Spring 2017:* • *Physics* • *Earth Science*	*Remedial Math* *Remedial English* o *Afternoon & Evening*
Area E: Lifelong Learning & Self-Development (CSU Transfer = min 3 units) • *FCS 019: Nutrition* • FCS 070: Child Development • GUID 096: Career Planning • GUID 130: College Success • HED 011: Dynamic Health Concepts • PSYC: 020 Psych of Stress Reduction • KIN 005: Intro to Kinesiology • *PSYCH 035: Women's Psych.*		*Construction (not CSU Transfer)* 1. *CONSTR 310: Applied Construction Math* 2. *CONSTR 100: Intro to Power Tools* 3. *CONST 115: Blueprint Reading* *ECE – Child Development: ECE 101, 102, 107, 108* *EDUC 10 – Classroom Management w/ practicum* *Medical Assistant* o *Afternoon or Evening*

Source: Milpitas Educational Programming Committee. October 1, 2015