

De La Cerda, Rita

From: Aytch, Keith D. <Keith.Aytch@evc.edu>
Sent: Thursday, March 27, 2014 9:37 AM
To: De La Cerda, Rita
Cc: Romano, Paulette
Subject: FW: ACCJC - 2014 Annual Report Submission

FYI

Keith D. Aytch

Vice President of Academic Affairs
Evergreen Valley College
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From: support@accjc.org [mailto:support@accjc.org]
Sent: Wednesday, March 26, 2014 3:04 PM
To: Yong, Henry
Cc: Aytch, Keith D.
Subject: ACCJC - 2014 Annual Report Submission

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Mr. Henry Yong <henry.yong@evc.edu> on 03/26/2014.

Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

2014 Annual Report Final Submission 03/26/2014

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:	http://www.evc.edu/AcademicAffairs/Documents/chapter1.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.evc.edu/discover-evc/presidents-message
6.	Total unduplicated headcount enrollment:	Fall 2013: 9,100 Fall 2012: 9,153 Fall 2011: 10,420
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	8,290
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	2,547
9.	Number of courses offered via distance education:	Fall 2013: 57 Fall 2012: 46 Fall 2011: 33
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 1,307 Fall 2012: 1,016 Fall 2011: 827
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 16 Fall 2012: 13 Fall 2011: 1
13.	Were all correspondence courses for which students enrolled in fall 2012 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?	75%
14b.	Successful student course completion rate for the fall 2013	69.94%

	semester:				
15.	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.				
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	60		
	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?	50		
	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?	70		
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	613			
16b.	Number of students who received a degree in the 2012-2013 academic year:	512			
16c.	Number of students who received a certificate in the 2012-2013 academic year:	101			
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?	750			
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	602			
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:	35			
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:	35			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	90			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	65			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
	Nursing Program	51.3801	state	0 %	83.33 %

	Nursing Assistant/Home Health Aide	51.1614	state< /TD>	0 %	95 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	
	Automotive	47.0604	0 %	85 %	
	Accounting	52.0302	0 %30 %		
	Paralegal Assistant	22.0301	0 %	50 %	
22.	Please list any other instituion set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
	Persistance and Retention	% of students that persist to the next level		65	
	Career Technical	% success rate of CTE students that meet their goal		70	
23.	<p>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).</p> <p>Evergreen has an effective and inclusive practice that reflects an institution-wide commitment, involving faculty, staff, administration, students, and board, to improvement of educational outcomes for students across all groups. Improvement of student outcomes (for example, individual student's educational goals, successful course completion, persistence, certificate/degree attainment and transfer) clearly requires broad participation, commitment and leadership by the faculty. We limit late enrollment and provide integrated supplemental instruction and tutoring. We also fund a variety of special programs that target our at risk students. We revisit hiring practices for faculty and we utilize a curricular and program design that address es diversity in learning styles and cultural backgrounds. In addition, we provide employees with professional development focused on cultural competency and innovative methods of instruction.</p>				

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	559
	b. Number of college courses with ongoing assessment of learning outcomes	443

		Auto-calculated field: percentage of total:	79.2
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	57
	b.	Number of college programs with ongoing assessment of learning outcomes	47
		Auto-calculated field: percentage of total:	82.5
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	24
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	23
		Auto-calculated field: percentage of total:	95.8
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www.evc.edu/discover-evc/slos	
28.	Number of courses identified as part of the GE program:	n/a	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	n/a	
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 program Student Learning Outcomes:	n/a	
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).	25%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	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).		
	The college is utilizing a multi-pronged approach to ILO assessment. More specifically, the college leverages existing course/program assessments to inform ILO assessment, as well as creating ILO specific assessments. The results are documented on the ILO assessment matrix, which follows the same reporting format as all other SLO Assessment documentation. Similar to course and program assessments, the ILO assessments have been mapped out, with one to two ILOs assessed per year. Upon completion of 2014, all five ILOs will have documented assessment results. Throughout the assessment process, 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.		
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.

36. 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).

Beginning in fall 2012, the college utilized the college-wide staff development days to undergo course and program mapping to the ILOs. This is an ongoing endeavor. To further support clear alignment, EVC added an SLO Supplement form to the course outline of record. With this form, faculty proposing new or revised curriculum automatically map the course to the ILOs. On the assessment matrices for all levels in the college, staff members indicate the corresponding mapped ILOs under the course/program or service outcomes.

37. 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).

The college communicates SLO assessment results through several avenues, including online reporting through the assessment matrices, department/division sharing at monthly division meetings, 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. The college audience then has opportunity for Q&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 in all facets of the college, including ILO assessment. Furthermore, student government plays an active role in messaging accreditation updates/requirements, including outcomes assessment, to its members.

38. 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).

All facets of Outcomes assessment are reported utilizing similar 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. On the SLO website, the assessment matrices are divided up by courses, programs, services and ILOs. They are then further aligned by division/department. Further analysis of specific areas are reviewed at division or department meetings. For college-wide discussion, during the 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. During this time, panel members share assessment operational procedures discuss data results, indicate a plan for improvement/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. Faculty and staff completing program reviews address questions of resource allocation and institutional effectiveness utilizing assessment results.

39. 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).

During the college's biannual staff development days, faculty, staff and administrators have the opportunity to share outcomes assessment success stories to the college community.

Both these success stories were shared with the college community. A member of the EVC Engineering faculty discussed a review of his formative assessment in ENGR 050. The data analysis resulted in identification of a gap in learning and immediate correction prior to the end of the semester and revealed improvement upon reassessment. Nursing faculty, among other faculty, participated in the ILO assessment for Inquiry Reasoning. The nursing faculty utilized a standardized exam taken by all completing nursing students to assess readiness for state board exams. A component of this exam was used to measure critical thinking/clinical judgment. Data was collected over multiple semesters and revealed that students may benefit from earlier assessment of critical thinking. Therefore, faculty have incorporated a standardized critical thinking assessment during the first semester of the nursing program and reassessment with the same tool at the end of the program. Reassessment and data analysis to indicate growth in critical thinking is ongoing.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 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 institution's 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.

If you need additional assistance, please contact the commission.

Sincerely,

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