



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

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

11.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2016: n/a Fall 2015: n/a Fall 2014: n/a
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Student Achievement Data

#	Question	Answer						
12.	a. What is your Institution-set standard for successful student course completion?	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2016</td> <td style="width: 33%;">2015</td> <td style="width: 33%;">2014</td> </tr> <tr> <td>64 %</td> <td>64 %</td> <td>80 %</td> </tr> </table>	2016	2015	2014	64 %	64 %	80 %
	2016	2015	2014					
64 %	64 %	80 %						
b. Actual successful course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2016</td> <td style="width: 33%;">2015</td> <td style="width: 33%;">2014</td> </tr> <tr> <td>70.4 %</td> <td>70.6 %</td> <td>70.3 %</td> </tr> </table>	2016	2015	2014	70.4 %	70.6 %	70.3 %	
2016	2015	2014						
70.4 %	70.6 %	70.3 %						
13.	a. Type of Institute-set standard for degrees If Number-other or Percent-other, please describe:	Number of degrees						
	b. What is your Institution-set standard for degrees?	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2016</td> <td style="width: 33%;">2015</td> <td style="width: 33%;">2014</td> </tr> <tr> <td>545</td> <td>N/A</td> <td>N/A</td> </tr> </table>	2016	2015	2014	545	N/A	N/A
	2016	2015	2014					
545	N/A	N/A						
c. Actual number degrees awarded:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2016</td> <td style="width: 33%;">2015</td> <td style="width: 33%;">2014</td> </tr> <tr> <td>640</td> <td>584</td> <td>596</td> </tr> </table>	2016	2015	2014	640	584	596	
2016	2015	2014						
640	584	596						
14.	a. Type of Institute-set standard for certificates If Number-other or Percent-other, please describe:	Number of certificates						
	b. What is your Institution-set standard for certificates?	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2016</td> <td style="width: 33%;">2015</td> <td style="width: 33%;">2014</td> </tr> <tr> <td>52</td> <td>N/A</td> <td>N/A</td> </tr> </table>	2016	2015	2014	52	N/A	N/A
	2016	2015	2014					
52	N/A	N/A						
c. Actual number certificates awarded:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2016</td> <td style="width: 33%;">2015</td> <td style="width: 33%;">2014</td> </tr> <tr> <td>64</td> <td>51</td> <td>58</td> </tr> </table>	2016	2015	2014	64	51	58	
2016	2015	2014						
64	51	58						
15.	a. Type of Institute-set standard for student transfers to a 4-year colleges/universities If Number-other or Percent-other, please describe:	Number of transfers						
	b. What is your Institution-set standard for number of students who transfer to 4-year colleges/universities?	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2016</td> <td style="width: 33%;">2015</td> <td style="width: 33%;">2014</td> </tr> <tr> <td>583</td> <td>N/A</td> <td>N/A</td> </tr> </table>	2016	2015	2014	583	N/A	N/A
	2016	2015	2014					
583	N/A	N/A						
c. Actual number of students who transferred to 4-year colleges/universities:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2016</td> <td style="width: 33%;">2015</td> <td style="width: 33%;">2014</td> </tr> <tr> <td>608</td> <td>676</td> <td>661</td> </tr> </table>	2016	2015	2014	608	676	661	
2016	2015	2014						
608	676	661						
16.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2016: 3 2015: 3 2014: 3						
17.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2016: 3 2015: 3						

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

Student Learning Outcomes and Assessment

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

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.

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