



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

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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:	http://www.evc.edu/AcademicAffairs/Documents/1board_of_trustees.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/accreditation
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:				
		CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	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:				
		CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	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:			
	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.	<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>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.</p>			

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:	80.7
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:	87.9
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:	91.3
	URL(s) from the college website where prospective		

27.	students can find SLO assessment results for instructional programs:	http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment
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>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.</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&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 & 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 & 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.

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