

**ACCJC Annual Reports By Year**

**2016**

**2017**

**2018**

**2019**

**2020**

**2021**

**2022**

**2023**

**2021 Annual Report**  
**Final Submission**  
04/02/2021

Evergreen Valley College  
3095 Yerba Buena Road  
San Jose, CA 95135

**General Information**

#	Question	Answer
1.	Confirm your College Information	<b>Confirmed</b>
2.	Name of individual preparing report:	<b>Matais Pouncil</b>
3.	Phone number of person preparing report:	<b>408-270-6451</b>
4.	E-mail of person preparing report:	<b>matais.pouncil@evc.edu</b>
5.	Type of Institution (select one)	<b>California Community College</b>

**Headcount Enrollment Data**

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2017-18: <b>14,422</b> 2018-19: <b>14,343</b> 2019-20: <b>14,763</b>
6a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	<b>-1%</b> <b>3%</b>

**6. Additional Instructions and Data Definitions:**  
For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2017-18: <b>13,321</b> 2018-19: <b>13,497</b> 2019-20: <b>13,840</b>
----	--	--

7a. Please list any individual program which has experienced a 50% increase or decrease in the last year.  
**N/A**

**7. Additional Instructions and Data Definitions:**  
Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

**Distance Education and Correspondence Education**

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2017-18: <b>3,244</b> 2018-19: <b>3,645</b> 2019-20: <b>4,330</b>
8a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	<b>12%</b> <b>19%</b>

**8. Additional Instructions and Data Definitions:**  
Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

**IMPORTANT NOTE REGARDING DATA FROM SPRING 2020:** When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	<b>No</b>
----	--	-----------

**9. Additional Instructions and Data Definitions:**  
Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

**Federal Data**

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	<b>24 %</b>

**10. Additional Instructions and Data Definitions:**  
The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	<b>College established dashboard</b>
-----	---	--------------------------------------

12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	<b><a href="https://www.evc.edu/discover-evc/institutional-effectiveness">https://www.evc.edu/discover-evc/institutional-effectiveness</a></b>
-----	--	--

**12. Additional Instructions and Data Definitions:**  
ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (<https://accjc.org/find-an-institution>). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

**Institution Set Standards for Student Achievement**

#	Question	Answer
<b>Course Completion Rates</b>		
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2017-18: <b>71 %</b>   2018-19: <b>71 %</b>   2019-20: <b>71 %</b>
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2017-18: <b>73 %</b>   2018-19: <b>73 %</b>   2019-20: <b>73 %</b>
13b.	List the actual successful student course completion rate:	2017-18: <b>71 %</b>   2018-19: <b>71 %</b>   2019-20: <b>73 %</b>

**13. Additional Instructions and Data Definitions:**  
For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

**Certificates**

14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	<b>Number of certificates</b>
	If Number-Other or Percent-other, please describe:	
14a.	List your Institution-Set Standard (floor) for certificates:	2017-18: <b>65</b>   2018-19: <b>65</b>   2019-20: <b>66</b>
14b.	List your stretch goal (aspirational) for certificates:	2017-18: <b>66</b>   2018-19: <b>72</b>   2019-20: <b>76</b>
14c.	List actual number or percentage of certificates:	2017-18: <b>202</b>   2018-19: <b>105</b>   2019-20: <b>97</b>

**14. Additional Instructions and Data Definitions:**  
For purposes of this report, include only those certificates which are awarded with 16 or more units.

**Associate Degree (A.A./A.S.)**

15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	<b>Number of degrees</b>
	If Number-Other or Percent-other, please describe:	
15a.	List your Institution-Set Standard (floor) for degrees:	2017-18: <b>582</b>   2018-19: <b>642</b>   2019-20: <b>643</b>
15b.	List your stretch goal (aspirational) for degrees:	2017-18: <b>588</b>   2018-19: <b>715</b>   2019-20: <b>730</b>
15c.	List actual number or percentage of degrees:	2017-18: <b>715</b>   2018-19: <b>822</b>   2019-20: <b>795</b>

**Bachelor's Degree (B.A./B.S.)**

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	<b>No</b>
-----	--	-----------

**Transfer**

17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	<b>Number of transfers</b>
	If Number-Other or Percent-other, please describe:	
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2017-18: <b>583</b>   2018-19: <b>613</b>   2019-20: <b>643</b>
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2017-18: <b>700</b>   2018-19: <b>790</b>   2019-20: <b>880</b>
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2017-18: <b>630</b>   2018-19: <b>602</b>   2019-20: <b>650</b>

**Licensure Examination Pass Rates**

18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																						
		<table border="1"> <thead> <tr> <th>Program</th> <th>Exam (National, State, Other)</th> <th>Institution set standard (%) (Floor)</th> <th>Stretch (Aspirational) Goal (%)</th> <th>2017-18 Pass Rate</th> <th>2018-19 Pass Rate</th> <th>2019-20 Pass Rate</th> </tr> </thead> <tbody> <tr> <td><b>Nursing Program - RN NCLEX</b></td> <td><b>National</b></td> <td><b>80 %</b></td> <td><b>95 %</b></td> <td><b>95 %</b></td> <td><b>96 %</b></td> <td><b>95 %</b></td> </tr> <tr> <td><b>Nursing Assistant/Home Health Aide</b></td> <td><b>State</b></td> <td><b>90 %</b></td> <td><b>95 %</b></td> <td><b>93 %</b></td> <td><b>97 %</b></td> <td><b>96 %</b></td> </tr> </tbody> </table>	Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate	<b>Nursing Program - RN NCLEX</b>	<b>National</b>	<b>80 %</b>	<b>95 %</b>	<b>95 %</b>	<b>96 %</b>	<b>95 %</b>	<b>Nursing Assistant/Home Health Aide</b>	<b>State</b>	<b>90 %</b>	<b>95 %</b>	<b>93 %</b>	<b>97 %</b>	<b>96 %</b>
Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate																	
<b>Nursing Program - RN NCLEX</b>	<b>National</b>	<b>80 %</b>	<b>95 %</b>	<b>95 %</b>	<b>96 %</b>	<b>95 %</b>																	
<b>Nursing Assistant/Home Health Aide</b>	<b>State</b>	<b>90 %</b>	<b>95 %</b>	<b>93 %</b>	<b>97 %</b>	<b>96 %</b>																	

**18. Additional Instructions and Data Definitions:**  
Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

**Employment rates for Career and Technical Education students**

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:																															
		<table border="1"> <thead> <tr> <th>Program</th> <th>Institution set standard (%) (Floor)</th> <th>Stretch (Aspirational) Goal (%)</th> <th>2017-18 Job Placement Rate</th> <th>2018-19 Job Placement Rate</th> <th>2019-20 Job Placement Rate</th> </tr> </thead> <tbody> <tr> <td><b>Nursing Program</b></td> <td><b>70 %</b></td> <td><b>75 %</b></td> <td><b>74 %</b></td> <td><b>78 %</b></td> <td><b>73 %</b></td> </tr> <tr> <td><b>Nursing Assistant/Home Health Aide</b></td> <td><b>90 %</b></td> <td><b>100 %</b></td> <td><b>99 %</b></td> <td><b>100 %</b></td> <td><b>100 %</b></td> </tr> <tr> <td><b>Honda PACT</b></td> <td><b>90 %</b></td> <td><b>100 %</b></td> <td><b>40 %</b></td> <td><b>89 %</b></td> <td><b>100 %</b></td> </tr> <tr> <td><b>Auto Technology</b></td> <td><b>90 %</b></td> <td><b>100 %</b></td> <td><b>100 %</b></td> <td><b>100 %</b></td> <td><b>100 %</b></td> </tr> </tbody> </table>	Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate	<b>Nursing Program</b>	<b>70 %</b>	<b>75 %</b>	<b>74 %</b>	<b>78 %</b>	<b>73 %</b>	<b>Nursing Assistant/Home Health Aide</b>	<b>90 %</b>	<b>100 %</b>	<b>99 %</b>	<b>100 %</b>	<b>100 %</b>	<b>Honda PACT</b>	<b>90 %</b>	<b>100 %</b>	<b>40 %</b>	<b>89 %</b>	<b>100 %</b>	<b>Auto Technology</b>	<b>90 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>
Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate																											
<b>Nursing Program</b>	<b>70 %</b>	<b>75 %</b>	<b>74 %</b>	<b>78 %</b>	<b>73 %</b>																											
<b>Nursing Assistant/Home Health Aide</b>	<b>90 %</b>	<b>100 %</b>	<b>99 %</b>	<b>100 %</b>	<b>100 %</b>																											
<b>Honda PACT</b>	<b>90 %</b>	<b>100 %</b>	<b>40 %</b>	<b>89 %</b>	<b>100 %</b>																											
<b>Auto Technology</b>	<b>90 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>																											

**19. Additional Instructions and Data Definitions:**  
For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following the completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

**Other Information**

20.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit). <b>Of the students who responded to the 2020 CTE Outcomes Survey question, "How many secured a job that is closely related to their program of study?", a total of 65.5% responded "very close" and "close." Students who responded to this survey were those who graduated in 2017-18.</b>
-----	---

The data included in this report are certified as a complete and accurate representation of the reporting institution.

[Click to Print This Page](#)



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

| [Help](#) | [Logout](#)

**2020 Annual Report**  
**Final Submission**  
05/02/2020

Evergreen Valley College  
3095 Yerba Buena Road  
San Jose, CA 95135

### General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	<b>Confirmed</b>
2.	Name of individual preparing report:	<b>Lynette V. Apen</b>
3.	Phone number of person preparing report:	<b>408-223-6779</b>
4.	E-mail of person preparing report:	<b>lynette.apen@evc.edu</b>
5.	Type of Institution	<b>California Community College</b>

### Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2016-17: <b>14,921</b> 2017-18: <b>15,567</b> 2018-19: <b>15,506</b>
6a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	<b>4 %</b> <b>0 %</b>
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2016-17: <b>13,807</b> 2017-18: <b>14,376</b> 2018-19: <b>14,463</b>
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year.  <b>N/A</b>	

### Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2016-17 <b>2,799</b> 2017-18 <b>3,120</b>

		2018-19	<b>3,551</b>
8a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)		<b>11 %</b> <b>14 %</b>
9.	Do you offer Correspondence Education?	<b>No</b>	

### Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	<b>21 %</b>
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	<b>College established dashboard</b>
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	<b><a href="https://www.evc.edu/discover-etc/institutional-effectiveness">https://www.evc.edu/discover-etc/institutional-effectiveness</a></b>

### Institution Set Standards for Student Achievement

#	Question	Answer						
<b>Course Completion Rates</b>								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td><b>64 %</b></td> <td><b>71 %</b></td> <td><b>71 %</b></td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	<b>64 %</b>	<b>71 %</b>	<b>71 %</b>
2016-17	2017-18	2018-19						
<b>64 %</b>	<b>71 %</b>	<b>71 %</b>						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td><b>71 %</b></td> <td><b>73 %</b></td> <td><b>73 %</b></td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	<b>71 %</b>	<b>73 %</b>	<b>73 %</b>
2016-17	2017-18	2018-19						
<b>71 %</b>	<b>73 %</b>	<b>73 %</b>						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td><b>70 %</b></td> <td><b>71 %</b></td> <td><b>71 %</b></td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	<b>70 %</b>	<b>71 %</b>	<b>71 %</b>
2016-17	2017-18	2018-19						
<b>70 %</b>	<b>71 %</b>	<b>71 %</b>						
<b>Certificates</b>								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	<b>Number of certificates</b>						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td><b>52</b></td> <td><b>65</b></td> <td><b>65</b></td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	<b>52</b>	<b>65</b>	<b>65</b>
2016-17	2017-18	2018-19						
<b>52</b>	<b>65</b>	<b>65</b>						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td><b>60</b></td> <td><b>66</b></td> <td><b>72</b></td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	<b>60</b>	<b>66</b>	<b>72</b>
2016-17	2017-18	2018-19						
<b>60</b>	<b>66</b>	<b>72</b>						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td><b>58</b></td> <td><b>236</b></td> <td><b>112</b></td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	<b>58</b>	<b>236</b>	<b>112</b>
2016-17	2017-18	2018-19						
<b>58</b>	<b>236</b>	<b>112</b>						
<b>Associate Degree (A.A./A.S.)</b>								
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	<b>Number of degrees</b>						
	If Number-Other or Percent-other, please describe:							

15a.	List your Institution-Set Standard (floor) for degrees:	2016-17	2017-18	2018-19
		<b>545</b>	<b>582</b>	<b>642</b>
15b.	List your stretch goal (aspirational) for degrees:	2016-17	2017-18	2018-19
		<b>549</b>	<b>588</b>	<b>715</b>
15c.	List actual number or percentage of degrees:	2016-17	2017-18	2018-19
		<b>675</b>	<b>715</b>	<b>822</b>

**Bachelor's Degree (B.A./B.S.)**

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	<b>No</b>
-----	--	-----------

**Transfer**

17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	<b>Number of transfers</b>		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		<b>583</b>	<b>583</b>	<b>613</b>
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		<b>650</b>	<b>700</b>	<b>790</b>
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		<b>647</b>	<b>591</b>	<b>636</b>

**Licensure Examination Pass Rates**

18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:					
	Program	Examination	Institution set standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate
	<b>RN NCLEX Pass Rate</b>	<b>national</b>	<b>80 %</b>	<b>94 %</b>	<b>95 %</b>	<b>96 %</b>
	<b>Nursing Assistant/Home Health Aide</b>	<b>state</b>	<b>90 %</b>	<b>90 %</b>	<b>93 %</b>	<b>97 %</b>

**Employment rates for Career and Technical Education students**

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:				
	Program	Institution set standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate
	<b>Nursing Program</b>	<b>70 %</b>	<b>82 %</b>	<b>74 %</b>	<b>78 %</b>
	<b>Nursing Assistant/Home Health Aide</b>	<b>90 %</b>	<b>85 %</b>	<b>99 %</b>	<b>100 %</b>

**Other Information**

20.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).
	<b>Q17.c- Updated transfer numbers for 16/17 &amp; 17/18 are reflected in this report.</b>
	<b>Q18 &amp; 19- The college Honda PACT Program had less than the designated reporting threshold of 10 graduates in 2018/2019, so the results will not be reported this year.</b>

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

[Click to Print This Page](#)

---

[ACCJC | Contact Us](#)

◆ 2010 ACCJC



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

| [Help](#) | [Logout](#)

**2019 Annual Report  
Final Submission**  
03/25/2019

Evergreen Valley College  
3095 Yerba Buena Road  
San Jose, CA 95135

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	<b>Confirmed</b>
2.	Name of individual preparing report:	<b>Jacqueline Honda</b>
3.	Phone number of person preparing report:	<b>408-531-6177</b>
4.	E-mail of person preparing report:	<b>Jacqueline.Honda@evc.edu</b>
5.	Type of Institution	<b>California Community College</b>

**Headcount Enrollment Data**

#	Question	Answer
6.	Total unduplicated headcount enrollment:	FY 17/18: <b>15,567</b> FY 16/17: <b>14,921</b> FY 15/16: <b>14,777</b>
6a.	Percent Change FY 15/16 to FY 16/17: (calculated) Percent Change FY 16/17 to FY 17/18: (calculated)	<b>1 %</b> <b>4 %</b>
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	FY 17/18: <b>14,376</b> FY 16/17: <b>13,807</b> FY 15/16: <b>14,376</b>
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year.  <b>N/A</b>	

**Distance Education and Correspondence Education**

#	Question	Answer
8.	Total unduplicated headcount enrollment in all types of distance education:	FY 17/18 <b>3,120</b> FY 16/17 <b>2,799</b>

		FY 15/16	<b>2,551</b>
8a.	Percent Change FY 15/16 to FY 16/17: (calculated)		<b>10 %</b>
	Percent Change FY 16/17 to FY 17/18: (calculated)		<b>11 %</b>
9.	Do you offer Correspondence Education?	<b>No</b>	

### Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard for FY 2017/18	<b>25 %</b>
11a.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	<b>CCCCO Student Success Metrics dashboard (Scorecard)</b>

### Institution Set Standards for Student Achievement

#	Question	Answer						
<b>Course Completion Rates</b>								
12.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>FY 15/16</th> <th>FY 16/17</th> <th>FY 17/18</th> </tr> </thead> <tbody> <tr> <td><b>64 %</b></td> <td><b>64 %</b></td> <td><b>71 %</b></td> </tr> </tbody> </table>	FY 15/16	FY 16/17	FY 17/18	<b>64 %</b>	<b>64 %</b>	<b>71 %</b>
FY 15/16	FY 16/17	FY 17/18						
<b>64 %</b>	<b>64 %</b>	<b>71 %</b>						
12a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>FY 15/16</th> <th>FY 16/17</th> <th>FY 17/18</th> </tr> </thead> <tbody> <tr> <td><b>71 %</b></td> <td><b>71 %</b></td> <td><b>73 %</b></td> </tr> </tbody> </table>	FY 15/16	FY 16/17	FY 17/18	<b>71 %</b>	<b>71 %</b>	<b>73 %</b>
FY 15/16	FY 16/17	FY 17/18						
<b>71 %</b>	<b>71 %</b>	<b>73 %</b>						
12b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>FY 15/16</th> <th>FY 16/17</th> <th>FY 17/18</th> </tr> </thead> <tbody> <tr> <td><b>71 %</b></td> <td><b>70 %</b></td> <td><b>71 %</b></td> </tr> </tbody> </table>	FY 15/16	FY 16/17	FY 17/18	<b>71 %</b>	<b>70 %</b>	<b>71 %</b>
FY 15/16	FY 16/17	FY 17/18						
<b>71 %</b>	<b>70 %</b>	<b>71 %</b>						
<b>Certificates</b>								
13.	List your Institution-Set Standard (floor) for the number of certificates awarded:	<table border="1"> <thead> <tr> <th>FY 15/16</th> <th>FY 16/17</th> <th>FY 17/18</th> </tr> </thead> <tbody> <tr> <td><b>52</b></td> <td><b>52</b></td> <td><b>65</b></td> </tr> </tbody> </table>	FY 15/16	FY 16/17	FY 17/18	<b>52</b>	<b>52</b>	<b>65</b>
FY 15/16	FY 16/17	FY 17/18						
<b>52</b>	<b>52</b>	<b>65</b>						
13a.	List your stretch goal (aspirational) for the number of certificates awarded:	<table border="1"> <thead> <tr> <th>FY 15/16</th> <th>FY 16/17</th> <th>FY 17/18</th> </tr> </thead> <tbody> <tr> <td><b>59</b></td> <td><b>60</b></td> <td><b>66</b></td> </tr> </tbody> </table>	FY 15/16	FY 16/17	FY 17/18	<b>59</b>	<b>60</b>	<b>66</b>
FY 15/16	FY 16/17	FY 17/18						
<b>59</b>	<b>60</b>	<b>66</b>						
13b.	List actual number of certificates awarded:	<table border="1"> <thead> <tr> <th>FY 15/16</th> <th>FY 16/17</th> <th>FY 17/18</th> </tr> </thead> <tbody> <tr> <td><b>64</b></td> <td><b>58</b></td> <td><b>236</b></td> </tr> </tbody> </table>	FY 15/16	FY 16/17	FY 17/18	<b>64</b>	<b>58</b>	<b>236</b>
FY 15/16	FY 16/17	FY 17/18						
<b>64</b>	<b>58</b>	<b>236</b>						
<b>Associate Degree (A.A./A.S.)</b>								
14.	List your Institution-Set Standard (floor) for number of degrees awarded:	<table border="1"> <thead> <tr> <th>FY 15/16</th> <th>FY 16/17</th> <th>FY 17/18</th> </tr> </thead> <tbody> <tr> <td><b>541</b></td> <td><b>545</b></td> <td><b>582</b></td> </tr> </tbody> </table>	FY 15/16	FY 16/17	FY 17/18	<b>541</b>	<b>545</b>	<b>582</b>
FY 15/16	FY 16/17	FY 17/18						
<b>541</b>	<b>545</b>	<b>582</b>						
14a.	List your stretch goal (aspirational) for the number of degrees awarded:	<table border="1"> <thead> <tr> <th>FY 15/16</th> <th>FY 16/17</th> <th>FY 17/18</th> </tr> </thead> <tbody> <tr> <td><b>549</b></td> <td><b>549</b></td> <td><b>588</b></td> </tr> </tbody> </table>	FY 15/16	FY 16/17	FY 17/18	<b>549</b>	<b>549</b>	<b>588</b>
FY 15/16	FY 16/17	FY 17/18						
<b>549</b>	<b>549</b>	<b>588</b>						
14b.	List actual number of degrees awarded:	<table border="1"> <thead> <tr> <th>FY 15/16</th> <th>FY 16/17</th> <th>FY 17/18</th> </tr> </thead> <tbody> <tr> <td><b>576</b></td> <td><b>675</b></td> <td><b>715</b></td> </tr> </tbody> </table>	FY 15/16	FY 16/17	FY 17/18	<b>576</b>	<b>675</b>	<b>715</b>
FY 15/16	FY 16/17	FY 17/18						
<b>576</b>	<b>675</b>	<b>715</b>						



**Bachelor's Degree (B.A./B.S.)**

15.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	<b>No</b>
-----	--	-----------

**Transfer**

16.	List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university:	FY 15/16	FY 16/17	FY 17/18
		<b>621</b>	<b>583</b>	<b>583</b>

16a.	List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:	FY 15/16	FY 16/17	FY 17/18
		<b>600</b>	<b>650</b>	<b>700</b>

16b.	List actual number of the number of students who transfer to a 4-year college/university:	FY 15/16	FY 16/17	FY 17/18
		<b>609</b>	<b>649</b>	<b>686</b>

17.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:					
	Program	Examination	Institution set standard	FY 15/16 Pass Rate	FY 16/17 Pass Rate	FY 17/18 Pass Rate
	<b>RN Pass rate</b>	<b>national</b>	<b>80 %</b>	<b>85 %</b>	<b>94 %</b>	<b>95 %</b>
	<b>Nursing Assistant/Home Health Aide</b>	<b>state</b>	<b>90 %</b>	<b>99 %</b>	<b>90 %</b>	<b>93 %</b>

18.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:				
	Program	Institution set standard	2016 Job Placement Rate	2015 Job Placement Rate	2014 Job Placement Rate
	<b>Nursing Assistant/Home Health Aide</b>	<b>90 %</b>	<b>99 %</b>	<b>85 %</b>	<b>95 %</b>
	<b>Nursing Program</b>	<b>70 %</b>	<b>74 %</b>	<b>82 %</b>	<b>88 %</b>

**Other Information**

19.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).
	<b>Our Honda PACT Program only had seven graduates, so it will not be reported this year, since it didn't meet the threshold of ten students. The enrollment is steadily increasing.</b>

The data included in this report are certified as a complete and accurate representation of the reporting institution.

[Click to Print This Page](#)

[ACCJC | Contact Us](#)

◆ 2010 ACCJC



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

| [Help](#) | [Logout](#)

**2018 Annual Report  
Final Submission**  
03/28/2018

Evergreen Valley College  
3095 Yerba Buena Road  
San Jose, CA 95135

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	<b>Confirmed</b>
2.	Name of individual preparing report:	<b>Lynette Apen</b>
3.	Phone number of person preparing report:	<b>408-531-6109</b>
4.	E-mail of person preparing report:	<b>lynette.apen@evc.edu</b>
5.	Total unduplicated headcount enrollment:	Fall 2017: <b>9,589</b> Fall 2016: <b>9,093</b> Fall 2015: <b>9,060</b>
6.	Total unduplicated headcount enrollment in degree applicable credit courses:	Fall 2017: <b>8,630</b> Fall 2016: <b>8,175</b> Fall 2015: <b>8,162</b>
7.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements):	Fall 2017: <b>2,755</b> Fall 2016: <b>2,669</b> Fall 2015: <b>2,793</b>
8.	Number of programs which may be fully completed via distance education:	Fall 2017: <b>0</b> Fall 2016: <b>0</b> Fall 2015: <b>0</b>
9.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2017: <b>1,670</b> Fall 2016: <b>1,472</b> Fall 2015: <b>1,270</b>
10.	Do you offer Correspondence Education?	<b>No</b>
11.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2017: <b>n/a</b> Fall 2016: <b>n/a</b> Fall 2015: <b>n/a</b>

**Student Achievement Data**

#	Question	Answer		
		2017	2016	2015
12.	a. What is your Institution-set standard for successful student course completion?	<b>64 %</b>	<b>64 %</b>	<b>80 %</b>

	b. Actual successful course completion rate:	<b>70 %</b>	<b>70.4 %</b>	<b>70.6 %</b>		
13.	a. Type of Institute-set standard for degrees If Number-other or Percent-other, please describe:	<b>Number of degrees</b>				
		2017	2016	2015		
	b. What is your Institution-set standard for degrees?	<b>545</b>	<b>545</b>	<b>N/A</b>		
	c. Actual degrees awarded:	<b>675</b>	<b>576</b>	<b>584</b>		
14.	a. Type of Institute-set standard for certificates If Number-other or Percent-other, please describe:	<b>Number of certificates</b>				
		2017	2016	2015		
	b. What is your Institution-set standard for certificates?	<b>52</b>	<b>52</b>	<b>N/A</b>		
	c. Actual certificates awarded:	<b>58</b>	<b>64</b>	<b>51</b>		
15.	a. Type of Institute-set standard for student transfers to a 4-year colleges/universities If Number-other or Percent-other, please describe:	<b>Number of transfers</b>				
		2017	2016	2015		
	b. What is your Institution-set standard student transfers to 4-year colleges/universities?	<b>583</b>	<b>583</b>	<b>N/A</b>		
	c. Actual student transfers to 4-year colleges/universities:	<b>649</b>	<b>608</b>	<b>676</b>		
16.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2017: <b>3</b> 2016: <b>3</b> 2015: <b>3</b>				
17.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2017: <b>3</b> 2016: <b>3</b> 2015: <b>3</b>				
18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:					
	Program	Examination	Institution set standard (%)	2016 Pass Rate (%)	2015 Pass Rate (%)	2014 Pass Rate (%)
	<b>Registered Nursing</b>	<b>national</b>	<b>80 %</b>	<b>94 %</b>	<b>85 %</b>	<b>81 %</b>
	<b>Nursing Assistant/Home Health Aide</b>	<b>state</b>	<b>90 %</b>	<b>90 %</b>	<b>99 %</b>	<b>95 %</b>
	<b>Honda PACT</b>	<b>other</b>	<b>90 %</b>	<b>95 %</b>	<b>83 %</b>	<b>99 %</b>
19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:					
	Program	Institution set standard (%)	2016 Job Placement Rate (%)	2015 Job Placement Rate (%)	2014 Job Placement Rate (%)	
	<b>Registered Nursing</b>	<b>70 %</b>	<b>82 %</b>	<b>74 %</b>	<b>69 %</b>	
	<b>Nursing Assistant/Home Health Aide</b>	<b>90 %</b>	<b>85 %</b>	<b>99 %</b>	<b>100 %</b>	
	<b>Honda PACT</b>	<b>90 %</b>	<b>100 %</b>	<b>92 %</b>	<b>95 %</b>	

**Student Learning Outcomes and Assessment**

#	Question	Answer

20.	Courses	2017	2016	2015
	a. Total number of college courses:	466	554	581
	b. Number of college courses with ongoing assessment of learning outcomes:	366	453	469
21.	Programs	2017	2016	2015
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	55	50	58
	b. Number of college programs with ongoing assessment of learning outcomes:	45	43	51
22.	Student Services and Learning Support	2017	2016	2015
	a. Total number of student services and learning support activities (as college has identified or grouped them for SSO/SAO implementation):	23	24	23
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	22	22	21

**Other Information**

23.	<p>Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).</p> <p><b>Item 19: Nursing Assistant/Home Health Aide 2016 job placement rate dropped slightly below the Institutional Set Standard. Program faculty identified that some certified program completers delayed employment to continue on educational health care pathways, including nursing programs. Program faculty will continue to track employment by semester to identify trends that may require resetting the Institution Set Standard and/or interventions to support employment.</b></p> <p><b>Items 20-22: All courses, programs and support services have defined SLOs and assessment is ongoing, systematic and used for quality improvement (included in the program review process). SLO dialogue is ongoing throughout the college community. To continue the focus on quality assessment, the SLO Assessment Committee (SLOAC) has compressed the college assessment cycle from 6 years to 2years, which is reflected in the 2017 numbers reported. SLOAC has also partnered with the Institutional Effectiveness Committee (IEC) that oversees the college program review process to ensure that SLO assessment analysis is robust and clearly linked as a key metric measuring student learning. The college continues to focus on addressing challenges in completing course assessment, in particular with courses taught only by adjunct faculty. The SLO coordinator is providing user friendly assessment tracking reports to division deans to facilitate ongoing documentation of assessment and offers monthly workshops to support campus work. Through these interventions, the college will continue to improve and utilize SLO assessment as a measure of student learning.</b></p>
-----	---

The data included in this report are certified as a complete and accurate representation of the reporting institution.

[Click to Print This Page](#)



**2017 Annual Report**  
**Final Submission**  
 03/25/2017

Evergreen Valley College  
 3095 Yerba Buena Road  
 San Jose, CA 95135

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	<b>Confirmed</b>
2.	Name of individual preparing report:	<b>Lynette Apen</b>
3.	Phone number of person preparing report:	<b>408-531-6109</b>
4.	E-mail of person preparing report:	<b>lynette.apen@evc.edu</b>
5.	Total unduplicated headcount enrollment:	Fall 2016: <b>9,093</b> Fall 2015: <b>9,060</b> Fall 2014: <b>8,986</b>
6.	Total unduplicated headcount enrollment in degree applicable credit courses:	Fall 2016: <b>6,310</b> Fall 2015: <b>6,297</b> Fall 2014: <b>6,218</b>
7.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements):	Fall 2016: <b>2,783</b> Fall 2015: <b>2,763</b> Fall 2014: <b>2,768</b>
8.	Number of programs which may be fully completed via distance education:	Fall 2016: <b>0</b> Fall 2015: <b>0</b> Fall 2014: <b>0</b>
9.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2016: <b>1,472</b> Fall 2015: <b>1,270</b> Fall 2014: <b>1,286</b>
10.	Do you offer Correspondence Education?	<b>No</b>

11.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2016: <b>n/a</b> Fall 2015: <b>n/a</b> Fall 2014: <b>n/a</b>
-----	---	---

**Student Achievement Data**

#	Question	Answer		
12.	a. What is your Institution-set standard for successful student course completion?	2016	2015	2014
		<b>64 %</b>	<b>64 %</b>	<b>80 %</b>
	b. Actual successful course completion rate:	<b>70.4 %</b>	<b>70.6 %</b>	<b>70.3 %</b>
13.	a. Type of Institute-set standard for degrees If Number-other or Percent-other, please describe:	<b>Number of degrees</b>		
		2016	2015	2014
	b. What is your Institution-set standard for degrees?	<b>545</b>	<b>N/A</b>	<b>N/A</b>
	c. Actual number degrees awarded:	<b>640</b>	<b>584</b>	<b>596</b>
14.	a. Type of Institute-set standard for certificates If Number-other or Percent-other, please describe:	<b>Number of certificates</b>		
		2016	2015	2014
	b. What is your Institution-set standard for certificates?	<b>52</b>	<b>N/A</b>	<b>N/A</b>
	c. Actual number certificates awarded:	<b>64</b>	<b>51</b>	<b>58</b>
15.	a. Type of Institute-set standard for student transfers to a 4-year colleges/universities If Number-other or Percent-other, please describe:	<b>Number of transfers</b>		
		2016	2015	2014
	b. What is your Institution-set standard for number of students who transfer to 4-year colleges/universities?	<b>583</b>	<b>N/A</b>	<b>N/A</b>
	c. Actual number of students who transferred to 4-year colleges/universities:	<b>608</b>	<b>676</b>	<b>661</b>
16.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2016: <b>3</b> 2015: <b>3</b> 2014: <b>3</b>		
17.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2016: <b>3</b> 2015: <b>3</b>		

18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:					
	Program	Examination	Institution set standard (%)	2015 Pass Rate (%)	2014 Pass Rate (%)	2013 Pass Rate (%)
	<b>Nursing</b>	<b>state</b>	<b>80 %</b>	<b>85 %</b>	<b>81 %</b>	<b>91 %</b>
	<b>Nursing Assistant/Home Health Aide</b>	<b>state</b>	<b>90 %</b>	<b>99 %</b>	<b>95 %</b>	<b>94 %</b>
	<b>Honda PACT</b>	<b>other</b>	<b>90 %</b>	<b>83 %</b>	<b>99 %</b>	<b>90 %</b>
19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:					
	Program	Institution set standard (%)	2015 Job Placement Rate (%)	2014 Job Placement Rate (%)	2013 Job Placement Rate (%)	
	<b>Nursing Program</b>	<b>70 %</b>	<b>74 %</b>	<b>69 %</b>	<b>78 %</b>	
	<b>Nursing Assistant/Home Health Aide</b>	<b>90 %</b>	<b>99 %</b>	<b>100 %</b>	<b>100 %</b>	
	<b>Honda PACT</b>	<b>90 %</b>	<b>92 %</b>	<b>95 %</b>	<b>90 %</b>	

**Student Learning Outcomes and Assessment**

#	Question	Answer		
20.	Courses	2016	2015	2014
	a. Total number of college courses:	<b>554</b>	<b>581</b>	<b>574</b>
	b. Number of college courses with ongoing assessment of learning outcomes:	<b>453</b>	<b>469</b>	<b>456</b>
21.	Programs	2016	2015	2014
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	<b>50</b>	<b>58</b>	<b>59</b>
	b. Number of college programs with ongoing assessment of learning outcomes:	<b>43</b>	<b>51</b>	<b>50</b>
22.	Student Services and Learning Support	2016	2015	2014
	a. Total number of student services and learning support activities (as college has identified or grouped them for SSO/SAO implementation):	<b>24</b>	<b>23</b>	<b>24</b>
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	<b>22</b>	<b>21</b>	<b>23</b>

**Other Information**

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

**Clarification for items 5-9: results different from previous annual reports. Headcount reported for 2017 are captured at Census Day, as instructed. On previous annual reports, headcount was given for end of term.**

**Items 13-15: In addition to these newly set standards (degree, certificates and transfer), the college also has an institutional set standard for transfer velocity, set at 35%. The college met the standard with the current transfer velocity of 40% (transfer cohort 2015-2016).**

**Item 18: Honda PACT pass rate dropped below the Institutional Set Standard. Faculty identified that fewer students took the certification exam, as they were placed in dealerships (employment) and were certified by the dealerships, rather than the certification exam. Moving forward, program faculty are exploring programmatic requirements of fulfilling certification (through the exam) as a part of the degree.**

**Items 20-22: 100% of all courses, programs and support services have defined SLOs. SLO assessment is a part of the campus culture and is ongoing, systematic and used for quality improvement (included in program review process). SLO assessment dialogue is ongoing and identified at the course, program, department, division and institutional levels. As such, the college has continued to grow in its assessment efforts. However, challenges still exist in reporting assessment progress, in particular at the course level. As new courses are developed/approved, there is a delay before they are taught and assessed. Courses that are only taught by adjunct faculty also pose unique considerations for the college. The SLO Assessment Committee (SLOAC) is continually reviewing college progress and making recommendations to maintain focus on continuous quality improvement.**

23.

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

[Click to Print This Page](#)

[ACCJC](#) | [Contact Us](#)

◆ 2010 ACCJC





Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

| [Help](#) | [Logout](#)**2016 Annual Report****Final Submission**

03/31/2016

Evergreen Valley College  
 3095 Yerba Buena Road  
 San Jose, CA 95135

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Keith Aytch
3.	Phone number of person preparing report:	(408) 270-6450
4.	E-mail of person preparing report:	keith.aytch@evc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.evc.edu/AcademicAffairs/Documents/1board_of_trustees.pdf">http://www.evc.edu/AcademicAffairs/Documents/1board_of_trustees.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.evc.edu/discover-evc/accreditation">http://www.evc.edu/discover-evc/accreditation</a>
6.	Total unduplicated headcount enrollment:	Fall 2015: 8,523 Fall 2014: 8,953 Fall 2013: 9,100
7.	Total unduplicated headcount enrollment in	6,225

	degree applicable credit courses for fall 2015:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	2,297
9.	Number of courses offered via distance education:	Fall 2015: 41 Fall 2014: 49 Fall 2013: 47
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 1,171 Fall 2014: 1,198 Fall 2013: 1,204
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 16
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	No

#### Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	64%
14b.	Successful student course completion rate for the fall 2015 semester:	70.43%
	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A		
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A		
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A		
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	584			
16b.	Number of students who received a degree in the 2014-2015 academic year:	533			
16c.	Number of students who received a certificate in the 2014-2015 academic year:	51			
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a			
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	676			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No			
18b.	If yes, please identify them:	n/a			
19a.	Number of career-technical education (CTE) certificates and degrees:	33			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	33			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	3			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
		<b>CIP Code 4 digits (##.##)</b>	<b>Examination</b>	<b>Institution set standard (%)</b>	<b>Pass Rate (%)</b>
	Nursing	51.3801	state	80 %	81.38 %
	Nursing Assistant/Home Health Aide	51.1614	state	90 %	94.5 %
	Honda PACT	47.0604	other	90 %	99 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
		<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard (%)</b>	<b>Job Placement Rate (%)</b>	
	Nursing	51.3801	70 %	100 %	
	Nursing Assistant/Home Health Aide	51.1614	90 %	69 %	

	Honda PACT	47.0604	90 %	95 %						
22.	Please list any other institution set standards at your college: <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th style="width: 40%;">Definition</th> <th style="width: 30%;">Institution set standard</th> </tr> </thead> <tbody> <tr> <td>Transfer Rate (transfer velocity)</td> <td>Dividing the number of students with enrollments at a Bachelors granting institution by the total size of the transfer cohort yields the transfer rate.</td> <td style="text-align: center;">35%</td> </tr> </tbody> </table>				Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Transfer Rate (transfer velocity)	Dividing the number of students with enrollments at a Bachelors granting institution by the total size of the transfer cohort yields the transfer rate.	35%
Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard								
Transfer Rate (transfer velocity)	Dividing the number of students with enrollments at a Bachelors granting institution by the total size of the transfer cohort yields the transfer rate.	35%								
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words). <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                     The college is developing its understanding of ISS. As such, previously (2015 annual report), with its interpretation of successful course completion, the ISS was set as an aspirational rate of 80%. This year, the campus Institutional Effectiveness Committee (IEC) reviewed successful course completion data over the past five years and triangulated the data by reviewing 5 year state and peer institution averages. Dialogue regarding student data resulted in setting a thoughtful ISS of 64% and identification of another ISS tied to the mission. Through our campus conversation with our student data, IEC reflected that 1/3 of our students select transfer as their educational goal at the time of application. IEC followed the same process as outlined for successful course completion to triangulate data to set an ISS for transfer rate. These ISS(s) were then shared and endorsed by governance structures including Academic Senate and College Council. The college is currently applying the same methodology to set program set standards for successful course completion. Having set appropriate ISS allows the college to measure student achievement that will impact meaningful change for our students.                 </div>									

**Student Learning Outcomes and Assessment**

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 581
	b.	Number of college courses with ongoing assessment of learning outcomes: 469
	Auto-calculated field: percentage of total:	
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 58
	b.	Number of college programs with ongoing assessment of learning outcomes: 51
	Auto-calculated field: percentage of total:	
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 23
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 21
	Auto-calculated field: percentage of total:	
	URL(s) from the college website where prospective	

27.	students can find SLO assessment results for instructional programs:	<a href="http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment">http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment</a>
28.	Number of courses identified as part of the general education (GE) program:	157
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	53%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	83
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	40%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The college is utilizing a multi-pronged approach to GE/ILO assessment. More specifically, the college leverages existing course/program assessments to inform GE/ILO assessment, as well as creating GE/ILO specific assessments. The results are documented on the ILO assessment matrix, which follows the same reporting format as all other SLO Assessment documentation. In fall 2014, the SLO committee recommended use of a standardized written communication rubric that was approved and used by various academic areas on campus. Throughout the assessment process, GE/ILO assessments and results are shared with the full college during the biannual college-wide staff development days. To inform the external community, the ILO assessment matrix is posted on the EVC Website, under SLOs.</p> </div>	
<p><b>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</b></p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Alignment of the SLOs for the course, program and institution is an ongoing endeavor. To support clear alignment, EVC added SLO assessment and ILO mapping to the curriculum development/revision process within curriUNET. With this inclusion, faculty proposing new or revised curriculum automatically map the courses and programs to the ILOs. On the assessment matrices for all levels in the college, staff members are instructed to indicate the corresponding mapped ILOs under the course/program or service outcomes. To facilitate continued progress in GE/ILO mapping, monthly staff development trainings are dedicated to SLO mapping activities. The nursing program participated in GE/ILO assessment for Inquiry Reasoning. The assessment used was an external clinical reasoning exam issued to incoming nursing students and then upon completion of the 4 semester nursing program. The results showed significant improvement in clinical reasoning with a group composite score of 67% at the entrance to 74% at program completion. The nursing faculty are conducting greater analysis to highlight areas of success and identify critical thinking areas that need instructional modification.</p> </div>	

37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The college communicates SLO assessment results through several avenues, including online reporting through the assessment matrices, department/division sharing at monthly division meetings, program reviews and college-wide discussion at biannual staff development days. During college-wide meetings, SLO assessment sharing of best practices has occurred with panel members presenting results in different facets of assessment- including closing the loop of assessment. The college audience then has opportunity for Q&amp;A; therefore, creating open dialogue and the opportunity to learn from colleagues. Students are influenced by SLO assessment results, in that recommended changes often involve a change in instruction or method in which services are provided. Students are actively aware of SLO assessment, as they are completing assessments is all facets of the college, including ILO assessment.</p> </div>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>All facets of Outcomes assessment are reported using web-based matrices. This allows the college community to access results at any time and to use the same language when describing assessment practices, results and improvements. At the SLO website, the assessment matrices are divided by courses, programs, services and ILOs. They are then further aligned by division/department. Further analysis of specific areas are reviewed at monthly division or department meetings. For college-wide discussion, during the biannual staff development days, a portion of the morning program is devoted to the SLO Assessment Best Practices Panel. Panel participants vary each session and represent assessment in all facets of the college. Panel members share assessment operational procedures, discuss data results, indicate a plan for improvement and results of reassessment. SLO assessment results inform program review, resource allocation and institutional effectiveness. The clearest avenue for the linkage is identified on the college's program review template-Part C, Student Learning Outcomes and Assessment. To further enhance delineation of SLO assessment to institutional effectiveness, the college invested in CurricUNET Meta system with an SLO assessment &amp; program review module. The college is testing and hopes to implement modules in Fall 2016.</p> </div>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>In fall 2014, the faculty in Art 26A, representational drawing, assessed a SLO with positive results indicating student attainment of the SLO (85%); however, the faculty added an additional assignment (sketch book drawings) to enhance student mastery of the SLO. With implementation of the learning activity, 100% of the students assessed at mastery of the SLO. A favorable outcome that the faculty will now imbed the assignment in the ongoing learning activities. In fall 2015, the Career and Transfer Center, assessed a learning outcome at three different points in the semester. After the first assessment (student cohort), revisions were made to instruction and student average growth margin doubled from 20% in cohort A to 40% in cohorts B &amp; C. In spring 2015, the accounting AS program faculty closed the loop of assessment for their PLO#3. Initial assessment results revealed a deficiency in successfully completing a complex semester end project. The following semester, faculty spend additional instructional time on the topic and assessed student attainment earlier during the semester mid-term. The student attainment of the PLO increased by 12%. As a result, faculty have integrated the change.</p> </div>

**Substantive Change Items**

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0

41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	A proposal to offer 50% or more courses through online modalities

#### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	none

The data included in this report are certified as a complete and accurate representation of the reporting institution.

[Click to Print This Page](#)

---

[ACCJC | Contact Us](#)

© 2010 ACCJC

**2022 Annual Report**  
**Final Submission**  
04/06/2022

Evergreen Valley College  
3095 Yerba Buena Road  
San Jose, CA 95135

**General Information**

#	Question	Answer
1.	Confirm your College Information	<b>Confirmed</b>
2.	Name of individual preparing report:	<b>Matais Pouncil</b>
3.	Phone number of person preparing report:	<b>5624198833</b>
4.	E-mail of person preparing report:	<b>matais.pouncil@evc.edu</b>
5.	Type of Institution (select one)	<b>California Community College</b>

**Headcount Enrollment Data**

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: <b>14,343</b> 2019-20: <b>14,763</b> 2020-21: <b>13,665</b>
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	<b>3%</b> <b>-7%</b>

**6. Additional Instructions and Data Definitions:**

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: <b>13,497</b> 2019-20: <b>13,840</b> 2020-21: <b>13,182</b>
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.  <b>N/A</b>	

**7. Additional Instructions and Data Definitions:**

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may



potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

## Distance Education and Correspondence Education

#	Question	Answer						
8.	Do you offer Distance Education?	<b>Yes</b>						
8a.	Total unduplicated headcount enrollment in distance education in last three years:	<table> <tr> <td>2018-19</td> <td><b>3,645</b></td> </tr> <tr> <td>2019-20</td> <td><b>4,330</b></td> </tr> <tr> <td>2020-21</td> <td><b>8,748</b></td> </tr> </table>	2018-19	<b>3,645</b>	2019-20	<b>4,330</b>	2020-21	<b>8,748</b>
2018-19	<b>3,645</b>							
2019-20	<b>4,330</b>							
2020-21	<b>8,748</b>							
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	<b>19%</b> <b>102%</b>						
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain:  <b>Yes, we experienced more than a 50% increase in online courses because of the pandemic as all California Community Colleges have.</b>							

### 8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

**8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020:** When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	<b>No</b>
----	--	-----------

### 9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve paperwork (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

## Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	<b>26 %</b>

### 10. Additional Instructions and Data Definitions:

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as the share of students who graduated within 8 years of entering this school for the first time.

11.	If your college relies on another source for reporting success metrics, please identify the source ( <b>select one</b> ).	<b>College established dashboard</b>
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	<b><a href="https://www.evc.edu/discover-etc/institutional-effectiveness">https://www.evc.edu/discover-etc/institutional-effectiveness</a></b>
<p><b>12. Additional Instructions and Data Definitions:</b>  ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (<a href="https://accjc.org/find-an-institution">https://accjc.org/find-an-institution</a>). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.</p>		

**Institution Set Standards for Student Achievement**

#	Question	Answer		
<b>Course Completion Rates</b>				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2018-19 <b>71 %</b>	2019-20 <b>71 %</b>	2020-21 <b>71 %</b>
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2018-19 <b>73 %</b>	2019-20 <b>73 %</b>	2020-21 <b>73 %</b>
13b.	List the actual successful student course completion rate:	2018-19 <b>72 %</b>	2019-20 <b>75 %</b>	2020-21 <b>76 %</b>

**13. Additional Instructions and Data Definitions:**

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

**Certificates**

14.	Type of Institute-set standard for certificates:	<b>Number of certificates</b>		
	If Number-Other or Percent-other, please describe:			
14a.	List your Institution-Set Standard (floor) for certificates:	2018-19 <b>65</b>	2019-20 <b>66</b>	2020-21 <b>66</b>
14b.	List your stretch goal (aspirational) for certificates:	2018-19 <b>72</b>	2019-20 <b>76</b>	2020-21 <b>80</b>
14c.	List actual number or percentage of certificates:	2018-19 <b>105</b>	2019-20 <b>97</b>	2020-21 <b>286</b>

**14. Additional Instructions and Data Definitions:**

For purposes of this report, include only those certificates which are awarded with 16 or more units.

**Associate Degree (A.A./A.S.)**

15.	Type of Institute-set standard for degrees awarded:	<b>Number of degrees</b>		
	If Number-Other or Percent-other, please describe:			
15a.	List your Institution-Set Standard (floor) for degrees:	2018-19	2019-20	2020-21

		<b>642</b>	<b>643</b>	<b>644</b>
15b.	List your stretch goal (aspirational) for degrees:	2018-19 <b>715</b>	2019-20 <b>730</b>	2020-21 <b>745</b>
15c.	List actual number or percentage of degrees:	2018-19 <b>822</b>	2019-20 <b>795</b>	2020-21 <b>1,010</b>

### Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	<b>No</b>
-----	--	-----------

### Transfer

17.	Type of Institute-set standard for transfers:	<b>Number of transfers</b>		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university:	2018-19 <b>613</b>	2019-20 <b>643</b>	2020-21 <b>673</b>
17b.	List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:	2018-19 <b>790</b>	2019-20 <b>880</b>	2020-21 <b>970</b>
17c.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19 <b>602</b>	2019-20 <b>650</b>	2020-21 <b>757</b>

### Licensure Examination Pass Rates

18.	Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
	<b>Nursing Program - RN NCLEX</b>	<b>National</b>	<b>80 %</b>	<b>95 %</b>	<b>96 %</b>	<b>95 %</b>	<b>90 %</b>
	<b>Nursing Assistant/Home Health Aide</b>	<b>State</b>	<b>90 %</b>	<b>95 %</b>	<b>97 %</b>	<b>96 %</b>	<b>96 %</b>

### 18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

### Employment rates for Career and Technical Education students

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:					
	Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
	<b>Nursing Program - RN NCLEX</b>	<b>70 %</b>	<b>75 %</b>	<b>78 %</b>	<b>73 %</b>	<b>74 %</b>
	<b>Nursing Assistant/Home Health Aide</b>	<b>90 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>96 %</b>
	<b>Honda PACT</b>	<b>90 %</b>	<b>100 %</b>	<b>89 %</b>	<b>100 %</b>	<b>100 %</b>

### 19. Additional Instructions and Data Definitions:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the

denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

## Other Information

20.

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

**The nursing department follows the Accreditation Commission for Education in Nursing (ACEN) reporting standard for employment rates. This standard indicates that the denominator is calculated based on the number of program graduates that responded to contact attempts.**

**This survey was submitted on 2022-04-06**

---

[ACCJC](#) | [Contact US](#)

© 2010 ACCJC

# ACCJC Annual Report 2023

## General Information

---

**Confirm college name:**

Evergreen Valley College

**Name of individual preparing report:**

Matais Pouncil

**Phone number of person preparing report:**

408-270-6451

**Email of person preparing report:**

matais.pouncil@evc.edu

## Enrollment Data: Unduplicated Headcount

---

**2019-2020**

14763

**2020-2021**

13665

**2021-2022**

12764

## Enrollment Data: Unduplicated Headcount

---

5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

N/A

## Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

---

**2019-2020**

13840

**2020-2021**

13182

**2021-2022**

12278

## Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

---

6b. Please list any individual degree applicable credit program which has experienced an increase (or decrease) of 50% or more in the last year.

N/A

## Enrollment Data: Distance Education

---

7. Do you offer Distance Education?

Yes

## Enrollment Data: Distance Education

---

2019-2020

4320

2020-2021

13657

2021-2022

11501

### Enrollment Data: Distance Education

---

7c. If your institution experienced an increase (or decrease) in distance education enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

COVID-19 pandemic in 2020-21

### Enrollment Data: Correspondence Education

---

8. Do you offer Correspondence Education?

No

### Federal Data

---

9. List the current Graduation Rate per the US Education Department College Scorecard:

25%

10. If your college relies on another source for reporting success metrics, please identify the source (select one).

College established dashboard

11. Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.

<https://www.evc.edu/why-evc/accreditation/institutional-effectiveness>

### Institution-Set Standards: Course Completion Rates

---

12. Course Completion Rates

	2019-20	2020-21	2021-22
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	71%	71%	71%
12b. List your stretch goal (aspirational) for successful student course completion rate:	73%	73%	75%
12c. List the actual successful student course completion rate:	75%	76%	75%

### Institution-Set Standards: Certificate Completion

---

13. Type of Institute-set standard for certificates (Please select one option from the menu):

Number of certificates

13. Certificates

	2019-20	2020-21	2021-22
13a. List your Institution-Set Standard (floor) for certificates:	66	66	66
13b. List your stretch goal (aspirational) for certificates:	76	80	84
13c. List actual number or percentage of certificates:	97	286	281

### Institution-Set Standards: Associate Degree Completion

---

**14. Type of Institute-set standard for degrees awarded (Please select one option from the menu):**

Number of degrees

**14. Associate Degree (A.A./A.S.)**

	2019-20	2020-21	2021-22
14a. List your Institution-Set Standard (floor) for degrees:	643	644	645
14b. List your stretch goal (aspirational) for degrees:	730	745	758
14c. List actual number or percentage of degrees:	795	1010	802

**Institution-Set Standards: Baccalaureate Degree Completion**

---

**15. Does your college offer a Bachelor's Degree (B.A./B.S.)?**

No

**Institution-Set Standards: Transfer**

---

**16. Type of Institute-set standard for transfers (Please select one option from the menu):**

Number of transfers

**16. Transfer**

	2019-20	2020-21	2021-22
16a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	643	673	700
16b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	880	970	1062
16c. List actual number or percentage of students who transfer to a 4-year college/university:	650	763	708

**Institution-Set Standards: Licensure Examination Pass Rates**

---

**17. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:****Program**

Nursing Program

**Exam (National, State, Other)**

National

**Institution-Set Standard (%) (Floor)**

80%

**Stretch (Aspirational) Goal (%)**

95%

**2019-20 Pass Rate**

95

**2020-21 Pass Rate**

90

## 2021-22 Pass Rate

97

## Program

Nursing Assistant/Home Health Aide

## Exam (National, State, Other)

State

## Institution-Set Standard (%) (Floor)

90%

## Stretch (Aspirational) Goal (%)

95%

## 2019-20 Pass Rate

96

## 2020-21 Pass Rate

96

## 2021-22 Pass Rate

90

## Institution-Set Standards: Job placement rates

---

18. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

## Program

Nursing Program

## Institution-Set Standard (%) (Floor)

70%

## Stretch (Aspirational) Goal (%)

75%

## 2019-20 Job Placement Rate

73

## 2020-21 Job Placement Rate

74

## 2021-22 Job Placement Rate

86

## Program

Nursing Program

## Institution-Set Standard (%) (Floor)

70%



**Stretch (Aspirational) Goal (%)**

75%

**2019-20 Job Placement Rate**

73

**2020-21 Job Placement Rate**

74

**2021-22 Job Placement Rate**

86

**Program**

Nursing Assistant/Home Health Aide

**Institution-Set Standard (%) (Floor)**

90%

**Stretch (Aspirational) Goal (%)**

100%

**2019-20 Job Placement Rate**

100

**2020-21 Job Placement Rate**

96

**2021-22 Job Placement Rate**

n/a

**Program**

Nursing Assistant/Home Health Aide

**Institution-Set Standard (%) (Floor)**

90%

**Stretch (Aspirational) Goal (%)**

100%

**2019-20 Job Placement Rate**

100

**2020-21 Job Placement Rate**

96

**2021-22 Job Placement Rate**

90

**Program**

Honda PACT

**Institution-Set Standard (%) (Floor)**

90%

**Stretch (Aspirational) Goal (%)**

100%

**2019-20 Job Placement Rate**

100

**2020-21 Job Placement Rate**

100

**2021-22 Job Placement Rate**

100

**Program**

Auto Technology

**Institution-Set Standard (%) (Floor)**

90%

**Stretch (Aspirational) Goal (%)**

100%

**2019-20 Job Placement Rate**

100

**2020-21 Job Placement Rate**

100

**2021-22 Job Placement Rate**

100

**Additional Comments**

---

**19. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).**

Of the students who responded to the 2021 CTE Outcomes Survey question, "How many secured a job that is closely related to their program of study?" a total of 72.7% responded "very close" and "close." Students who responded to this survey were those who graduated in 2018-19.

---

**By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.**

Check to confirm and acknowledge