DOCUMENT RESUME

ED 467 294 JC 020 549

AUTHOR	Kangas, Jon; Budros, Kathleen; Yoshioka, Joyce
TITLE	National, State, and Local Trends: Environmental Scan of Trends and Key Issues Affecting Planning.
INSTITUTION	San Jose/Evergreen Community Coll. District, San Jose, CA.
PUB DATE	2000-08-00
NOTE	99p.; Prepared by the San Jose/Evergreen Community College District (SJECCD) Office of Research and Planning for the SJECCD Governing Board Planning Retreat. Contains extensive number of charts, graphs, images, text, and backgrounds in color that may not reproduce clearly.
PUB TYPE	Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	*Community Colleges; *Educational Planning; *Environmental Scanning; High School Students; Institutional Characteristics; Institutional Environment; Long Range Planning; Strategic Planning; *Trend Analysis; Two Year Colleges
IDENTIFIERS	*San Jose Evergreen Community College District CA

ABSTRACT

This document is a collection of one-page summaries, or "Trends Newsletters" (Numbers 50, 54-7, 59-60, 67-71, and 73-91), that analyze the national, state, and local trends affecting planning for the San Jose/Evergreen Community College District in California. The document is divided into two sections: External Scan and Internal Scan. Topics included in the External Scan include: National Trends; State Trends; and Local Trends. Topics included in the Internal Scan include: San Jose/Evergreen Community College District (SJECCD) Trends; Demographics--SJECCD Enrollment; Partnership for Excellence; Performance--SJECCD Students; and Beyond SJECCD--SJECCD Follow-Up. National issues addressed in the report include the relationship between education and income, human resource macro-trends, service learning in community colleges, global awareness, public policy, and technology. Immigration, educational equity, and regional employment opportunities are a few of the state and local trends summarized. This collection of research briefs also provides enrollment and demographic data for the San Jose/Evergreen Community Colleges and accountability profiles for each institution. Highlights include: (1) fall 1999 enrollment at San Jose Community College was 54% female; (2) most of the district's high school students don't qualify for California State University System admission upon graduation; (3) in Santa Clara County 20,000 people were homeless at some point in 1999; (4) rents in Silicon Valley rose 23% between 1990 and 1996, but wages rose only 14%; and (5) between fall 1995 and fall 1999, the number of Asian students in the district rose slightly (from 6,804 to 7,218), and the proportion of Hispanic students increased by 2 percentage points to 28%. A final section in the document, Reference, includes: Accountability Profile, Fall 1999. (RC)

National, State, and Local Trends

Environmental Scan of Trends and Key Issues Affecting Planning

Prepared for the...

SJECCD Governing Board Planning Retreat

August 2000

Prepared by the
SJECCD Office of Research and Planning
Jon Kangas, Kathleen Budros, and Joyce Yoshioka

San Jose/Evergreen Community College District

August 2000

SJECCD Governing Board Retreat

National, State, and Local Trends

External and Internal Environmental Scans of Trends and Key Issues Affecting Planning for the San Jose/Evergreen Community College District

External Scan

National Trends

- Trends Newsletters
  - -- #50 – Education and Income
  - -- #54 – Human Resource Macro-Trends
  - -- #70 – Careers for 2000: Bridging the Gap
  - -- #73 – Community College Trends for 2000+
  - -- #74 – Service Learning in Community Colleges – Why?
  - -- #78 – Global Awareness
  - -- #80 – Women Outnumber Men on College Campuses
  - -- #82 – Campus Technology Trends
  - -- #85 – Survival Skills for the 21st Century
  - -- #87 – Higher Education in 1999 and 2000: Ten Public Policy Issues
  - --#90 – The Knowledge Net

State Trends

- Trends Newsletters
  - -- #57 – 500,000 More College Students – Tidal Wave II
  - -- #59 – Trends Affecting California Community College Research and Planning Professionals
  - -- #67 – Immigration in California
  - -- #71 -- CSU Requirements Tighten
  - -- #77 – CPEC Factsheets
  - -- #79 – Teacher Shortage in California
  - -- #88 – Educational Equity – Why?
  - -- #89 – Educational Equity – How?
  - -- #91 – California's Population

Local Trends

- Trends Newsletters
  - -- #55 – "Major" Trends – Current Silicon Valley Employment Opportunities
  - -- #56 – 2010
  - -- #68 – Workforce Gap in Silicon Valley
  - -- #75 – Bay Area Council Poll Results
  - -- #76 – Income Gap—Worst Problem: Housing
  - -- #83 – When Two Master's Degrees Aren't Enough
  - -- #84 – Passage From India: H-1B Visa

- Feeder High Schools
  - -- Ethnic Composition
    - East Side Union High School District
    - San Jose Unified School District
  - -- Second Languages Spoken
    - ESUHSD and SJUSD Students
  - -- Mean Household Income
    - Families in ESUHSD and SJUSD

Internal Scan

SJECCD Trends

- Trends Newsletters
  - -- #60 – Working Students
  - -- #69 – Long-Range Forecast—Enrollment and WSCH for SJECCD
  - -- #67 – Focus on Ethnicity: Hispanic Students in the SJECCD
  - -- #81 – Growing Career Opportunities: Web Site Management
  - -- #86 – Focus on Ethnicity: Asian Students in the SJECCD

Demographics—SJECCD Enrollment

- Enrollment by Ethnicity
  - -- Campus Snapshots (Change in Enrollment by Ethnicity from F94 – F99)
  - -- EVC Enrollment by Benchmark Ethnicity, F94 – F99
  - -- SJCC Enrollment by Benchmark Ethnicity, F94 – F99
- Part-time and Full-time Enrollment
  - -- EVC Enrollment by Part-time and Full-time Students
  - -- SJCC Enrollment by Part-time and Full-time Students
- Enrollment by Age
  - -- Campus Snapshots (Change in Enrollment by Age from F94 – F99)
  - -- EVC Enrollment by Age, F94 – F99
  - -- SJCC Enrollment by Age, F94 – F99
- Enrollment of New Students
  - -- EVC Enrollment of New Students, F94 – F99
  - -- SJCC Enrollment of New Students, F94 – F99
- Enrollment by Day and Evening
  - -- Campus Snapshots (Change in Day/Eve Enrollment from F94 – F99)

Partnership for Excellence

- District/College Target Goals
- Progress Report for Goal 1 (Transfer)

Performance—SJECCD Students

- Fall through Spring Persistence by Ethnicity, EVC and SJCC (F95 – S99)
- Success Rates by Ethnicity, EVC and SJCC (F95 – F99)
- Graduates by Ethnicity, EVC and SJCC (93/94 – 98/99)

Beyond SJECCD—SJECCD Follow-up

- CSU Performance of SJECCD students
- WST Pass Rates at SJSU for SJECCD students 1996-1999

Reference

Accountability Profile, Fall 1999

NATIONAL TRENDS

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 50 **November 15, 1997**

I M P L I C A T I O N S

Education & Income

Graduate Work Brings the Biggest Payoff

Comment: The biggest financial payoff for an education comes at the highest level of graduate work. Because large numbers of SJECCD students start below college level and small numbers graduate and transfer, we will need to focus greater energy on facilitating transfer if students who come to us are to take advantage of the graduation payoffs.

Source: *Business Week* 7/28/97 as summarized in *TERM* July-August 1997

Facts Related to Higher Education

- "While the earnings advantage of college graduates over high school graduates is common knowledge, the research points to ever greater proportionate returns for graduate degrees."
- "One out of ten senior college graduates pursues graduate study."

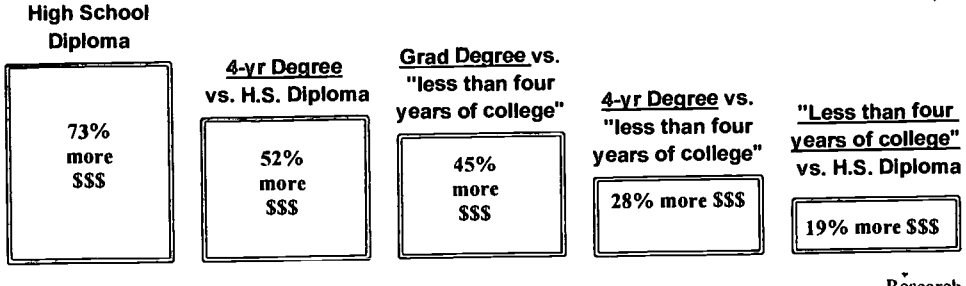
San Jose/Evergreen Community College District Facts

- Over 75% of our tested students qualify below English 1A.
- The SJECCD curriculum offers courses up to five levels below English 1A.
- Most of our students don't qualify for the CSU upon leaving high school.
- Only about 300 EVC and SJCC students graduate at each campus each year.
- Only 300-400 students from EVC and about 300 from SJCC transfer each year.

What is the payoff in dollars for earning higher degrees?

Graduate degree holders over high school graduates	73%
College graduates over high school graduates	52%
Graduate degree holders over those who finish less than four years of college	45%
College graduates over those who finish less than four years of college	28%
Less than four years of college over high school graduates	19%

More education means more money.
$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$



STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 54 **April 15, 1998**

I M P L I C A T I O N S

Human Resource Macro-Trends

Workplace Changes Signal Changes in Education

Comment: As the workplace evolves over the next decade, educational institutions will need to anticipate and respond to employer/employee needs.

Source: ***TERM* January-February 1998, p. 11, (originally in *Workforce*, January 1998)**

Workplace Flexibility

- Collaborative cultures will be part of the model approach
- Employment contracts will provide more schedule and site flexibility
- Technology support and pay will be tied to outcomes
- Intranets will expand rapidly
- Company facilities will move towards "virtual" space arrangements
- Employee benefits will become more portable

Global Business

- Global business will expand as cheaper technology allows more small businesses to reach international markets
- International business alliances/partnerships will increase
- Cross-cultural sensitivity and understanding will become more critical

Work and Society

- More personal emphasis on work/family life balance
- More employee emphasis on workplace flexibility arrangements
- More people leaving traditional career tracks
- Work/personal life imbalances increasing

Workforce Development

- Lifelong learning will be essential
- Training will become more performance-focused and less skill-building focused
- Problem-solving/decision-making will become a standardized and required curriculum for workers
- Computer skills will be needed by all workers

Definition of Jobs

- Employers will value workers based on: versatility, strategic thinking, ability to lead, problem-solving and technology skills, and interpersonal skills
- The need for computer skills will increase at all organizational levels
- Hierarchical structures will be replaced by task-focused teams
- Performance will be judged more by value-added contributions and less by pre-determined job descriptions
- The challenge and complexity of work will grow

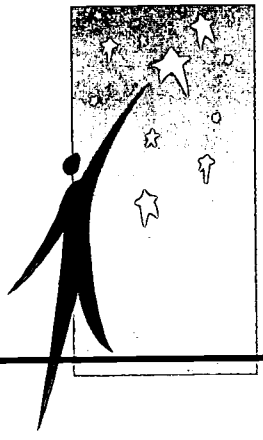
STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 70 **January 21, 2000**



Careers for 2000: Bridging the Gap

San Jose Mercury News, Education Today, December 17, 1999

Comment: The ever-widening economic gap in our society is related to an ever-widening skills gap. In order to help them bridge both gaps, we must inform our large disadvantaged student population about the fastest growing industries and career opportunities. Then we must provide courses and a supportive environment that will encourage and allow students to acquire and develop the skills that they will need in order to compete and participate fully in the prosperity of the new century.

TOP 10 U.S. OCCUPATIONS (Bureau of Labor)	% EXPECTED JOB GROWTH NEXT 10 YRS	# EXPECTED JOB GROWTH NEXT 10 YRS
1. Database administrators, computer support specialists, all other computer specialists	118%	461,000
2. Computer engineers	109%	451,000
3. Systems analysts	103%	1,025,000
4. Personal home-care aides	85%	374,000
5. Physical- and correction-therapy assistants and aides	79%	151,000
6. Home health aides	76%	873,000
7. Medical assistants	74%	391,000
8. Desktop publishing specialist	74%	53,000
9. Physical therapists	71%	196,000
10. Occupational therapy assistants and aides	69%	26,000

Fastest Growing Industries

1. **Computer and data processing services**
2. **Health services**
3. **Management and public relations**
4. **Transportation**
5. **Residential Care**
6. **Personnel supply services**
7. **Water and sanitation**
8. **Social services**
9. **Offices of health practitioners**
10. **Amusement and recreation services**

Skills in Demand!

Technical skills
Communications skills
Problem-solving skills
Teamwork
Flexibility
Math

STRATEGIC PLANNING

San Jose/Evergreen Community College District

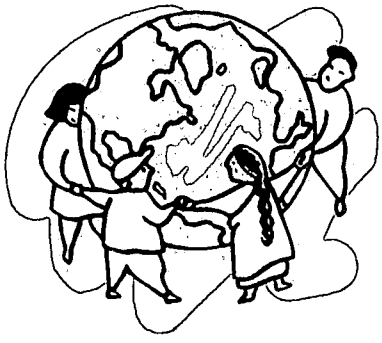
TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 73 **February 11, 2000**

Community College Trends for 2000+

Source: Highlights from "Trends Important to Community Colleges"
ED 409 963, ERIC Clearinghouse for Community Colleges EDINFO No. 98-09, May 1998
Original study from the California Community Colleges Chancellor's Office



Comment:
"Community colleges and systems wishing to maintain or increase their enrollments will need to become more flexible, responsive, and sensitive to the changing educational needs of their students and society."

Trends

Demographics. Expect a "baby-boomer echo" of 18-24 year olds during this decade, and expect even greater student diversity in terms of race, ethnicity, and age.

Technology. Anticipate advances in interactive communications and systems that will impact course delivery.

Mission. Prepare to adapt to economic changes (longer and shallower cycles) and societal transformation (multiculturalism, changing family structures, increases in one-person households) that will result in new and different constituencies and an ever-broadening mission for the community college.

Public policy. Plan for trends toward less federal and more state control; continued declines in funding; and a widening gap between existing practice and the need for new approaches to the organization and delivery of instruction and services.

Planning Ahead

College administrators, support staff, faculty, students, and other interested parties should participate together to:

- ✓ **Develop a vision**
- ✓ **Create a planning baseline and indicators of progress**
- ✓ **Elaborate on the mission**
- ✓ **Analyze customers and their needs**
- ✓ **Identify critical processes and trends**
- ✓ **Assess the college's strengths and weaknesses**

(Source: Highlights from "Doing Effective Strategic Planning in a Higher Education Environment by James B. Rieley, as seen in EDINFO No. 98-15, August 1998, ERIC Clearinghouse for Community Colleges)

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 74 **March 17, 2000**

Service Learning in Community Colleges – Why?

Source: The Campus Compact Center for Community Colleges
http://www.mc.maricopa.edu/academic/compact.html

Service-learning programs offer students the opportunity to combine service to their community with academic learning that is focused on critical, reflective thinking and civic responsibility. At EVC and SJCC, students in such diverse courses as philosophy, biology, history and math earn partial class credit and gain valuable experience by performing a certain number of hours of community service during the semester.

The Campus Compact Center for Community Colleges is a national organization formed to support and sustain service-learning in community colleges. It strives to promote and implement community service as a means of improving teaching and learning for the benefit of students and the communities in which they live. Campus Compact believes that service-learning "has the unique ability to help students focus on specific learning that occurs in courses. At the same time students are providing service to the community...contributing to the common good."

From Campus Compact's website: *Service-learning represents one of the most powerful teaching tools available in today's higher education arena, and the history of community colleges provides a sound basis for involvement in and leadership for the current service-learning movement. Community colleges not only respond to their communities, most times they are intrinsically intertwined. If any institution can possess empathy for the heartaches and needs of a community—that institution is the community college.*

Reasons For Supporting Service-Learning Programs

Service-Learning:

- **Meets the mission of the community college.** Community colleges prepare students for successful futures that benefit the individual and the community.
- **Links coursework to real world experience, career exploration and employment.** Service-learning links academic studies to professional development and community awareness in a way that is meaningful to students
- **Helps to develop self-esteem and confidence.** Providing the opportunity to serve as a mentor at a public school or work with senior citizens at a nursing home often enables students to discover that their efforts and skills are appreciated.
- **Builds relations with the community.** Colleges reach out to the community through placement of students in schools, agencies, and philanthropic fundraisers.
- **Creates a connection between personal development and civic responsibility.** During this time of civic disconnection, service learning is an excellent tool for helping students to recognize the importance of community attachments and responsibilities.

January, 2000
How Service Learning Affects Students
Higher Education Research Institute
UCLA

Service participation shows significant positive effects on academic performance, values, self-efficacy, leadership, choice of a service career, and plans to participate in service after college. Benefits associated with course-based service were strongest for the academic outcomes, especially writing skills.

The study involved over 22,000 college undergraduates followed from F94 through F98.

STRATEGIC PLANNING

San Jose/Evergreen Community College District

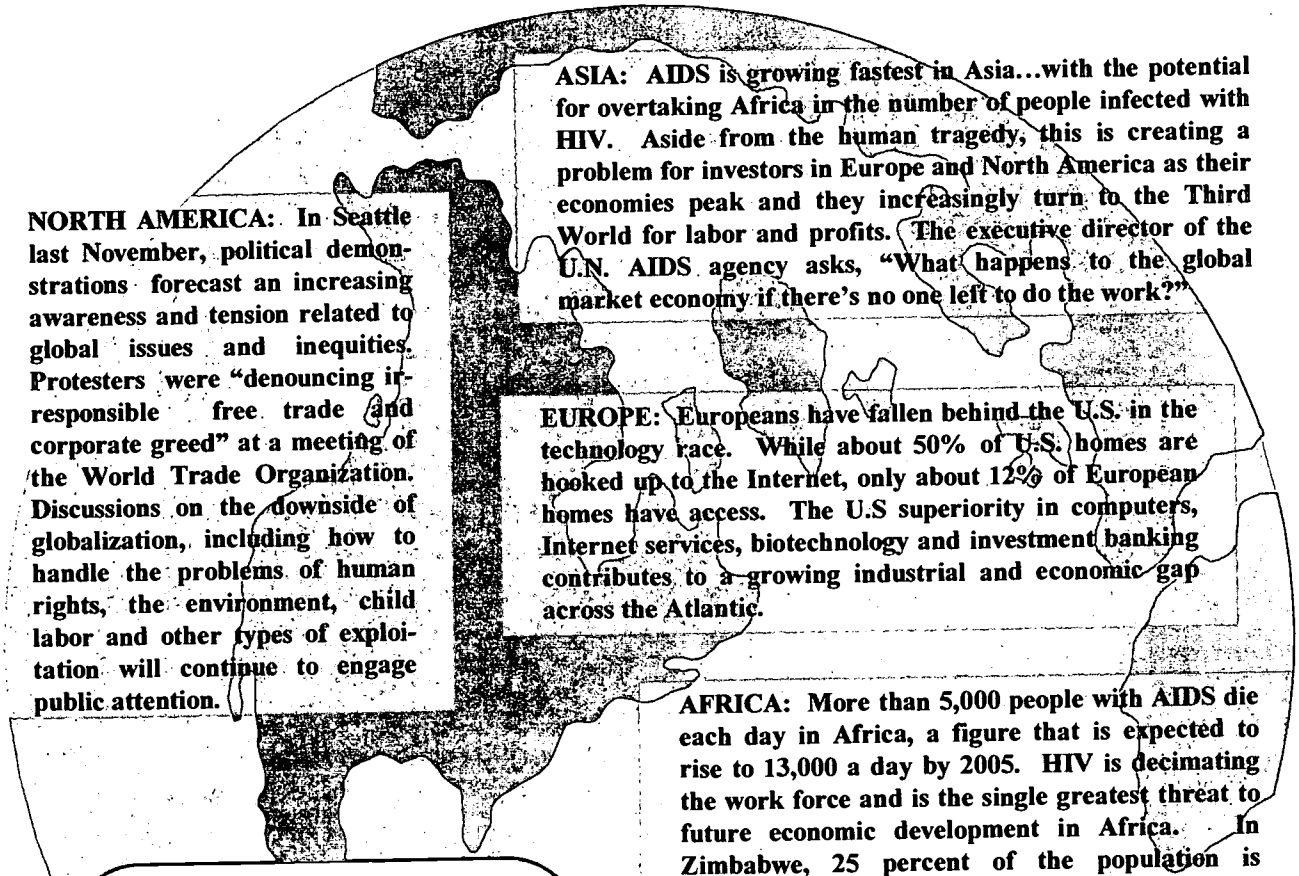
TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 78 **April 14 , 2000**

Global Awareness

Source: San Jose Mercury News, January 23, 2000



ASIA: AIDS is growing fastest in Asia...with the potential for overtaking Africa in the number of people infected with HIV. Aside from the human tragedy, this is creating a problem for investors in Europe and North America as their economies peak and they increasingly turn to the Third World for labor and profits. The executive director of the U.N. AIDS agency asks, "What happens to the global market economy if there's no one left to do the work?"

NORTH AMERICA: In Seattle last November, political demonstrations forecast an increasing awareness and tension related to global issues and inequities. Protesters were "denouncing irresponsible free trade and corporate greed" at a meeting of the World Trade Organization. Discussions on the downside of globalization, including how to handle the problems of human rights, the environment, child labor and other types of exploitation will continue to engage public attention.

EUROPE: Europeans have fallen behind the U.S. in the technology race. While about 50% of U.S. homes are hooked up to the Internet, only about 12% of European homes have access. The U.S superiority in computers, Internet services, biotechnology and investment banking contributes to a growing industrial and economic gap across the Atlantic.

AFRICA: More than 5,000 people with AIDS die each day in Africa, a figure that is expected to rise to 13,000 a day by 2005. HIV is decimating the work force and is the single greatest threat to future economic development in Africa. In Zimbabwe, 25 percent of the population is infected, and last year's maize production declined 61 percent because of illness and death from AIDS. The AIDS epidemic has already created 11 million orphans in Africa.

Comment: Although we need to help our unskilled students become well prepared for the job market, we also need to avoid a too-narrow focus on the technical skills area. An awareness of global problems and global interconnectedness will be necessary for our students and electorate to make informed judgments about global issues.

Arguing against education that is too narrowly focused on technical skills, Robert Maynard Hutchins asserts in his book The Higher Learning in America:

"The aim of higher education is wisdom."

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

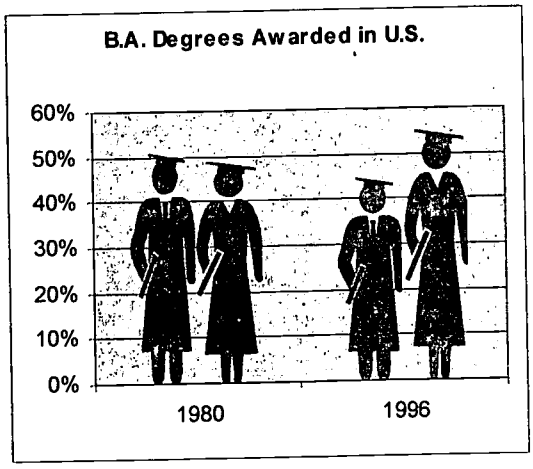
A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 80

April 27 , 2000

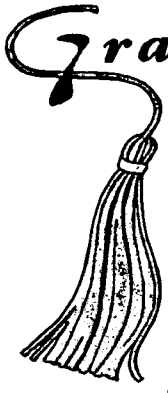
WOMEN OUTNUMBER MEN ON COLLEGE CAMPUSES

Source: San Jose Mercury News 12-9-98 and 1-21-00



Gender Trends

- U.S. Department of Education statistics show that the proportion of bachelor's degrees awarded to males fell from 51 percent in 1980 to 44.9 percent in 1996.
- Even though there are more college-age men than women, there are more women enrolled in higher education (8.4 million in 1996) than men (6.7 million in 1996).
- "Women outnumber men in every category of higher education: public, private, religiously affiliated, four-year, two-year. And among part-time students, older students, and African-Americans, the skew is much larger."
- Arthur Levine, president of Columbia University Teachers College says, "It used to be that you worried at 55 percent women, but the new wisdom in that anything up to 60 percent is okay."
- Beyond a 60-40 split, the environment becomes uncomfortable for both genders.



What's the problem?

1. Some men are opting to forgo college because they are able to obtain high-paying jobs in certain high tech areas without a formal education. As they advance into managerial roles, however, their lack of postsecondary learning (communication skills, interpersonal skills, liberal arts, etc.) can be limiting.

2. In general, there is a widening earnings gap between high school graduates and those with higher degrees. There is a concern that the decrease of college men, especially poor and minority men, will translate into an increase of men with reduced lifetime incomes, furthering the gap between the haves and the have nots.

Fall 1999 Enrollment

	Male	Female
EVC	48%	52%
SJCC	46%	54%

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 82

May 12, 2000

Campus Technology Trends

Ten Recommendations for College Governing Boards

Source: Association of Governing Boards of Colleges and Universities (www.agb.org)
Excepted from "10 Lessons for Boards" Written by Richard A. Detweiler, president of Hartwick College in Oneonta, New York

#1. Implementation must be mission-driven.
Don't adopt information technology just because "it's the thing to do." College leaders need to be sure that the mission statement is not merely esoteric, but is based on intended outcomes.

#2. Information technology must fit the institution's values and future.
If information resources don't fit institutional values and leaders still believe this technology to be vital, the institution's values and purpose might need re-examination.

#3. Information technology is a resource.
People have reactions to technology that range from awe to fear. Some are devotees of one specific solution or system. When they acknowledge that IT is a resource, they become open to learning and doing new things.

#4. Meet 90 percent of needs 90 percent of the time.
Technology advocates frequently demand that institutions purchase the most current, high-tech systems available; they are often not affordable. Leaders must develop goals based on most frequent use and establish special sites for advanced systems.

#5. Purchase usable technology that dominates the market.
Too many have spent too much on "superior technology." You want something economical to buy, maintain, support, and update.

#6. Standardization is vital.
Sharing, comparing, and mutual supporting is what makes information technology work. Non-standardization creates costly, time-consuming problems for support personnel and users alike.

#7. Focus on people, not technology. *Provide appropriate training, support, and reward systems to foster use.*

#8. Think about major trends.
Information technology is converging and ubiquitous. It will likely overcome the current socioeconomic divide as the telephone once did. Will colleges still need to fund it when it becomes commonplace? Investments may change radically in the next decade.

#9. Information technology is costly.
It is critical to budget continuing costs such as updating.

#10. IT investments require a leap of faith.
Teaching and learning benefit from information technology, but there is little evidence that education in its broadest sense is improved. Still, it is clear that technology will shape the future of education.

STRATEGIC PLANNING
TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 85 **June 3, 2000**

Analytical Thinking

Team Work

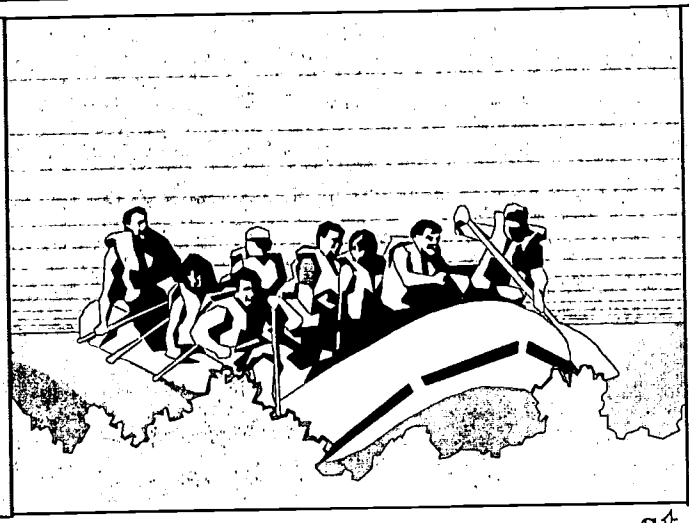
Public Speaking

Adaptability

Leadership

Time Management

Diversity



Global Consciousness

Ability to Adjust to Group Living

Higher Degree of Education

Basic Communications:
Listening
Speaking
Reading
Writing

Survival Skills for the 21st Century

Comment: *What can we teach our students to help them succeed in a rapidly changing world? They will need a newer and higher level of skills to be able to function productively in an environment of increasing population, escalating housing prices, global economics, multicultural diversity, and technological sophistication.*

Excerpted from *A Mandate for Change* by Milton Goldberg http://www.highereducation.org/

Milton Goldberg is executive vice president of the National Alliance of Business and former executive director of the National Commission on Excellence in Education. These are some of his thoughts about improving higher education in the new millennium.

Serious gaps now exist between the skills possessed by graduates and those required by today's high-performance jobs. Business and higher education leaders are working together to:

(1) better equip college and university students with the knowledge and skills they need to succeed in the changing world of work;
(2) strengthen the role of higher education in improving K-16 student achievement;
(3) provide support at colleges and universities for basic and applied research that is critical to the ground-breaking, fundamental advances that fuel long-term economic growth; and
(4) better prepare all students and workers to understand and work productively with people of diverse cultures, languages, religions, and ethnicities.

The pressures and opportunities of global commerce and new technologies are creating new definitions of change cycles in business. But, it's not just change that characterizes business today. It's the rate of change. A key response to this acceleration is an adaptable, skilled and knowledge-rich workforce. (However,) it is not just the need for better educated workers that causes business to care about improving American education at all levels. Business recognizes that a solid well-rounded education is the thread that knits the intellectual and moral quilt of our nation. This has been so throughout our history. The ill educated and ill rewarded will not be intelligent consumers and surely will not create the leadership essential to all parts of our social, civic, and economic life.

STRATEGIC PLANNING TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 87 **June 16, 2000**

Higher Education in 1999 and 2000

*** Ten Public Policy Issues ***

Source: Association of Governing Boards of Universities and Colleges

The ten public policy issues identified here are from the Association of Governing Boards of Universities and Colleges web site. Full discussion of each item can be found in AGB's Public Policy Paper Series Number 99-1 "Ten Public Policy Issues for Higher Education in 1999 and 2000." Copies may be ordered from the web site. www.agb.org/

1. Teacher Prep and the K-12 Relationship

There is a growing national consensus that higher education can do more to advance K-12 instruction by strengthening teacher-preparation programs and by giving K-12 standards and examinations consideration in the college-admission process.

2. Affordability vs. Access

As federal and state policies focus on providing affordable education to students from middle-income and high-income families, the goal of access for students of lesser means seems to be losing ground.

3. Cost and Price of Higher Education

Policymakers across the political spectrum are seeking ways to address public concern about college costs.

4. Implementation of Recent Federal Legislation

With Congress having enacted several pieces of higher education legislation in 1998, the focus will now shift to how they are implemented.

5. Federal Support for University Research

Congress will consider the level of funding for university-based research as well as the policies that govern that funding.

6. Diversity in Admissions

Colleges and universities face political and legal challenges to their ability to consider race or ethnicity as factors in the admissions process.

7. Information Technology and New Competition

Increasingly sophisticated uses of information technology will force public and private institutions to respond to competition from for-profit higher education providers and from their peers.

8. Economic and Financial Trends

Although a robust economy has produced prosperity for higher education in the late 1990s, few states and institutions seem prepared for the possibility of a recession and its consequences.

9. Creating a Sustainable Society and Future

Higher education will be expected to play a stronger role in state and federal efforts to sustain the nation's natural resource base and protect the environment.

10. Rethinking Public Higher Education Systems

States will continue to be interested in the governance and finance of their public higher education systems and seek ways to encourage efficiency, productivity, and accountability while keeping costs reasonable.

STRATEGIC PLANNING TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 90 **July 7, 2000**

The Knowledge Net

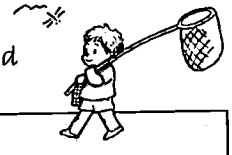
Charting the Second Century of Community Colleges

Source: American Association of Community Colleges and Association of Community College Trustees, Spring 2000
Executive Summary of the Report of the New Expeditions Initiative: Connecting Communities, Learners, and Colleges

The New Expeditions project is a joint effort of the American Association of Community Colleges and the Association of Community College Trustees. New Expeditions aims to set a strategic direction for U.S. community colleges for the first part of the 21st century by challenging colleges with a series of recommendations for action.

Community Connections Learner Connections College Connections

Surviving and thriving in a changing world require that community colleges connect in multiple ways. This network – the knowledge net – involves connections with various sectors of the community (civic, business, education, etc.); with learners (including college employees as well as students); and with the college community (partnerships of administrators, faculty, labor unions, trustees, and others). To remain viable, community colleges must ensure that their programs are relevant, responsive, proactive, and creative. They must use their community presence to embrace and enhance diversity and inclusion. The colleges should prepare people to contribute in a democracy and develop the skills needed for success in the global marketplace.



A Sampling of Recommendations

Civic Role: CC's should encourage staff and students to become active in community activities.
Employers and the Economy: CC's should keep abreast of changing market needs and practices.
P-16 Connections: CC's should be involved in partnerships promoting lifelong learning all along the educational path–from preschool through high school and beyond.
Learner-centered colleges: CC's should embrace "learning" rather than "teaching" as a focus.
Access and Equity: CC's must assure educational incentives, support, and opportunities for all citizens.
Inclusiveness: CC's must aggressively promote inclusiveness as an institutional and community value.
Curriculum: CC's should review their vision of the general education role and align core courses accordingly.
Support Services: CC's must provide attentive advising, services, and follow-up for all students.
Credentialing: CC's should find additions/alternatives to transcripts to assess/document specific skills.
Lifelong Learning: CC's should provide strategies for lifelong learning and programs for all age groups.
Human Resources: CC's should hire diverse and competent faculty and staff in all parts of the institution.
Technology: CC's must make the online environment accessible to all students and community members.
Accreditation: CC's must ensure quality assurance and accountability in the accrediting process.
Governance: Governing boards must define their roles clearly and represent the interests of the community.
Finance: CC's must aggressively seek greater funding to accommodate increased enrollment and service needs.

The Challenge

Much is riding on how community colleges find strategies for staying responsive to community needs as the pace of change quickens. They must guide the development of technologically competent people who will be sensitive to the impact of their actions in the workplace, the community and the world. They must proudly and purposefully assume their leadership position in the knowledge net.

STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 57

June 3, 1999

500,000 More College Students —Tidal Wave II

This newsletter summarizes an article written by Dan Walters, a columnist for the Sacramento Bee.

The article appeared in the San Jose Mercury News April 9, 1999 page 7B

California community colleges will be under pressure during the next decade to help serve the **expected half million new students** who will be pursuing post-high school education in our state. How to accommodate this tidal wave-- offspring of baby boomers and recent immigrants--is the question. College administrators and State executives are being joined by civic organizations in directing attention toward the problem. In April, the **California Citizens Commission on Higher Education suggested "a major overhaul of college governance."** Among their recommendations:

- guarantee higher education a fixed percentage of the state's revenue flow
- abolish community college districts in favor of a state-operated two-year college system

Based on the realities of political opposition alone, neither of these ideas is likely to come to fruition, but they do represent the perceived need for drastic change. Partial solutions include:

- new facilities (a new UC campus near Merced is planned)
- more efficient use of current facilities (year-round and night use, for example)
- distance learning (via the Internet and satellite campuses)

Unless some additional effective solutions are planned immediately and implemented soon, **"capping enrollment through budgetary restraints and allowing would-be students to compete for available slots"** may become the solution by default. If that happens, **California's longstanding commitment to universal low-cost education could become a thing of the past.**

STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 59

June 18, 1999

Trends Affecting California Community College Research and Planning Professionals

An External Scan for 1998-1999 ♦ Prepared by the RP Group Board

1. **The new accreditation standards will increase** the time and effort planners and researchers will spend on:
   - planning processes
   - linking research to plans
   - linking plans together developing and reporting outcome and accountability measures

   All of this will change the role of researchers as they become more involved in planning.

2. **The movement by colleges to buy sophisticated** database systems such as Banner, Datatel, Oracle, and People Soft will:
   - result in researchers spending large amounts of time redoing old systems and designing new research systems
   - result in greater access to data by others thus freeing researchers to do more original research
   - result in the researcher learning how to become more of a data manager than a "number cruncher"

3. **As the Chancellor's MIS system matures and** provides all colleges with an increasing array of standard reporting information, the college researcher will:
   - spend more time linking people to data produced by the Chancellor's Office
   - spend more time sorting and organizing data to meet planning, mandated reporting, and accountability needs
   - be freed to do other tasks including more original and in-depth research

4. **As numerical and statistical data become** more readily accessible, the need for qualitative research information will increase, requiring researchers to develop a greater range of skills to provide this kind of research.

5. **There will be a growing emphasis on the** assessment of learning, requiring researchers to develop a new set of skills and tools to be effective in this area.

6. **The use of the web for accessing and displaying** data will multiply exponentially causing researchers to spend more time learning web-related skills and working in an area that has not existed previously.

7. **There will be an ever-growing use of new** technologies as part of the researcher's job, including the use and management of new mainframe databases, web tools, intranets, distributed access to data. An ever-increasing amount of time will be spent learning new skills and retraining.

8. **The expiration of assessment test approvals** will require large blocks of time to meet revalidation requirements.

9. **The pressure for online and remote** matriculation will result in a marked increase in the use of computerized placement tests with the resulting need to validate these instruments.

10. **An increasing amount of time will be spent** understanding and responding to the Partnership for Excellence.

11. **An increasing amount of time will be spent** predicting and planning for the impact of Tidal Wave

STRATEGIC PLANNING
San Jose/Evergreen Community College District
TRENDS
A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros
No. 67
August 13, 1999

Immigration in California

Census Bureau Projects 52% Growth in State Population 2000-2025
High-volume Immigrant Settlement Expected to Continue

Source: http://www:fairus.org (The Federation for American Immigration Reform)

1. **"A steady rise in births and a continuing stream of immigrants will add nearly 18 million people to California's population by 2025—something akin to the entire state of New York moving in, according to the latest projections by the U.S. Census Bureau."** LA Times 8/25/97

2. **California's foreign-born population share in the 1990 Census (21.7%) was the highest in the country (over twice the national level). Between 1980 and 1990, the state's immigrant population rose by 80%, accounting for 48% of the state's overall population increase.**

3. **Counties with the highest numbers of foreign-born residents in 1990 were: Los Angeles (nearly three million), Orange (575,108), San Diego (428,810), Santa Clara (347,201), and San Francisco (246,034).**

Foreign Born Change Since 1980: Top Ten Countries 1980-1996*:							
(In thousands, rounded to nearest thousand)							
1980 Census		**1990 Census**		**1996 CPS***		**1980-1996 Total Change**	
Mexico	1278	Mexico	2474	Mexico	3421	**Mexico**	**2143**
Philippines	238	Philippines	482	Philippines	647	**Philippines**	**409**
Canada	163	El Salvador	281	El Salvador	399	**El Salvador**	**331**
U.K.	134	Vietnam	271	Vietnam	348	**Vietnam**	**265**
China	116	China	211	China	298	**China**	**182**
Germany	113	Korea	200	Korea	262	**Korea**	**179**
Vietnam	83	Canada	150	India	169	**India****	**169**
Korea	83	Guatemala	136	U.K.	117	**U.K.**	**-17**
Japan	80	U.K.	135	Canada	110	**Canada**	**-53**
El Salvador	68	Iran	115	Germany	85	**Germany**	**-28**
All Others	1225	All Others	2002	All Others	2200	**All Others**	**975**
Total	**3580**	**Total**	**6459**	**Total**	**8056**	**Total**	**4476**
**Current Population Survey data is subject to sampling distortion.*						***India not in top ten in 1980.*	

4. The Census Bureau estimates that California's population increased by 410,655 over the last year (ending in July 1997). Compared to that overall increase, net international migration accounted for an estimated increase of 231,325. Thus immigration accounted for over 56 percent of the state's population increase (more than double the national median share of population increase due to immigration). California did not have the largest share of population increase directly attributable to immigration, but it did have the largest amount of net increase in immigrants in the country.

STRATEGIC PLANNING
San Jose/Evergreen Community College District
TRENDS
A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros
No. 71
January 28, 2000

CSU Requirements Tighten

Students to be Referred to CCC's for Remediation Courses

Source: San Francisco Chronicle, September 7, 1999 and San Jose Mercury News, September 16, 1999

Comment: Tightening of Academic Standards at both four-year university and high school levels will have an impact on the number of students seeking remedial classes in English, Math, and Science at the community college level. If these students come in any great numbers, it may strengthen our classes in the upper remedial courses and improve our transfer rates. If students like it here, they could even improve our transfer curriculum.

Beginning with the Class of 2003, high school students will need an additional year of laboratory science and history to get into any of the California State Universities. In a move to standardize the "reasonable and adequate" preparation requirements for pursing a degree, the CSU Board of Trustees decided to make the high school courses required for admission at the CSU's the same as the ones required by the UC system. Both systems will require the same 15 courses.

SUBJECT	CSU & UC in the year 2003
English	4 years
Math	3 years
U.S. history or U.S government	2 years
Foreign language	2 years
Lab science	2 years
Visual or performing arts*	1 year
College prep electives	1 year

*this is a recent requirement for UC

At the same time, the CSU Board changed requirements for students transferring to CSU from other colleges. Lower division math and English courses must now be completed as part of the units required to transfer.

There is another change that could impact community colleges; a new rule states that students who fail to demonstrate math and English proficiency within 15 months at CSU will be sent to community colleges for remedial courses. Last year, 54 percent of incoming CSU freshmen needed remediation in math, and 47 percent needed remedial English. This lack of basic English and math skills, besides delaying students' progress in their education and careers, is a drain on university resources. CSU Chancellor Charlie Reed says that community colleges "are much better equipped to help...(They) have more experience in teaching remedial education, they allow students to focus more directly on their areas of weakness, and they cost less for students and the state."

Eastside Union High School District, Northern California's largest high school district and a major source of SJECCD's feeder high schools, is considering expanding diploma requirements to include a third year of math and a third year of science. San Jose Unified School District, also providing SJECCD with many feeder high schools, added tougher math and science requirements last year. State law mandates two years of math and two years of science, but Silicon Valley high school administrators recognize the need for more learning in these areas because so many local jobs require advanced math and science skills. If students do receive more and better preparation at the high school level, this could also affect the number of remedial courses needed at the community college level.

source: SJMN 11-27-99)

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 77 April 5, 2000

CPEC FACTSHEETS

98/99 Highlights from California Postsecondary Education Commission

Source: http://www.cpec.ca.gov/factshts/fs1999/fs99-1.htm

▫ Nearly 67% of California High School Graduates Attend College

While over 66 percent of all 1996 California high school seniors enrolled in a postsecondary education program within two years of graduation, college-going rates continue to differ significantly among student groups.

Significant differences remain among student groups

More likely to be prepared:	*Less likely to be prepared:*
Suburban	*Rural or urban*
Affluent	*Low-income*
Asian	*African-American*
Caucasian	*Latino*

▫ New Transfer Enrollments Drop

Overall, the number of new community college students successfully transferring to the state's public universities continued to decline in 1997-98.

	CSU	UC
Decline from 96/97 to 97/98	**-5.8%**	**-2.7%**
Largest proportional declines	**African-American, Filipino**	**African-American, Latino, Native American**
Sites of largest declines	**San Francisco, Long Beach, Northridge, Fullerton, San Luis Obispo, San Jose**	**N/A**
Some reasons for declines	**Admission rate dropped (from 78.6% in 96/97 to 71.0% in 97/98). Transfer requirements were more strictly enforced.**	**"...primarily the result of the decisions by students not to apply for transfer to UC."**

These trends run counter to the growth in the community college student population; they underscore the need to better understand these trends (as well as the transfer process and outcomes) and to be proactive in addressing barriers to transfer.

STRATEGIC PLANNING

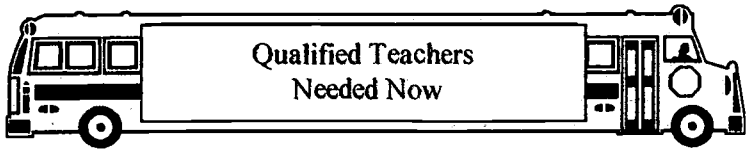
San Jose/Evergreen Community College District

TRENDS

A District Research Project

Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 79 **April 21 , 2000**



TEACHER SHORTAGE IN CALIFORNIA

Source: San Jose Mercury News 1-2-00 and San Francisco Chronicle 12-3-99

Comment: *The rapidly growing need for well-trained teachers is providing additional career opportunities for our transfer-bound students. In addition to our regular course offerings, it might be worth considering a Future Teacher Preparation Program designed to encourage students to enter this profession and to provide information and support as they transition to a four-year institution.*

One downside of the teacher shortage is that currently literally thousands of under-prepared teachers are being hired, predominantly in the most under-achieving, disadvantaged schools.

A high priority for the California State University system is improving its teacher credential program

- California will need 250,000 new teachers over the next 10 years. Current teacher workforce: approx. 284,000.
- CSU produces about 60% of California's teachers.
- In 1999, 25% more teachers were graduated from the CSU that in 1998, an increase from 12,000 to 15,000.
- A major objective of the CSU is to increase both the quantity and quality of new teachers.
- CSU is focusing on ways to "improve access to the university system, develop a better teacher preparation curriculum, set higher standards for credentials, and increase collaboration with public schools."

Over 10% of the classrooms in the state have teachers who do not meet minimum requirements.

- Last year the state issued 28,500 "emergency credentials," up 85% from 1996.
- The majority of under-prepared teachers are placed in schools with large numbers of disadvantaged children. These are children who most need excellent, well-trained teachers in order to overcome the obstacles of undereducated parents and poverty.
- There is a strong relationship between inexperienced teachers and low performance. A recent study showed that 21% of the teachers were uncredentialed in schools where reading scores of third-graders were in the lowest 25% on a state test, while only 4% lacked credentials in schools where the reading scores were in the top 25%.

The Center for the Future of Teaching and Learning suggests some possible solutions:

- Raise teacher starting salaries from $32,000 to $40,000 to attract qualified candidates.
- Pay $20,000 (up from $11,000) plus tuition and book costs to those who complete a teacher preparation program and agree to teach in a hard-to-staff school for at least four years.
- Phase out credential waivers and emergency permits over the next five years.
- Provide grants of $350 per student for up to three years to help schools attract and keep qualified teachers.
- Provide incentives of up to $250 per student for high quality on-the-job training of teachers.

A new report, "Teaching and California's Future: The Status of the Teaching Profession," prepared by the Center for the Future of Teaching and Learning is available at www.cftl.org Information about earning a teaching credential can be found at http://www.ctc.ca.gov/

STRATEGIC PLANNING
TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 88 **June 23, 2000**

Educational Equity -- Why?

Source: California Postsecondary Education Commission

Comment: The educational gap continues to widen, making it even more imperative for our students to succeed in initial coursework and to persist far beyond lower level job skills. In addition to providing traditional coursework and services, we must find ways to impress upon our students the growing importance of advanced education. We should expand our efforts to motivate, inspire, encourage, coax, cajole, and urge our students to set high educational goals.

CALIFORNIA'S CHALLENGES
RAPID POPULATION GROWTH
GREATER POPULATION DIVERSITY
ECONOMIC FLUCTUATIONS
INCOME DISPARITY
EXPANDING DEMAND FOR HIGHER EDUCATION
INADEQUATE ACHIEVEMENT IN ELEMENTARY AND SECONDARY SCHOOLS

California is experiencing a myriad of demographic changes. Public policy decisions in the next few years must take into consideration an unprecedented growth in population and diversity.

"The California Postsecondary Education Commission (CPEC http://www.cpec.ca.gov) has long supported and advocated the centrality of educational equity as a policy imperative for our state." In CPEC Update 98-5, the Commission's perspective on and recommendations for educational equity are outlined.

Educational equity is imperative to our state

Social Cohesion
With such diversity of population, education is our best hope for learning the knowledge and competencies that promote civility, civic participation, and community involvement.

Political democracy
Critical and analytical thinking, reading comprehension and appreciation for the democratic process are learned primarily through the educational process.

Economic vitality
The state's economic stability and viability is dependent on an educated workforce with the skills to compete in a global marketplace, to discover and advance new industries, and to adapt to changing conditions and new knowledge.

Education is the key to our state's future

Maintaining a California workforce
Opportunities to acquire the skills, knowledge, and competencies requisite for effectiveness in that workforce must be available and evenly distributed throughout our population. Otherwise, Californians will not be able to meet the labor needs of the state, and the gap between the income potential of members of our society will continue to grow.

Living in a diverse, globally oriented, multilingual world
Our students must have the occasion to interact with people from life experiences and backgrounds different from their own, experiment with new ideas and perspectives, and expand the boundaries of their universe (and it is incumbent upon the schools to provide those opportunities).

Every institution should seek "educational equity not only through a diverse and representative student body and faculty but also through educational environments in which each person, regardless of race, gender, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential" (Education Code 66010.2)

STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

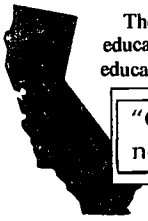
A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 89 **June 30, 2000**

Educational Equity -- How?

Source: California Postsecondary Education Commission

Comment: Recognizing that there is an educational gap in our society and doing something about it are two different things.



The California Postsecondary Education Commission (CPEC http://www.cpec.ca.gov) has long supported and advocated the centrality of educational equity as a policy imperative for our state." In CPEC Update 98-5, the Commission's perspective on and recommendations for educational equity are outlined.

> "California is a laboratory and Californians are on a journey to an unknown destination...there are no societies to which we can point for either guidance or demonstration of real consequences."

What are some of the inequities?

- ✓ Unevenness exists in terms of resources across school districts
- ✓ Disparities exist within schools with respect to availability of enriched curriculum, competency of teachers, sufficiency of course sections for college prep classes, adequacy of facilities, and availability of support services
- ✓ Inequities among our schools tend to parallel those across our communities
- ✓ Consistent and persistent disparities in student achievement mirror the inequities in school opportunities and resources

Seven Recommendations from the California Postsecondary Education Commission

Recommendation 1: Raise public awareness about the economic, social, and political benefits to our state and its residents of ensuring that there are equitable educational opportunities and outcomes for all students. The hope is that all Californians will learn to understand the importance of educational equity and assume individual and collective responsibility for its attainment.

Recommendation 2: Make educational equity one of the State's highest priorities and assure that policy recommendations are scrutinized vis a vis their impact on educational equity.

Recommendation 3: Develop plans at the state level to ensure that all students receive the benefits outlined in the Educational Bill of Rights. **#3A**: The Governor and Legislature should provide resources to implement the EBR. **#3B:** Develop policies at state and local levels explicitly stating that the mission of our public schools includes preparing students to pursue various options after high school without need for remediation in basic skills. **#3C:** Continue to expand and coordinate college sector collaborative involvement with public schools. **#3D:** Develop a statewide campaign to disseminate information to students and their families with respect to their role in planning—academically and financially—for college.

Recommendation 4: Commit to ensuring that all students who prepare for or can benefit from higher education will be able to enroll.

Recommendation 5: Develop policies, programs, and practices that facilitate a smooth transition for CC transfer students.

Recommendation 6: Review admission policies and "eligibility" criteria for CSU's and UC's

Recommendation 7: Ensure that all postsecondary students have the opportunities and resources to successfully achieve their educational goals. **#7A:** Specify that college missions include teaching students the competencies to participate effectively in a diverse democratic society as well as the knowledge and skills required by the market place. **#7B:** Link institutional policies and practices to student outcomes and provide appropriate rewards for enhanced student learning.

STRATEGIC PLANNING

TRENDS

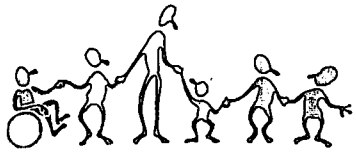
San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 91 **July 14, 2000**

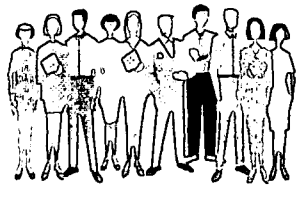
California's Population

Sources: U.S. Immigration and Naturalization Service, U.S. Census Bureau, SJECCD Office of Research and Planning



- **POPULATION GROWTH:** 600,000 new people each year; expected to continue for at least ten years.
- **RELATIVE POPULATION GROWTH:** The young and the elderly are the fastest growing sectors--the two portions that contribute least to the tax base and receive the most support from public services.
- **SIZE OF ECONOMY:** If our state were a nation, it would have the seventh largest national economy in the world.
- **INCOME LEVELS:** Average income level has risen slowly.
- **INCOME DISPARITY:** The gap between rich and poor is growing, with number and proportion of each expanding, while the middle class is shrinking.

- **POPULATION DIVERSITY:** The population mix is more racially, ethnically and linguistically diverse. The number of Asian and Latino Californians is burgeoning as the proportion of white residents decreases. California students speak around 100 native languages.
- **JOB MARKET TRENDS:** Defense and aerospace have been replaced largely by "high-tech" industries and entertainment. Traditional manufacturing and trades are being replaced with jobs that require more education and skilled labor.
- **POLITICAL ENVIRONMENT:** Term limits mean a constant turnover of elected officials who often lack experience and need training in both the legislative process and critical issues facing the state.



- **SOCIAL COHESION:** Crime rates are down and more Californians are interacting socially and professionally with others from different backgrounds. However, big divides exist between societal groups and political orientations, especially regarding distribution of resources.
- **PUBLIC SCHOOL EDUCATIONAL ATTAINMENT:** Performance indicators are disappointing; disturbing because industries are requiring workers with more skills and competencies than in the past.
- **HIGHER EDUCATIONAL ATTAINMENT:** Our students generally are taking longer to graduate than in the past. The demand for higher education is expected to increase by nearly half a million students by 2005, a figure that appears to be beyond the capacity of our higher education institutions to accommodate through traditional means.

LOCAL TRENDS

STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 55 **May 15, 1999**

"MAJOR" TRENDS

CURRENT SILICON VALLEY EMPLOYMENT OPPORTUNITIES

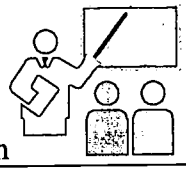
Comment: *Knowledge of the local job market can help our students as they make decisions about majors and career paths. It can also help shape the curriculum we offer to students. The degrees and certificates we offer are listed on the back of this newsletter for reference.*

Source: Employment Development Department http://www.calmis.cahwnet.gov/file/indcur/sanj$prn.txt
April 9, 1999 Labor Market Information Division **Contact: Mary Navarro (408) 774-2369**

One Month Net Gain: 7,000 jobs from February 1999 –March 1999

- Services gained 3,600 jobs over-the-month
  - ❖business services (up 1,200 jobs)
  - ❖amusement services (up 700 jobs)
  - ❖health services (up 400 jobs)
  - ❖engineering and management services (up 300 jobs)
- Government employment rose by 1,500 jobs
  - ❖ state and local education.
- Construction gained 1,100 jobs
  - ❖mostly special trades
- Retail trade gained 400 jobs
- Farm and transportation and public utilities added 300 jobs each
- Wholesale trade, finance, insurance and real estate added 100 jobs each

Wage and salary jobs in Santa Clara County rose to 962,400 in March 1999.



Manufacturing was down by 400 jobs, largely the result of losses in computer, office equipment, and instrument production.

One Year Net Gain: 4,300 jobs (0.4%) between March 1998 and March 1999

- Services led the year-over expansion by gaining 9,800 jobs
  - ❖ business services (up 5,600 jobs)
  - ❖ health services (up 1,000 jobs)
- Construction gained 3,300 jobs
  - ❖ mostly in special trades
- Government gained 1,600 jobs
  - ❖ increases concentrated in local education

- There was a gain of 700 jobs in finance, insurance, and real estate, with a concentration in real estate
- Retail trade also registered an increase of 700 jobs, concentrated in general merchandise and apparel, and food stores
- Transportation and public utilities showed an increase of 500 jobs

An over-the-year decline of 11,400 jobs in manufacturing was concentrated in computer and office equipment and other industrial machinery (down 4,100 jobs); communications equipment and electronic components (down 4,000 jobs); aircraft, missiles and space (down 1,600 jobs); and search and navigational equipment (down 800 jobs). Wholesale trade showed a decrease of 900 jobs with losses in both durable and nondurable goods.

SJECCD Degrees, Transfer Programs, Certificates

AA/AS Degrees

Accounting
Administration of Justice
Air Conditioning/Refrigeration
Alcohol & Drug Studies
Art
Art & Design - Design Emphasis
Art & Design - General Art
Art & Design - Studio Practice 2-D Emphasis
Art & Design - Studio Practice 3-D Emphasis
Automotive Technology - Drivetrain & Chassis
Automotive Technology - Engine Service
Automotive Technology - Ford ASSET
Auto Technology - Fuel and Electrical Systems
Biology
Business - General Business
Business Administration
Bus Information Systems - Desktop Publishing
Business Information Systems - General Business
Bus Information Systems - Information Processing
CADD (Computer Aided Graphics)
CIS - Computer Applications
CIS - Microcomputer
CIS - Programming
Computer Information Systems
Computers & Information Technology (CIT)
Construction Technology
Cosmetology
Dental Assisting
Early Childhood Education
Electronics Technology
Engineering
English
Family Consumer Studies - Fashion Design & Prod
Family Consumer Studies - General Studies
Family Consumer Studies - Image Consulting
General Major
General Studies
Interdisciplinary Studies
International Business
Labor Studies
Laser Technology
Legal Assistant/Paralegal
Liberal Studies
Machine Technology
Mfg Tech - Disk & Disk Drive Manufacturing
Mfg Tech - Head, Gimble & Stack Assembly
Mfg Tech - Manufacturing Maintenance
Mfg Tech - Plastics, Polymers & Composites
Office Technology - Office Technology Specialist
Office Technology - Senior Office Administrator
Psychology
Real Estate
Semiconductor Mfg. Technology
Speech - Language Pathology Assistant

SJSU Transfer Programs

African American Studies
Anthropology
Art
Aviation Maintenance
Aviation Operations
Behavior Sci
Biological Science
Biological Science (Teach)
Business
Business Administration
Chemistry
Child Development
Chinese
Communication Studies
Computer Science
Creative Arts
Criminal Justice Administration
Dance
Economics
Engineering
English
Environmental Studies
Fine Arts
French
Geography
Geology
German
Graphic Design
Health Science
History
Hospitality Management
Humanities
Industrial Design
Industrial Technology
Interior Design
Japanese
Journalism/Mass Communication
Liberal Studies
Linguistics
Mathematics
Meteorology
Music
Nursing
Nutritional Science
Occupational Therapy
Philosophy
Physical Ed
Physical Science
Physics
Political Science
Psychology
Radio & TV
Recreation
Religious Studies
Social Science
Social Work
Sociology
Spanish
Theater Arts

Certificates of Achievement (6-59.5 units)

Accounting
Air Conditioning/Refrigeration
AC Air Conditioning and Refrigeration Technology
AC/Refrigeration - Stationary Engineers
Alcohol & Drug Studies
Automotive Technology - Advanced Automotive Training
Automotive Technology - Auto Parts Retailing
Automotive Tech - Basic Skills Entry-Level Employment
Automotive Technology - Drivetrain & Chassis
Automotive Technology - Engine Service
Automotive Technology - Fuel and Electrical Systems
Bookkeeping Clerk
Business - Customer Service
Business - General Business
Business - Management/Supervision
Business - Marketing
Business - Small Business Management
Business Information Systems - Desktop Publishing
Business Information Systems - General Business
Business Information Systems - Information Processing
Business Information Systems - Webmaster, Level 1
Business Information Systems - Workforce Skills
CADD Technology - AutoCAD
CADD Technology - Electronic
CADD Technology - Mechanical
CIS - Computer Applications
CIS - Computer Programming
CIS - Internet Programming
CIS - Microcomputer
CIS - Network Administration
CIS - Network Administration-Novell Networks
CIS - Network Administration-NT Networks
CIS - Network Administration-UNIX Networks
CIS - Programming
CIS - Programming-Web Page Programming
CIT - Internet Programming
CIT - Windows Programming
Civil Engineering Technology/Surveying
Communication Studies
Computer Technology
Construction Technology
Construction Technology - Construction Management
Construction Technology - Residential Maintenance
Cosmetology
Cosmetology - Esthetician
Dental Assisting
Early Childhood Education
Electronics Assembler
Electronics Technician
Electronics Technology - Assembler
Electronics Technology - Mask Design Technician
Electronics Technology - Microwave Technician
Electronics Technology - Technical Associate
Electronics Technology - Technology
Electronics Technology - Telecommunications
Family Consumer Studies - Fashion Design & Production
Family Consumer Studies - General Studies
Family Consumer Studies - Image Consulting
International Business - Business Operations
International Business - Executive Program
Jewelry
Journalism
Labor Studies
Laser Technology - Technical Associate
Legal Transcriptionist
Machine Technology
Machine Technology - CNC Machine Operator
Machine Technology - Entry Level Machinist
Medical Office
Medical Transcriptionist
Mfg Tech - Disk & Disk Drive Mfg - Operator I, II, & III
Mfg Tech - Head, Gimble & Stack Assembly - Operator I
Mfg Tech - Head, Gimble & Stack Assembly - Operator II
Mfg Tech - Head, Gimble & Stack Assembly - Operator III
Mfg Tech - Manufacturing Maintenance - Technician I
Mfg Tech - Manufacturing Maintenance - Technician II
Mfg Tech - Manufacturing Maintenance - Technician III
Microcomputer Applications
Music
Office Clerk
Office Clerk, Legal Emphasis
Office Technology - Office Technology Specialist
Office Technology - Senior Office Administrator
Performing Arts
Real Estate - Appraiser
Real Estate - Broker
Real Estate - Sales
Semiconductor Mfg. Technician

San Jose/Evergreen Community College District

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 56

May 24, 1999

2010

Silicon Valley 2010: A Regional Framework for Growing Together

As competition for students increases, as new approaches to education are advanced, and as innovative educational delivery systems are developed, it is important for us as a District to be aware of external forces influencing our students and colleges. *Silicon Valley 2010*, the October 1998 report issued by Joint Venture: Silicon Valley Network, sets forth 17 goals for the economy, environment, society, and regional stewardship of Silicon Valley. More than 2,000 community members participated in developing this vision for our region's future. Some of their goals are directly related to our own goals and missions. The full report is available at www.jointventure.org or from Joint Venture at 408-271-7213. It includes 27 indicators to measure year-to-year progress on the 17 goals (presented below). The following line is from the Jerry Porras - James Collins book Built to Last: Successful Habits of Visionary Companies; it is quoted in the Joint Venture report, and it captures the perspective of the organization.

"Vision isn't forecasting the future; it is creating the future by taking action in the present."

Silicon Valley: Goals for the Next Decade

GOAL 1: INNOVATION AND ENTREPRENEURSHIP
Silicon Valley continues to lead the world in technology and innovation.

GOAL 2: QUALITY GROWTH
Our economy grows from increasing skills and knowledge, rising productivity, and more efficient use of resources.

GOAL 3: BROADENED PROSPERITY
Our economic growth results in an improved quality of life for lower-income people.

GOAL 4: ECONOMIC OPPORTUNITY
All people, especially the disadvantaged, have access to training and jobs with advancement potential.

GOAL 5: PROTECT NATURE
We meet standards for improving our air and water quality, protecting and restoring the natural environment, and conserving natural resources.

GOAL 6: PRESERVE OPEN SPACE
We increase the amount of permanently protected open space, publicly accessible parks, and green space.

GOAL 7: EFFICIENT LAND RE-USE
Most residential and commercial growth happens through recycling land and buildings in existing developed areas. We grow inward, not outward, maintaining a distinct edge between developed land and open space.

GOAL 8: LIVABLE COMMUNITIES
We create vibrant community centers where housing employment, schools, places of worship, parks and services are located together, all linked by transit and other alternatives to driving alone.

GOAL 9: HOUSING CHOICES
We place a high priority on developing well designed housing options that are affordable to people all ages and income levels. We strive for balance between growth in jobs and housing.

GOAL 10: EDUCATION AS A BRIDGE TO OPPORTUNITY
All students gain the knowledge and life skills required to succeed in the global economy and society.

GOAL 11: TRANSPORTATION CHOICES
We overcome transportation barriers to employment and increase mobility by investing in an integrated, accessible regional transportation system.

GOAL 12: HEALTHY PEOPLE
All people have access to high quality, affordable health care that focuses on disease- and illness-prevention.

GOAL 13: SAFE PLACES
All people are safe in their homes, workplaces, schools and neighborhoods.

GOAL 14: ARTS AND CULTURE THAT BIND COMMUNITY
Arts and cultural activities reach, link and celebrate the diverse communities of our region.

GOAL 15: CIVIC ENGAGEMENT
All residents, business people, and elected officials think regionally, share responsibility, and take action on behalf of our region's future.

GOAL 16: TRANSCENDING BOUNDARIES
Local communities and regional authorities coordinate transportation and land use planning for the benefit of everybody. City, county and regional plans, when viewed together, add up to a sustainable region.

GOAL 17: MATCHING RESOURCES RESPONSIBILITY
Valley cities, counties another public agencies have reliable, sufficient revenue to provide basic local and regional public services.

Source: http://www.jointventure.org/

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 68 **January 4, 2000**

Workforce Gap in Silicon Valley

Source: ***Joint Venture: Silicon Valley Network, Inc. 1999 Workforce Study***

Joint Venture: Silicon Valley Network is a non-profit organization dedicated to helping improve the economic, social, and environmental conditions in the region. They promote collaboration of people in business, government, education, and the community "to identify and to act on regional issues affecting economic vitality and quality of life in Silicon Valley." In 1999, they conducted a Workforce Study to assess how well Silicon Valley is meeting the demand for a diverse and skilled talent pool, considered to be the most essential element for sustaining our dynamic economy.

Implications: This study identifies key areas for curriculum development and public relations promotion. Given that we are in competition with high-tech companies for skilled workers, it also raises important questions for how to recruit and retain our own faculty, classified, and management employees. It also highlights our particular challenge to help our large disadvantaged populations bridge an ever-widening skills gap.

What is the problem?

The economic health of the Silicon Valley region is tied to the success of the area's booming high technology industries. Since 1995, the supply of skilled high-tech workers has increasingly fallen short of the demand; the current estimate is that "the workforce gap is about one-third of the high-tech industry demand." (page 5)

The Workforce Study revealed that Silicon Valley students show a limited awareness of high-tech career opportunities and little interest in pursuing technology-related careers. Consequently, they are not taking the courses in math, science, computers, and engineering that are fundamental requirements for developing the requisite skills for those careers. This lack of high-tech awareness is true more emphatically for females and most dramatically for Hispanic students of both genders.

"The development of academic skills sufficient to meet the demands of our Valley's primary employers in high-technology is of critical importance. To sustain our competitive advantage our workforce must have the best education and job training local schools and community colleges can offer." Patrick V. Boudreau, Sr.V.P., Human Resources, Cirrus Logic (page 15)

"To tap into and mine the potential workforce our young people represent, we must reach them at the state of development where formative educational and career decisions are being made. Silicon Valley represents a world of opportunity where employers and educators must share the responsibility of helping to prepare the future workforce for those exciting careers." Rebecca Guerra, VP Human Resources, EBAY (page 3)

Workforce gap = the difference between the local/regional labor supply and the total demand of high-technology industry cluster jobs (semiconductor, computer/communications, software, bioscience, aerospace and defense, innovation/manufacturing services, and professional services)
Hispanics and females have the farthest to go to bridge this gap.

What are the skills in high demand?

Six skill clusters are in particularly high demand:

- ✓ PC/LAN Administration
- ✓ Enterprise Information Technology Support
- ✓ Late Generation Software Programming
- ✓ Design Engineering
- ✓ Manufacturing Technician
- ✓ Technical Marketing

According to the study, electronics engineers and software programmers are the most difficult to recruit in Silicon Valley. "Late generation software programming skills such as C, C++, Java, Visual Basic, and component design engineering skills are in highest demand." (page 6)

What is being done?

Education and business partnerships are increasing. Community colleges, universities, non-profit groups and training programs are working with business to accommodate employer needs, but these efforts are often narrowly focused, fragmented, and difficult to sustain.

What more can be done?

Among other solutions and suggestions, Joint Venture hopes to:

- Encourage participation of all stakeholders to address the workforce gap issue
- Facilitate linkage of curriculum development between business and education for training programs in high demand skill clusters
- Take steps to raise the student awareness of and excitement in high-tech careers; and increased interest in building the necessary fundamentals to participate in these job opportunities, and
- Expand the focus and scope of current internship, externship, job mentoring, and cooperative education programs.

RR #3019

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

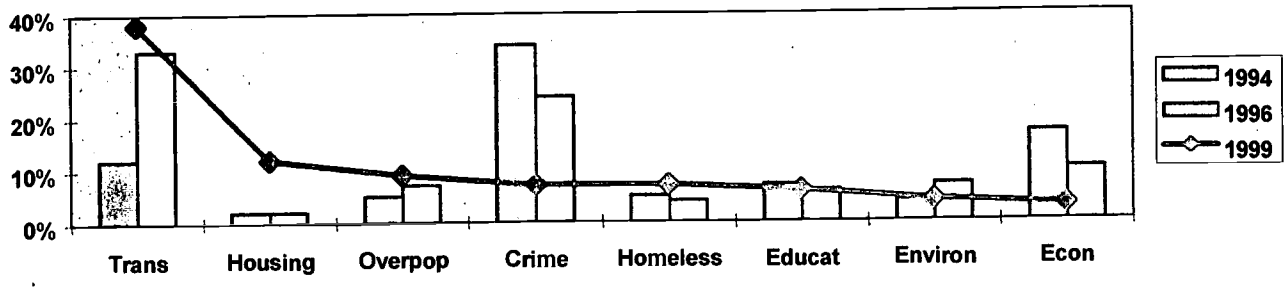
No. 75 **March 24, 2000**

Bay Area Council Poll Results

Source: San Jose Mercury News, December 17, 1999

The Bay Area Council, representing major CEO's in this region, surveyed 607 residents in nine counties. Respondents roted transportation as by far the biggest problem of the areo, followed by housing and overpopulation/crowding. Five years ogo, the three top concerns (ranked from high to low) were crime, the economy, and transportotion.

Concerns of Bay Area Residents



Worries about crime have been replaced by worries about transportation and housing for Bay Area residents over the past few years. 38 percent of those surveyed ranked transportation, including traffic congestion, as the major problem for people in this region. Housing availability and costs were ranked second. Only last year, housing ranked fourth as a concern, and crime ranked second.

Issue	1994	1996	1999
Trans	12%	33%	38%
Housing	2%	2%	12%
Overpop	5%	7%	9%
Crime	34%	24%	7%
Homeless	5%	4%	7%
Educat	7%	6%	6%
Environ	4%	7%	4%
Econ	17%	10%	3%

Silicon Valley CEO's say they can't continue to do business here if housing and traffic issues aren't improved. Cost of living and traffic problems are making it difficult to recruit new workers.

Comment: Disadvantaged people, including SJECCD's large population of disadvantaged students, are apt to be affected the most by these trends. Educating our students to ever-higher skill levels is one of the few effective means we have of helping them.

Other findings

- Two-thirds of Bay Area residents use the Internet on a weekly basis
- Nearly two-thirds of Bay Area residents use e-mail
  (Not surprisingly, lower income people are less "connected", with only 46 percent of those earning less than $40,000 a year going online.)
- 52 percent said they were better off economically than the year before.
- 79 percent said they thought things were "going well" in the Bay Area. When specifically asked about 16 quality of life measures ranging from the environment, the economy, education, transportation, and housing, large numbers of respondents said only three had grown worse in the last year: the housing supply, the cost of housing, and the adequacy of the highway system.

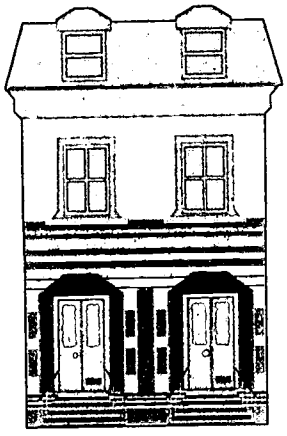
STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 76 **March 31, 2000**



Income Gap--- Worst Problem: Housing

Source: San Jose Mercury News, December 12, 1999 and December 19, 1999; also http://www.ed-data.k12.ca.us/dev/School2.asp

Comment: To survive in our county, low-income students need to have higher and higher levels of employable skills. The tasks of motivating, supporting, retaining, and teaching students to help them cross an ever-widening economic gap is made even more difficult when this group of students must also work more and more just to maintain the basics of food and shelter.

"In Santa Clara County, 20,000 people were homeless at some point in 1999, and an estimated 1,000 more people are going homeless each year," according to James McEntee, director of the county's Office of Human Relations. He estimates that if we count the second, third, and sometimes fourth families living in another family's home, the number of people without homes increases by 50,000 to 60,000.

External Scan: National

- Children and families are the fastest growing segment of the homeless population nationwide comprising an estimated 36.5% of all homeless people.
- The average age among all homeless people is nine years of age.
- Poor children tend to have low school achievement and poor health. They tend to be high school dropouts and are more likely to commit crimes and be incarcerated.

External Scan: Local

- Rents in Silicon Valley rose 23% between 1990 and 1996; wages rose only 14% during that time.
- Willow Glen "bungalow" demonstrates problem: originally cost $9500 in 1947--sold for $123,000 in 1983--changed hands for $240,000in 1995--valued at $533,000 in 1999.
- "...the homeless...increasingly are families with jobs who can't make ends meet..." In Santa Clara County, "two out of five households cannot afford an average two—bedroom apartment." SJMN 12-19-99 pg 1B

STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 83 **May 19, 2000**

When Two Master's Degrees Aren't Enough

Sources: SJ Mercury News 1/26/00, 3/5/00, 3/11/00, 3/23/00; SF Chronicle 1/23/00

Comment:
A recent San Jose Mercury News article featured a story about a married couple, both educators with master's degrees, who are considering moving to Texas because they can't afford to buy a home and have a family in the Silicon Valley.

Home prices escalate

The median price of a single-family home in Santa Clara County was $427,380 in December 1999, up 15.5 percent from the year before. Statewide, the median price of a single-family home was $221,500, up 11.8 percent from the previous year.

Teaching doesn't pay

The average instructor needs triple the salary to afford a median priced home. The average teacher makes $37,744 a year but needs to earn $123,450 to buy the median-price home. Couples who are both in the teaching profession are hard-pressed to find affordable housing. New teachers in this area must share housing with others, live in small, sparsely furnished quarters, or commute long distances from areas where housing costs are cheaper.

Average starting salaries and educational attainment for public service employees in Silicon Valley

Police Officer (San Jose)	**AA degree; graduate from police academy**	**$48,360**
Firefighter (San Jose)	**High school diploma or GED; graduate from fire academy**	**$47,881**
R.N. (Valley Medical Center)	**AA degree in nursing; pass state license exam**	**$47,204**
Teacher (Santa Clara County)	**BA degree; one year of student teaching; pass credential exams**	**$31,000**

Santa Clara County Teacher Snapshot

Ethnicity: 77.2% White; 10.5% Latino; 8.2% Asian; 2.6% African American
Gender: 75.2% Female; 24.8% Male
Education: 0.6% have a doctorate; 24.5% have a master's; 72.8% have a bachelor's; 2% have less than a bachelor's
Qualifications: 87% have full credentials; 13% have emergency credentials or waivers; 14 years average experience
Income: $37,744 average.

More than 250,000 new teachers will be needed over the next ten years.
The state Education Department says that 30% of California's new teachers leave within three years of being hired. New teachers in the Bay Area cannot afford to live here. They must obey the law...the one that says "if you pay Modesto wages in San Jose, your teachers will move to Modesto, buy a $150,000 house and teach there." *JoAnne Jacobs*

Bay Area school districts are considering subsidies to help educators afford to buy homes.
Low rent apartments, low interest loans, and tax credits under certain circumstances are being considered for teachers by various government entities.

A coalition of public and private groups has established a Housing Trust Fund to help the homeless, renters, and first-time homebuyers. With a goal of raising $20 million dollars in two years, five Silicon Valley companies have contributed so far (Adobe and Intel gave a million dollars each), Santa Clara County gave $2 million, and San Jose contributed $1 million. Other donations have come from the Mercury News and Knight Ridder.

STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 84 **May 26, 2000**

PASSAGE FROM INDIA: H-1B VISA

Foreign Labor is Filling the Gap in Silicon Valley

Sources: San Jose Mercury News and San Francisco Chronicle

Comment: The opportunities for our students to bridge the economic gap are there, yet jobs in the Valley are going to technicians from abroad. Our challenge is to motivate and educate our students to the levels needed to fill these jobs.

The three-year H-1B visa admits to the U.S. foreign workers with specialized skills. This year, as in 1999, the quota is 115,0000.

Washington D.C. leaders would like to increase the number of temporary visas for skilled workers to 200,000 for the coming year. *SJMN 5/12/00*

Nearly half of the H-1B visas granted go to workers from India.

1/16/00 SJMN High-tech companies are using the "imported brainpower" of thousands of temporary workers from abroad to fill technical positions such as programmers, engineers, and chip designers. They work on projects ranging from software databases to systems integration to Web applications. One example: last year, Santa Clara-based TekEdge Corp sponsored 600 people for H-1B visas, 375 of whom were Indian. It will sponsor 1,000 recruits this year.

3/18/00 SJMN "...(The H-1B visas) are popular with high-tech employers who contend there isn't enough domestic talent to meet their surging industry's needs."

3/19/00 SJMN Silicon Valley companies are also responding to the Indian government's effort to attract business through tax incentives, simplified regulations, and better education. Adobe, Apple Computer, Cadence, Cisco Systems, Compaq, 3Com, Healtheon/WebMD, Hewlett-Packard, IBM, Intel, Silicon Graphics, and Sun Microsystems are among local companies with sites in India.

3/29/00 SJMN "In the evolution from prune-pickers to programmers, no one has done more to train our workforce than community colleges. Now colleges need a multi-year state funding commitment so the next generation...(will) have the educational resources needed to help us all prosper." Another 200,000 new jobs will be open by 2010, forecasts say. Our homegrown high-tech workforce meets only two-thirds of the total demand. *Linda Salter (West Valley Community College) and Kim Jones*

4/2/00 SJMN "The long-term solution to the tech-worker shortage lies in nurturing Silicon Valley's most valuable and only renewable resource: our homegrown workforce." 90% of students we polled last year plan to pursue higher education after high school; a third of those want to pursue high-tech related majors. However, they don't understand the skills they will need (only 15% cited math as a course relevant to high-tech careers.) The best solutions involve experiences that connect students with real-world career options, and investment in skills training. Joint Venture, Andersen Consulting; Cisco, and the Private Industry Council of Santa Clara Valley are among local companies working on effective approaches to "ensure that the talent high-tech employers have been seeking in New Delhi and Kuala Lumpur is available as close as Alum Rock and East Palo Alto." *Ruben Barreales, Joint Venture: Silicon Valley*

5/12/00 S.F.Chronicle "Last year, the administration opposed raising the current (H-1B) ceiling of 115,000, but later reversed course when high-tech companies complained of severe worker shortages." Now they would like to raise the H-1B cap to 200,000 until 2003, but here are many provisions (such as raising the visa fee companies pay for each worker) which greatly complicate the attempt to increase immigration by skilled workers. "The money from the fees would help fund various government programs to train U.S. workers."

FEEDER HIGH SCHOOLS

Ethnic Composition of SJECCD Feeder High Schools

1977 - 1999

East Side Union High School District
San Jose Unified School District*
***(includes grammar, middle, and high schools)**

East Side Union High School District

% Ethnic Group	1977	1981	1986	1991	1996	1999
American Indian	0.6%	1.8%	1.7%	1.7%	0.8%	0.6%
Asian	5.8%	16.2%	24.8%	32.3%	35.2%	38.0%
African American	1.0%	9.9%	8.3%	6.7%	6.0%	5.0%
White	51.6%	39.1%	34.5%	23.3%	18.7%	16.9%
Latino	31.9%	32.7%	30.4%	35.8%	39.0%	39.6%
Total	20,852	20,947	22,717	22,185	23,037	24,577

Since 1977, the proportion of Asian students has climbed from 5.8% to 38% and Latinos from 31.9% to 39.6%. In that time, the proportion of White students has declined from 51.6% to 16.9%.

San Jose Unified School District*

% Ethnic Group	1977	1981	1986	1991	1996	1999
American Indian	0.7%	0.4%	0.9%	1.2%	1.9%	1.6%
Asian	4.1%	7.1%	11.3%	13.7%	14.5%	14.7%
African American	1.9%	0.2%	2.9%	3.4%	3.3%	3.3%
White	67.4%	61.9%	51.1%	38.7%	31.2%	30.3%
Latino	25.7%	28.3%	33.6%	42.7%	48.8%	50.0%
Total	36,597	32,877	29,453	30,261	32,592	33,035

*(includes grammar, middle, and high schools)

Since 1977, the proportion of Asian students has climbed from 4.1% to 14.7% and Latinos from 25.7% to 50%. In that time, the proportion of White students has declined from 67.4% to 30.3%.

ESUHSD High Schools

Andrew Hill
Foothill
Independence
James Lick
Mt Pleasant
Oak Grove
Overfelt
Santa Teresa
Silver Creek
Yerba Buena
Apollo
Genesis
Pegasus
Phoenix

SJUSD High Schools

Broadway
Gunderson
Leland
Lincoln
Pioneer
San Jose High Academy
Willow Glen

Source: Vital Signs, a publication of the Center for Educational Planning. (408/453-6647)
and Santa Clara County Office of Education web site (Dataquest section)

Non-English Language Groups in SJECCD Feeder High Shools

1980 - 1997

East Side Union High School District
San Jose Unified School District*
***(includes grammar, middle, and high schools)**

East Side Union High School District	1980/81		1988/89		1996/97		Change from 88/89-96/97	
	#	%	#	%	#	%	#	% pts
Chinese Subgroups: Cantoneese		0.5%		1.2%		0.6%		
Mandarin		0.2%		0.4%		0.2%		
CHINESE (ALL)	**133**	**0.7%**	**355**	**1.6%**	**197**	**0.8%**	-158	**-0.8**
Indochinese Subgroups:Vietnamese		5.4%		8.0%		6.9%		
Cambodian/Khmer		0.5%		1.3%		1.0%		
Laotian		0.3%		0.2%		0.2%		
INDOCHINESE (ALL)	**1250**	**6.2%**	**2079**	**9.5%**	**1863**	**8.1%**	-216	**-1.4**
KOREAN	**73**	**0.4%**	**53**	**0.2%**	**38**	**0.2%**	-15	**0.0**
JAPANESE	**6**	**0.0%**	**11**	**0.1%**	**9**	**0.0%**	-2	**-0.1**
PILIPINO/TAGALOG	**258**	**1.3%**	**440**	**2.0%**	**340**	**1.5%**	-100	**0.0**
SPANISH	**1615**	**7.9%**	**2843**	**12.9%**	**3078**	**13.4%**	235	**0.5**
FARSI	**0**	**0.0%**	**0**	**0.0%**	**11**	**0.0%**	11	**0.0**
ALL OTHER NON-ENGLISH	**237**	**1.2%**	**762**	**3.5%**	**599**	**2.6%**	-163	**-0.9**
GRAND TOTAL	**3572**	**17.6%**	**6543**	**29.8%**	**6135**	**26.6%**	-408	**-3.2**

ESUHSD High Schools
Andrew Hill
Foothill
Independence
James Lick
Mt Pleasant
Oak Grove
Overfelt
Santa Teresa
Silver Creek
Yerba Buena
Apollo
Genesis
Pegasus
Phoenix

Since 1988, the largest numerical changes have been in Indochinese (down 216 students) and Spanish (up 235 students).

San Jose Unified School District*	1980/81		1988/89		1996/97		Change from 88/89-96/97	
	#	%	#	%	#	%	#	% pts
Chinese Subgroups: Cantoneese		0.2%		0.2%		0.2%		
Mandarin		0.1%		0.2%		0.3%		
CHINESE (ALL)	**95**	**0.3%**	**108**	**0.4%**	**166**	**0.5%**	58	**0.1**
Indochinese Subgroups:Vietnamese		1.6%		2.1%		2.6%		
Cambodian/Khmer		0.1%		0.1%		0.0%		
Laotian		0.2%		0.0%		0.0%		
INDOCHINESE (ALL)	**614**	**1.9%**	**642**	**2.2%**	**863**	**2.6%**	221	**0.4**
KOREAN	**37**	**0.1%**	**31**	**0.1%**	**43**	**0.1%**	12	**0.0**
JAPANESE	**14**	**0.0%**	**24**	**0.1%**	**25**	**0.1%**	1	**0.0**
PILIPINO/TAGALOG	**26**	**0.1%**	**50**	**0.2%**	**97**	**0.3%**	47	**0.1**
SPANISH	**2616**	**7.8%**	**3556**	**12.1%**	**7255**	**22.3%**	3699	**10.2**
FARSI	**0**	**0.0%**	**0**	**0.0%**	**50**	**2.0%**	50	**2.0**
ALL OTHER NON-ENGLISH	**235**	**0.7%**	**460**	**1.6%**	**490**	**1.5%**	30	**-0.1**
GRAND TOTAL	**3637**	**10.9%**	**4871**	**16.6%**	**8989**	**27.6%**	4118	**11.0**

SJUSD High Schools
Broadway
Gunderson
Leland
Lincoln
Pioneer
SJ High Academy
Willow Glen

*Grammar schools and middle schools are included in SJUSD statistics.

Since 1988, the largest numerical changes have been in Indochinese (up 221 students) and Spanish (up 3699 students).

Source: Vital Signs, a publication of the Center for Educational Planning. (408/453-6647)
Research Report #2549
SJECCD Office of Research and Planning

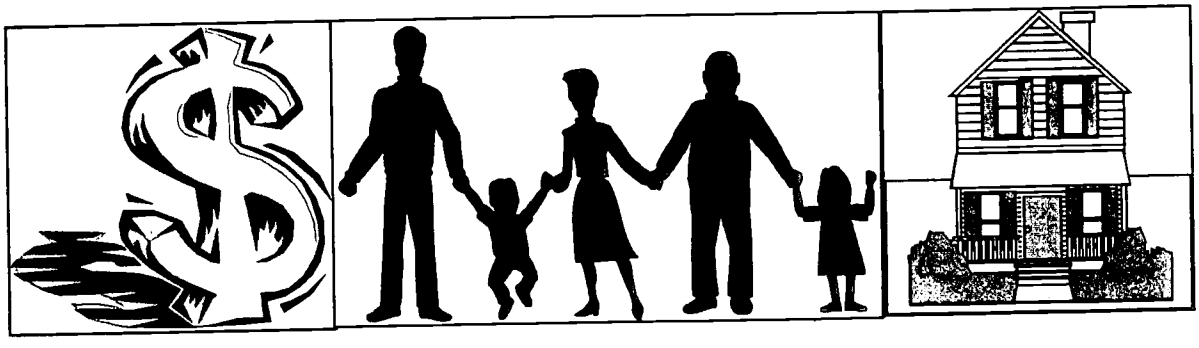
Mean Household Income of Families
SJECCD Feeder High Schools

1990 - 2015

East Side Union High School District
San Jose Unified School District*
***(includes grammar, middle, and high schools)**

Mean Household Income ('95 $)

	1990	1995	2000	2005	2010	2015
East Side Union	$58,024	$60,538	$64,907	$70,021	$73,063	$75,172
San Jose Unified	$63,536	$65,870	$69,930	$74,707	$79,989	$83,356
Santa Clara County	$68,939	$72,607	$78,401	$85,906	$92,565	$96,947



ESUHSD High Schools	
Andrew Hill	Santa Teresa
Foothill	Silver Creek
Independence	Yerba Buena
James Lick	Apollo
Mt Pleasant	Genesis
Oak Grove	Pegasus
Overfelt	Phoenix

SJUSD High Schools
Broadway
Gunderson
Leland
Lincoln
Pioneer
San Jose High Academy
Willow Glen

Source: Vital Signs, a publication of the Center for Educational Planning. (408/453-6647)

INTERNAL SCAN

Trends Newsletters

SJECCD FOCUS

STRATEGIC PLANNING
TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 60

June 25, 1999

Working Students

Implications for College Success and Persistence

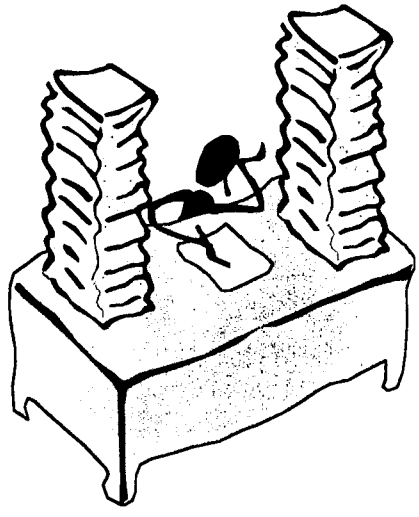
Source: San Jose Mercury News April 19, 1999

85.4% of the students at Evergreen Valley College are employed, making EVC **the third-highest ranking community college in the state** in terms of percentage of working students.

83.6% of students at San José City College have jobs. These figures are probably a little on the low side because they include only students who are covered by unemployment insurance (they exclude self-employed students, those in real-estate, cosmetology, child care, etc., and they were enrolled from 1995-96, the last year available.)

Why do students work and how does working affect their college experience? In Silicon Valley, both the high cost of living and the perceived need to get an early start in a career pressure students into leading double lives—triple lives for those with families in need of care. A nation-wide study by Jeanette Cureton in 1993 found that 60 percent of college students in the U.S work. A 1998 survey at San Jose State University showed that 77 percent of the student body hold down jobs, most of them working at least 20 hours a week. Unlike the traditional full-time student, the working student is apt to require a longer period of time to complete an educational goal and is less likely to be able to participate in campus activities and socialization. Grades also suffer.

What support can we offer our working students? Counselors have customarily recommended to students with jobs that they limit the number of units they take each semester. We must also adapt our curriculum, our method of offering courses, and our times and places for presenting instruction to accommodate the multi-tasking, "non-traditional" part-time working student.



WORKING STUDENTS

College	1991-92	1995-96
Cabrillo	73.7%	76.1%
Canada	73.3%	74.9%
Chabot	80.9%	83.0%
DeAnza	76.1%	78.4%
Evergreen	81.1%	85.4%
Foothill	68.7%	71.5%
Gavilan	78.6%	76.0%
Las Positas	83.2%	83.2%
Mission	70.8%	85.9%
Montery Peninsula	60.4%	71.7%
Ohlone	81.3%	82.2%
San Jose	80.3%	83.6%
San Mateo	76.0%	79.7%
Skyline	78.6%	82.2%
West Valley	51.4%	74.0%
Statewide	70.9%	74.0%

In Spring 1999, EVC enrollment was 14% full-time and 86% part-time; SJCC enrollment was 15% full-time and 85% part-time.

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 69

January 14, 2000

Long-Range Forecast

Enrollment and WSCH for SJECCD

Source: *California Community Colleges Chancellor's Office, Nov.1999 Chuck McIntyre, Dir. of Research, and Chuen-Rong Chan, Specialist*

Background:
The State Chancellor's Office prepared this 1999 forecast of Fall Enrollment and Annual Average Weekly Student Contact Hours (WSCH). Among other uses, it will provide the State with a basis for development of project proposals for the funding of future "capacity" facilities (lecture, lab, library/media, office, and related space), and the five-year construction plans due to be submitted Feb 1, 2000.

	YEAR	ENROLLMENT	% CHANGE ENROLLMENT	WSCH/ ENROLLMENT	WSCH	% CHANGE WSCH
ACTUAL	1994	20067			174924	
	1995	19011	-5.3%	8.92	169642	-3.0%
	1996	20415	7.4%	8.63	176107	3.8%
	1997	18055	-11.6%	9.32	168251	-4.5%
	1998	21127	17.0%	8.20	173300	3.0%
	1999	20852	-1.3%	*8.72	*181746	*4.9%
PROJECTED	2000	21531	3.3%	8.75	188306	3.6%
	2001	22083	2.6%	8.55	188916	0.3%
	2002	22474	1.8%	8.67	194896	3.2%
	2003	23038	2.5%	8.66	199454	2.3%
	2004	23764	3.2%	8.63	205044	2.8%
	2005	24457	2.9%	8.65	211620	3.2%
	2006	25140	2.8%	8.65	217363	2.7%
	2007	25888	3.0%	8.64	223730	2.9%
	2008	26440	2.1%	8.65	228629	2.2%
	2009	26831	1.5%	8.65	231958	1.5%
	2010	27411	2.2%	8.64	236964	2.2%
	2011	28135	2.6%	8.65	243250	2.7%
	2012	28824	2.4%	8.65	249191	2.4%
	2013	29528	2.4%	8.65	255281	2.4%
	2014	30260	2.5%	8.65	261609	2.5%
	2015	30818	1.8%	8.65	266433	1.8%

*projected

Comment: According to these CCCCO predictions, "Tidal Wave II" will bring a 48% increase in enrollment and a 47% increase in WSCH to our District over the next 16 years. If the projected WSCH/enrollment goes down as projected, we will need to compensate by increasing enrollment if we are to maintain or increase our District financial status quo. The extensive rebuilding of SJCC may make this more difficult in the short run.

Several factors could help:
(1) Increased high school recruiting
(2) The 16-week calendar
(3) Focused use of Partnership for Excellence funding
(4) Renewed emphasis on teaching and learning
(5) New facilities at EVC
(6) New SJCC campus (in the long run)
(7) Renewed emphasis on the transfer curriculum

STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 72 **March 3, 2000**

Focus on Ethnicity:
Hispanic Students in the SJECCD

Sources: TERM, July-August 1999 and San Francisco Examiner 10-17-99, SJECCD Office of Research and Planning

Comment: Based on the following data, we can expect our Hispanic/Latino student population to continue increasing at a higher rate than other ethnic groups, and we know that many will be disadvantaged. We need to consciously plan how to recruit, motivate, and retain Latino students. Lessons from the Adelante and Enlace programs could be very useful in our thinking.

"...racial and ethnic disparities in academic achievement are emerging as a national concern..." *SF Examiner*

External Scan:

U. S. population growth since 1990	9%
Latino population growth in U.S since 1990	38%
Year in which Latinos are projected to become the largest U.S. minority group	2005
Year in which Latinos are projected to become almost 25% of total U.S. population	2050
Proportion of Latinos and Caucasians with Internet access at home and/or work	22% and 43%, respectively
Proportion of Latino children living in poverty	40%
By 2015, proportion of disadvantaged children under 18 that will be Latino (largely made up of immigrants)	Nearly 60%
California Latino population	10.1 million

- ***Much of the increase in Latino population is attributed to a swelling immigrant population.***
- ***Most of these immigrants have had limited access to education in their native countries.***
- ***Parent education is closely linked to student achievement.***
- ***Many children of immigrants are disadvantaged and will need help obtaining access to the community college system and special encouragement to stay motivated to succeed.***

Internal Scan:

SJECCD Hispanic Enrollment F97, F98, F99	26%, 27%, 28%, respectively
EVC Overall Success Rates for Hispanic Students (compared to all other students)	60% (69%) Fall 1997 60% (68%) Fall 1998 60% (70%) Fall 1999
SJCC Overall Success Rates for Hispanic Students (compared to all other students)	59% (67%) Fall 1997 61% (68%) Fall 1998 58% (68%) Fall 1999
Enlace Success Rate (compared to other Hispanics in the same courses)	75% (44%) Fall 1999
Adelante Success Rate (compared to other Hispanics in the same courses)	57% (47%) Fall 1998

STRATEGIC PLANNING

San Jose/Evergreen Community College District

TRENDS

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 81

May 5 , 2000

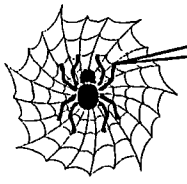
GROWING CAREER OPPORTUNITIES:

WEB SITE MANAGEMENT

SJCC PROGRAM TEACHES SKILLS IN HIGH DEMAND

Source: Lucy Dodge, San Jose City College Title III Activity Director

Comment: Local companies are looking for people with web site administration skills, and they are paying from $12 to $17 per hour, depending on experience. Summer and part-time jobs are available in this field. It is a real service to our students to offer them courses that can provide them with immediate employment as they consider furthering their education. Expanding our technical offerings needs to be strongly considered. With a wide variety of options, students can enjoy technical employment and gain experience in the world of work as they continue to increase their knowledge and skills in District classes.



"World Wide Web?"

W W W

The Computer Information Systems Department at San Jose City College is keeping apace with the new technologies associated with the Internet. Programs are being developed in CIS, Web Site Administration, and Web Application Solutions. Certificates of competency, specialization, and achievement in web-related subjects will eventually be available to SJCC students.

Spring 2000 offerings at SJCC:	Coming this summer and fall:
⊡ JavaScript Programming for the Web	⊡ Developing Web-based Training Materials
⊡ CGI and Perl Programming for the Web	⊡ Web Application Solutions
⊡ VBX and ActiveX Controls	⊡ Web Site Administration #1

What skills are taught in these classes? Web-based client/server development tools/techniques; security tools; distributed application tools and techniques; Perl,; Java and SQL; Visual Basic; Inter/Intranet application development using IIS, IE, ASP VBScript; HTML; and DHTML. Recent job listings requiring these skills include Network Integrator/Software Engineer, Professional Internet Technologist, Data Warehousing Consultant, Backend Web Developer, and Tech Support/Applications Specialist.

Job Information Web Sites

URL	Description
http://www.acinet.org/acinet.htm	America's Career InfoNet information home page providing links to wages and trends, job descriptions
http://www.acinet.org/acient/explore.htm	Career navigation and exploration tool to find information about jobs and salaries
Exodus@isearch.com	Software programming jobs available
http://techjobs.supersites.net/techjobsn2/docs/home/htm	Lists high technology jobs and provides career tips for software engineers, technical writers, data processing specialists, etc.
http://www.edd.ca.gov/aboutedd.htm	California Employment Development Department; Labor Market Information includes data by county
http://technology.monster.com	Lists high-tech jobs and allows visitors to enter a persona-lized search to indicate job title, salary, location, etc.
http://www.jobtrak.com/employers.html	Lists jobs and lets users post views and participate in other interactive features

STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 86 **June 9, 2000**

Focus on Ethnicity:

Asian Students in the SJECCD

Sources: U.S. Immigration and Naturalization Service, U.S. Census Bureau, SJECCD Office of Research and Planning

Comment: Asian students have far out-numbered students from other ethnic groups for many years on both of our campuses. They are not a homogenous group: countries of origin include Cambodia, China, India, Japan, Korea, Laos, Pacific Islands, Philippines, Viet Nam, and U.S. As the demographics of the state change in the next 25 years, the proportion of Asians in California is expected to increase from 13% to about 18%. Because Santa Clara County is likely to continue to attract Asian immigrants from many countries, we can expect that the number of Asian students at our colleges will continue to grow.

Internal Scan

FALL 1999	EVERGREEN VALLEY COLLEGE			SAN JOSE CITY COLLEGE		
	ASIANS	ALL OTHERS	TOTAL	ASIANS	ALL OTHERS	TOTAL
ENROLLMENT	4133	7648	11781	3085	6718	9803
SUCCESS RATE	67%	68%	67%	71%	63%	65%
(98/99) CERTIFICATES	40	29	69	190	94	284
(98/99) AA/AS DEGREES	196	190	386	143	203	346
(98/99) TRANSFERS TO CSU	188	148	336	98	167	265
(98/99) TRANSFERS TO UC	14	9	23	7	13	20

External Scan

Current World Population: 6 billion *Current U. S. Population: 270 million*	2000	2025 (PROJECTED)	PROJECTED INCREASE
California population	Over 33 million	Over 49 million	48%
Asian population in California	4,289.000	9,078,000	112%
Total projected California population gain via immigration 1995-2025 = 8.7 million			

U.S. Population Distribution

- In the U.S. between 1990 and 1998, Asians had a higher rate of population growth than any other group (37%).
- In 1997, California had more Asians (3.8 million) than any other state.
- Among counties, Santa Clara County had the fourth largest number of Asians in the U.S.

Education

- 42% of Asians aged 25 or over had a BA or higher in 1997.
- In comparison, the rates for other ethnic groups were: White, 25% African-American, 13% Hispanic, 10%

Immigration

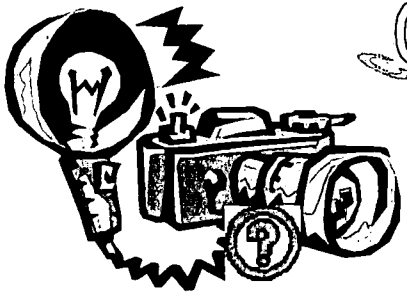
- In 1997, 24% (6.1 million) of U.S. foreign-born residents were Asians.
- In addition, six in 10 Asians in the U.S. were foreign-born.

Between Fall 1995 and Fall 1999, while the number of Asian students in the District rose slightly (from 6804 to 7218), the proportion of Asians decreased district-wide from 43% to 39%. (During that time period, the proportion of Hispanic students increased by two percentage points to 28%.)

"Asian" includes Filipino and Pacific Islander students

Demographics

SJECCD ENROLLMENT



Campus Snapshots

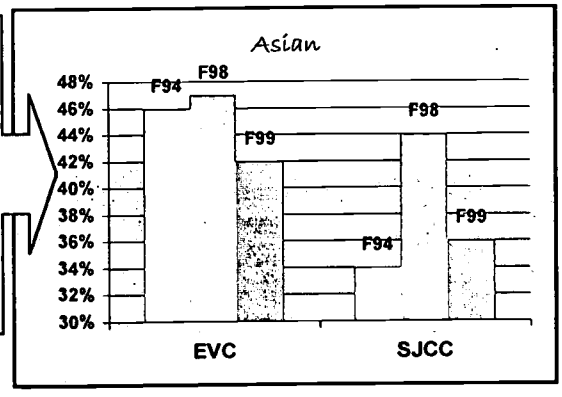
San Jose/Evergreen Community College District

QUESTION: How have EVC and SJCC enrollment figures by benchmark ethnicity* changed from Fall 1998 to Fall 1999 and from Fall 1994 to Fall 1999?

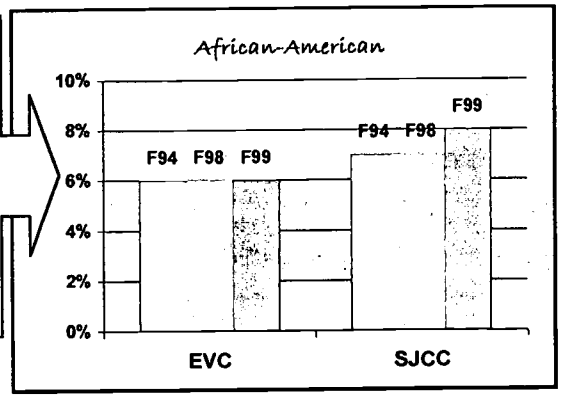
% Enrollment by Benchmark* Ethnicity	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Percentage point change from F98-F99	Percentage point change from F94-F99
ASN - EVC	46%	49%	50%	50%	47%	42%	↓ 5	↓ 4
ASN - SJCC	34%	37%	40%	44%	44%	36%	↓ 8	↑ 2
AF-AM - EVC	6%	6%	5%	6%	6%	6%	No change	No change
AF-AM - SJCC	7%	8%	7%	7%	7%	8%	↑ 1	↑ 1
HSP - EVC	25%	26%	26%	26%	28%	28%	No change	↑ 3
HSP - SJCC	26%	26%	26%	25%	25%	29%	↑ 4	↑ 3
CAU - EVC	18%	15%	14%	12%	11%	18%	↑ 7	No change
CAU - SJCC	27%	24%	21%	18%	15%	20%	↑ 5	↓ 7
OTH - EVC	5%	5%	5%	6%	7%	6%	↓ 1	↑ 1
OTH - SJCC	6%	6%	6%	7%	9%	7%	↓ 2	↑ 1

Total enrollment at EVC varied from 9,799 in F94 to 11,781 in F99. Total enrollment at SJCC varied from 10,044 in F94 to 9,803 in F99.

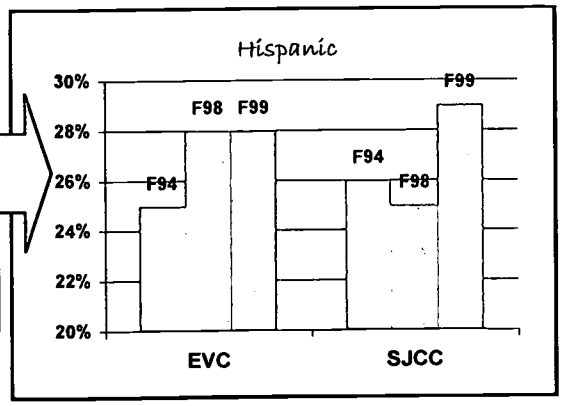
Enrollment of Asian students at both campuses declined from F98 to F99 after showing increases from F94 to F98.



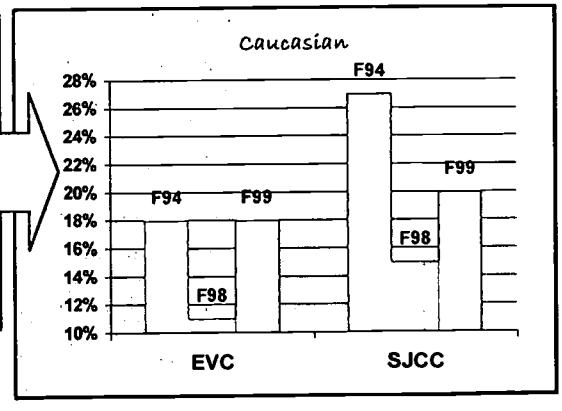
Enrollment of African-American students at both campuses has remained relatively constant from F94-F99.



Enrollment of Hispanic students at both campuses has increased from F94-F99.



Enrollment of Caucasian students at both campuses increased from F98 to F99 after declining from F94-F98.



*Benchmark ethnicity: ASN = Asian + Filipino + Pacific Islander; AF-AM = African-American; HSP = Hispanic; CAU = Caucasian; Other = Other + Middle Eastern + American Indian/Alaskan native.
Benchmark ethnicity calculations exclude Unknown and Decline to State categories.

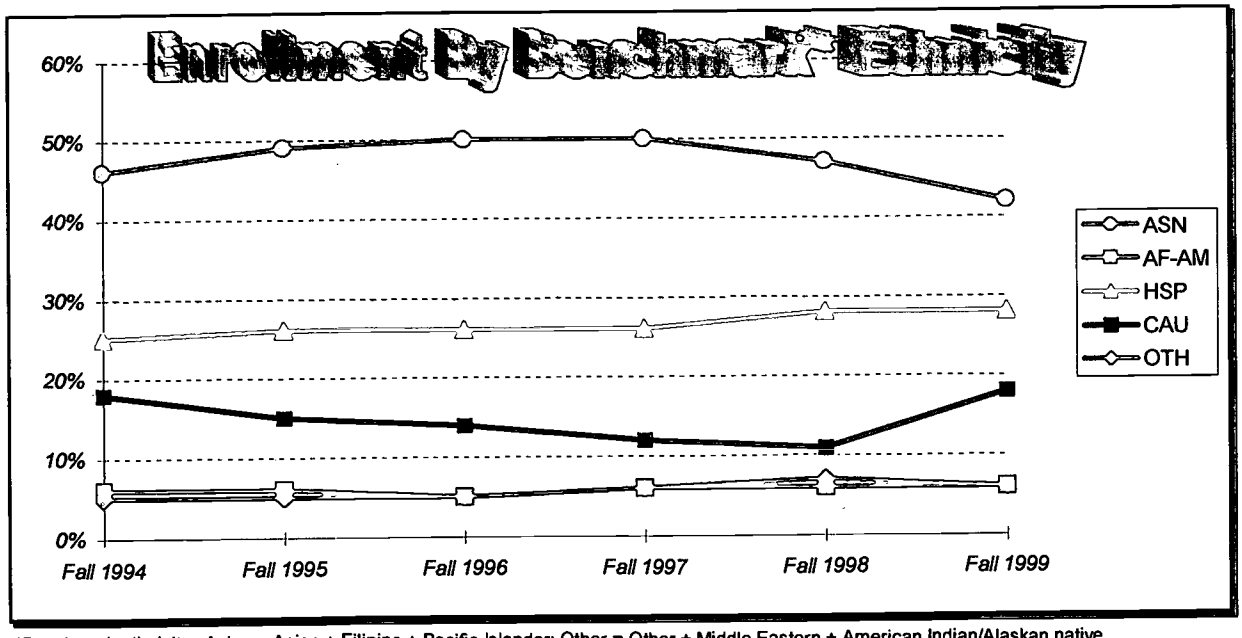
The percent of students with an Unknown ethnicity has declined at EVC from 50% in F98 to 11% in F99 and at SJCC from 49% in F98 to 9% in F99, making the F99 data somewhat more reliable.

Evergreen Valley College

Enrollment By Benchmark* Ethnicity

Fall 1994 - Fall 1999

% Enrollment at EVC by Benchmark* Ethnicity	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	
ASN (Asian)	46%	49%	50%	50%	47%	42%	↓
AF-AM (African-American)	6%	6%	5%	6%	6%	6%	
HSP (Hispanic)	25%	26%	26%	26%	28%	28%	
CAU (Caucasian)	18%	15%	14%	12%	11%	18%	↑
OTH (Other)	5%	5%	5%	6%	7%	6%	↓



*Benchmark ethnicity: Asian = Asian + Filipino + Pacific Islander; Other = Other + Middle Eastern + American Indian/Alaskan native. Benchmark ethnicity calculations exclude Unknown and Decline to State categories.

Comment:

Although enrollment of Asian students decreased slightly in Fall 1999 compared to Fall 1998, Asian students still comprise the largest ethnic group at EVC. The Caucasian student population increased in Fall 1999 by 7 percentage points, while the Hispanic population remained unchanged from Fall 1998 to Fall 1999. The percentage of African-American students has remained fairly constant over the last six fall semesters.

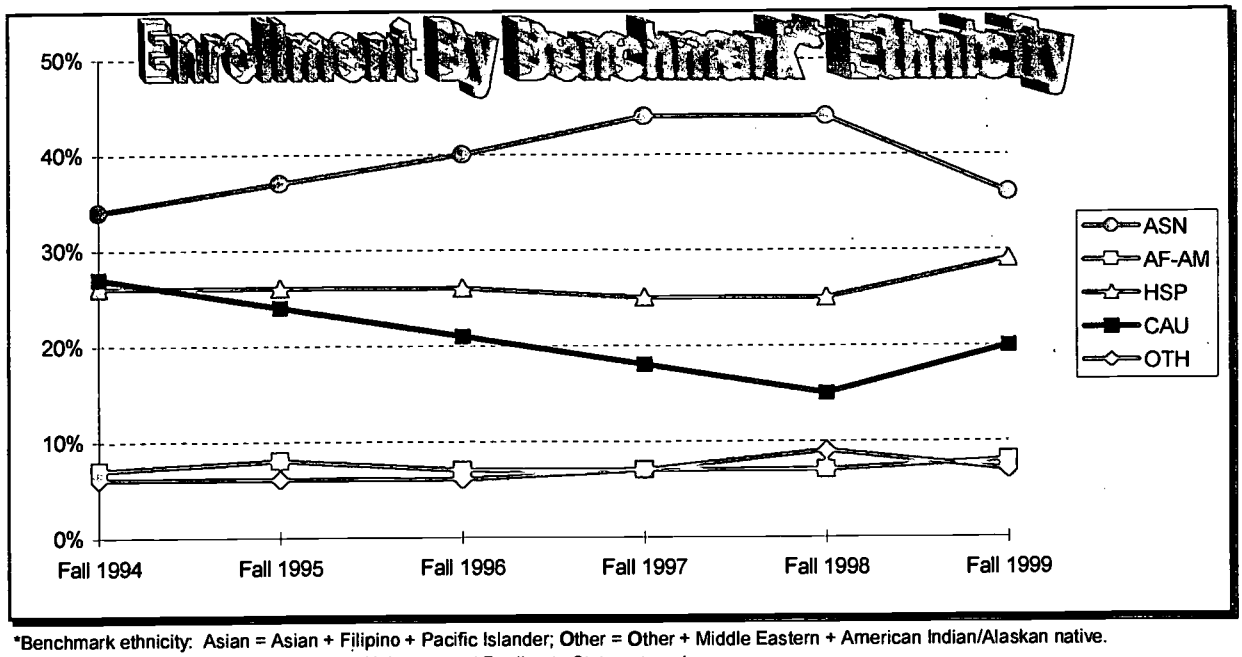
The percentage of students whose ethnicity is unknown was not correctly entered into the mainframe data files during the period between F96-S99, reducing to some degree the confidence we can have in the ethnicity information presented. This problem was corrected in Fall 1999.

San José City College

Enrollment By Benchmark* Ethnicity

Fall 1994 - Fall 1999

% Enrollment at SJCC by Benchmark* Ethnicity	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	
ASN (Asian)	34%	37%	40%	44%	44%	36%	↓
AF-AM (African-American)	7%	8%	7%	7%	7%	8%	↑
HSP (Hispanic)	26%	26%	26%	25%	25%	29%	↑
CAU (Caucasian)	27%	24%	21%	18%	15%	20%	↑
OTH (Other)	6%	6%	6%	7%	9%	7%	↓



*Benchmark ethnicity: Asian = Asian + Filipino + Pacific Islander; Other = Other + Middle Eastern + American Indian/Alaskan native. Benchmark ethnicity calculations exclude Unknown and Decline to State categories.

Comment:

Asian students continue to make up the largest student population group at SJCC, even though there was a decrease of 8 percentage points in the Asian student population from Fall 1998 to Fall 1999. Fall 1999 also saw an increase in the Hispanic student population of 4 percentage points and an increase of 5 percentage points in the Caucasian student population. The African-American student population has remained fairly constant from Fall 1994 to Fall 1999.

The percentage of students whose ethnicity is unknown was not correctly entered into mainframe data files during the period between F96-S99, reducing to some degree the confidence we can have in the ethnicity information presented. This problem was corrected in Fall 1999.

Evergreen Valley College

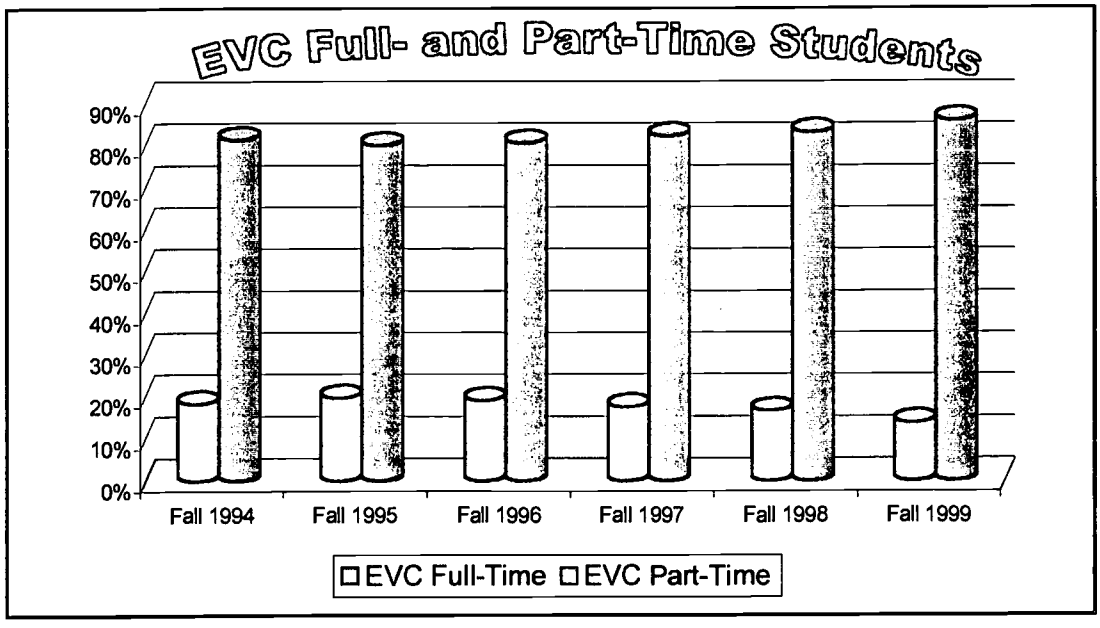
Number and Percent of Full- and Part-Time Students

Fall 1994 - Fall 1999

# Total Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC			9,799	9,002	9,404	9,410	10,218	11,781

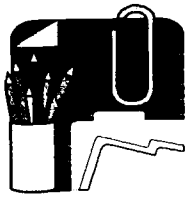
# Full/Part-Time Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC Full-Time			1,813	1,788	1,809	1,660	1,706	1,634
EVC Part-Time			7,986	7,214	7,595	7,750	8,512	10,147
% Full/Part-Time Enrollment			**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
EVC Full-Time			19%	20%	19%	18%	17%	14%
EVC Part-Time			81%	80%	81%	82%	83%	86%

Source: San Jose/Evergreen Community College District Enrollment Report (Data Processing Report #5C17)



Comment: *The percent of part-time students has continued a slow but steady increase from 81% in 1994 to 86% in 1999.*

Our recruitment, course offerings, support services, and retention strategies all of necessity need to be seen in terms of the part-time far more than the traditional full-time student.



San José City College

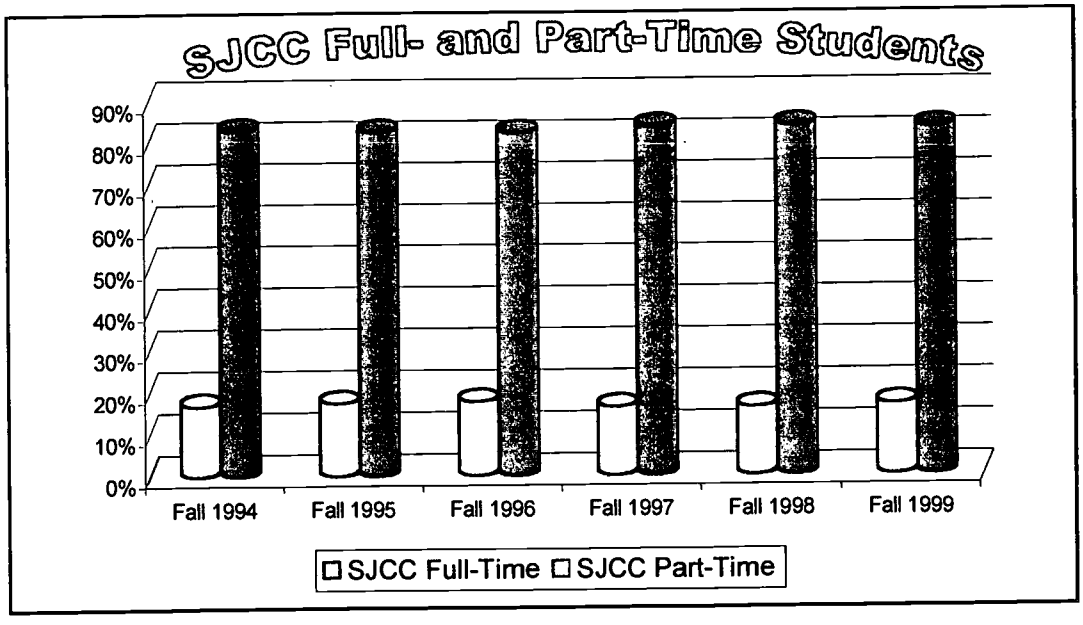
Number and Percent of Full- and Part-Time Students

Fall 1994 - Fall 1999

# Total Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC			10,044	9,336	9,918	9,609	10,094	9,803

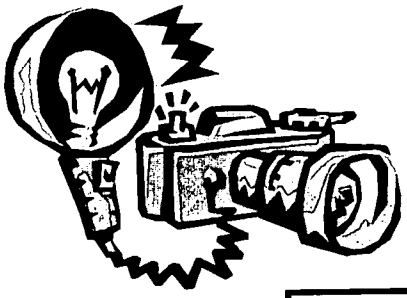
# Full/Part-Time Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC Full-Time			1,693	1,621	1,750	1,570	1,626	1,641
SJCC Part-Time			8,351	7,715	8,168	8,039	8,468	8,162
% Full/Part-Time Enrollment			**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
SJCC Full-Time			17%	17%	18%	16%	16%	17%
SJCC Part-Time			83%	83%	82%	84%	84%	83%

Source: San Jose/Evergreen Community College District Enrollment Report (Data Processing Report #5C17)



Comment: *The percent of part-time students has remained fairly close to 83% from Fall 1993 to Fall 1999.*

Our recruitment, course offerings, support services, and retention strategies all of necessity need to be seen in terms of the part-time far more than the traditional full-time student.

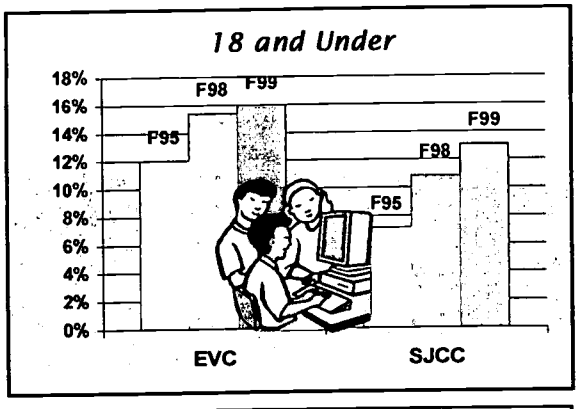


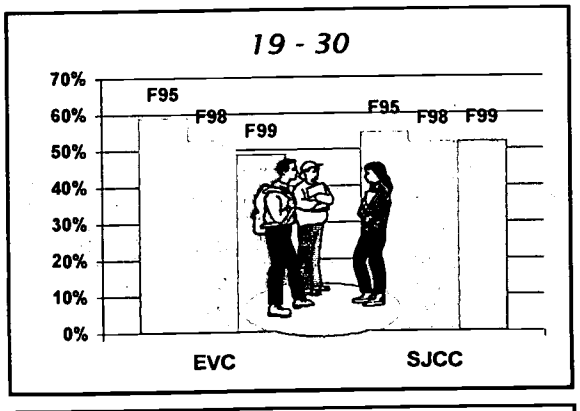
Campus Snapshots

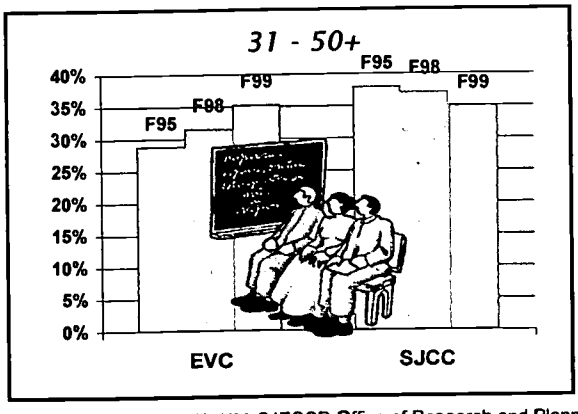
San Jose/Evergreen Community College District

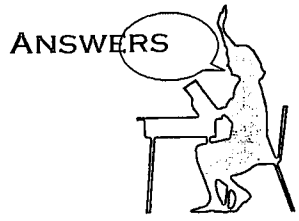
QUESTION: How have EVC and SJCC enrollment figures by age group changed from Fall 1998 to Fall 1999 and from Fall 1995 to Fall 1999?

Enrollment by Age Group	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		% Point change from F98-F99	% Point change from F95-F99
	#	%	#	%	#	%	#	%	#	%		
18 and Under - EVC	1086	12%	870	9%	1261	13%	1576	15%	1872	16%	↑ 1	↑ 4
18 and Under - SJCC	670	7%	737	7%	742	8%	1097	11%	1286	13%	↑ 2	↑ 6
19-30 - EVC	5312	59%	5406	57%	4964	53%	5411	53%	5747	49%	↓ 4	↓ 10
19-30 - SJCC	5114	55%	5409	55%	5060	53%	5253	52%	5108	52%	No change	↓ 3
31-50+ - EVC	2604	29%	3128	33%	3185	34%	3231	32%	4162	35%	↑ 3	↑ 6
31-50+ - SJCC	3552	38%	3772	38%	3807	40%	3744	37%	3409	35%	↓ 2	↓ 3









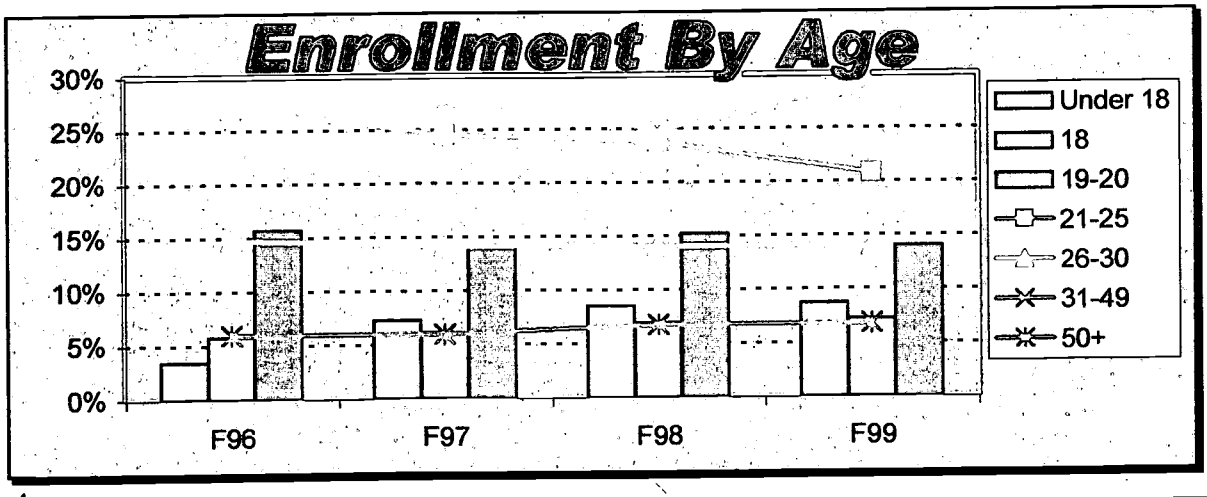
- At EVC from F95 to F99, the number of 18 and under students has increased from 1086 to 1872.
- At SJCC from F95 to F99, the number of 18 and under students has increased from 670 to 1286.
- It would appear that our increased efforts to recruit high school students is paying off.

Evergreen Valley College

Enrollment By Age Group

Fall 1996 - Fall 1999

AGE GROUP	F96	% F96	F97	% F97	F98	% F98	F99	% F99
Under 18	325	3%	683	7%	869	9%	1022	9%
18	545	6%	578	6%	707	7%	850	7%
19-20	1475	16%	1327	14%	1549	15%	1649	14%
21-25	2541	27%	2306	25%	2427	24%	2450	21%
26-30	1390	15%	1331	14%	1435	14%	1648	14%
31-49	2568	27%	2626	28%	2541	25%	3364	29%
50+	560	6%	559	6%	690	7%	798	7%
Total	9404	100%	9410	100%	10218	100%	11781	100%
Under 21	*2345*	*25%*	*2588*	*28%*	*3125*	*31%*	*3521*	*30%*



Comment:

Of particular concern has been the effectiveness of our high school recruiting efforts. Data for students under 21 is most likely to reflect students most recently from high school.

- The percent of students under the age of 21 has increased from F96 to F99.
- The number of students under 18 has tripled (an increase from 3% to 9% of the student body).
- The percent of 18 year olds has remained fairly constant from F96 to F99.

!! More effort to recruit recent high school grads should be considered to help increase our graduation and transfer numbers.

Other data of note:

- At EVC, the 31-49 age group make up the highest percentage of students over the years shown.
- The 21-25 year age group is the next largest group.
- Students in the 26-30 year age group have remained constant at 14%-15% from Fall 1996 to Fall 1999.
- The number of students over 50, though small, has increased from 560 (F96) to 798 (F99).

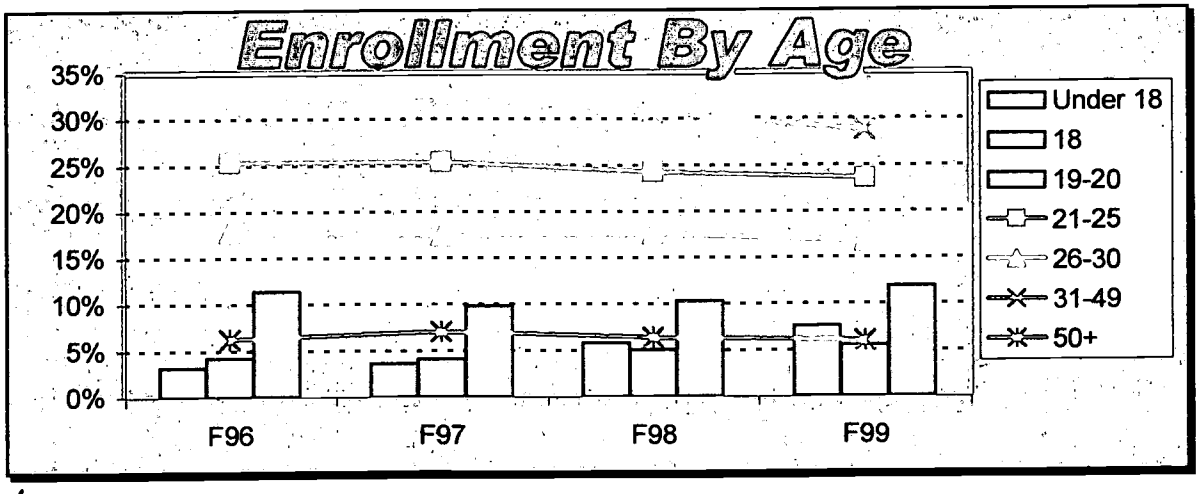
!! As we shift to more distance learning, we are apt to attract more older students.

San José City College

Enrollment By Age Group

Fall 1996 - Fall 1999

AGE GROUP	F96	% F96	F97	% F97	F98	% F98	F99	% F99
Under 18	319	3%	348	4%	584	6%	746	8%
18	418	4%	394	4%	513	5%	540	6%
19-20	1133	11%	943	10%	1038	10%	1169	12%
21-25	2511	25%	2441	25%	2444	24%	2304	24%
26-30	1765	18%	1676	17%	1771	18%	1635	17%
31-49	3154	32%	3126	33%	3102	31%	2820	29%
50+	618	6%	681	7%	642	6%	589	6%
Total	9918	100%	9609	100%	10094	100%	9803	100%
Under 21	*1870*	*19%*	*1685*	*18%*	*2135*	*21%*	*2455*	*25%*



Comment

Of particular concern has been the effectiveness of our high school recruiting efforts. Data for students under 21 is most likely to reflect students most recently from high school.

- The percent of students under the age of 21 has increased from F96 to F99.
- The number of students under 18 has more than doubled (an increase from 3% to 8% of the student body).
- The percent of 18 year olds has also increased slightly in F99.

!! More effort to recruit recent high school grads should be considered to help increase our graduation and transfer numbers.

Other data of note:

- At SJCC, the 31-49 age group make up the highest percentage of students over the years shown.
- The 21-25 year age group is the next largest group.
- Students in the 26-30 year age group have remained constant at 17%-18% from Fall 1996 to Fall 1999.
- The number of students over 50 remained constant at 6%-7%.

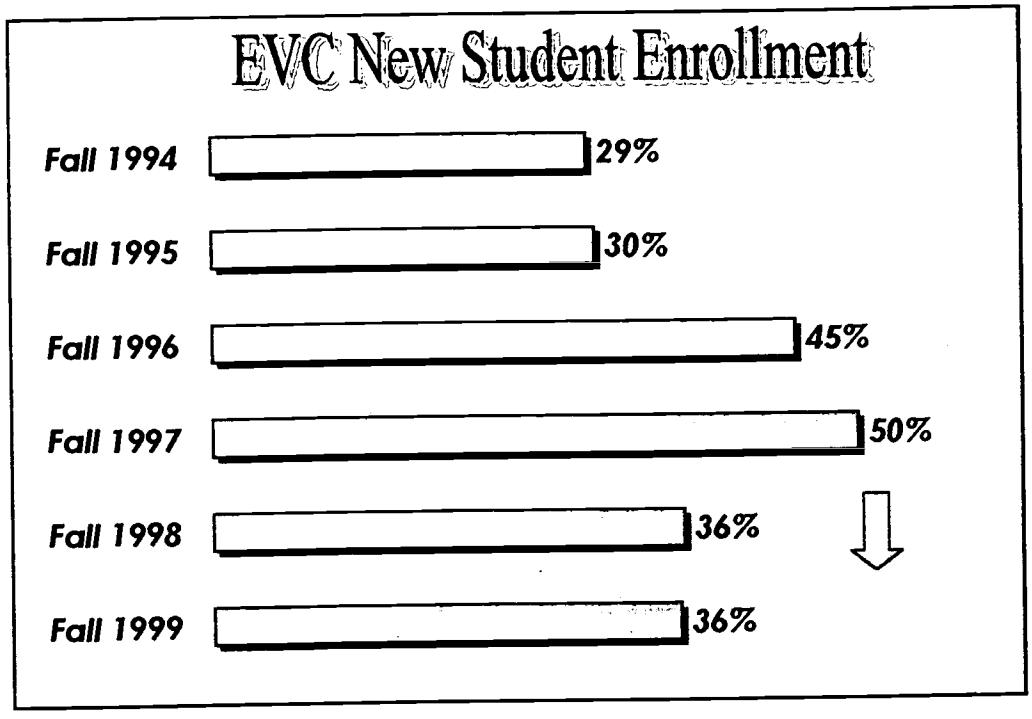
!! As we shift to more distance learning, we are apt to attract more older students.

Evergreen Valley College

New Student Enrollment

Fall 1994 - Fall 1999

EVC	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
# Total Enrollment	9,799	9,002	9,404	9,410	10,218	11,781
# New Enrollment	2,836	2,660	4,228	4,681	3,716	4,248
% New Enrollment	29%	30%	45%	50%	36%	36%



After several years of steadily increasing new student enrollment at EVC (from 29% in Fall 1994 to 50% in Fall 1997), there was a 14 percentage point decrease to 36% in Fall 1998, and it remained at 36% in Fall 1999.

This means that we retained more students from one semester to the next and that we lowered the number of new students that we had to recruit to reach our enrollment goals.

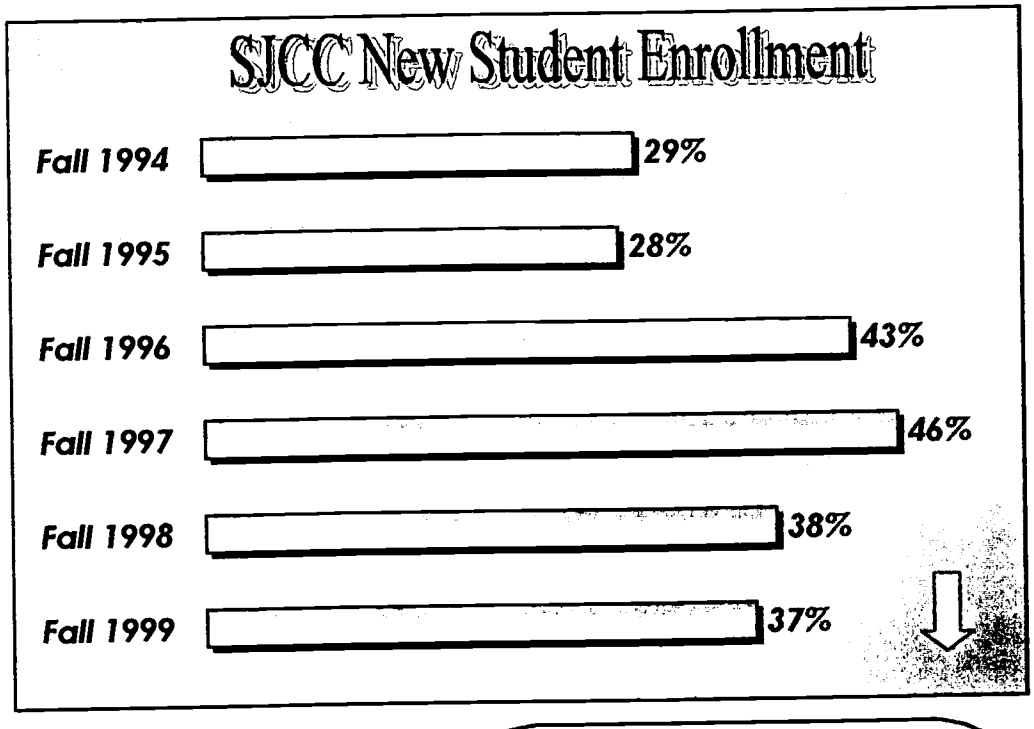
New Student Enrollment-EVC - F94-F99.xls 7/14/00 RR#3071 jy
SJECCD Research and Planning

San Jose City College

New Student Enrollment

Fall 1994 - Fall 1999

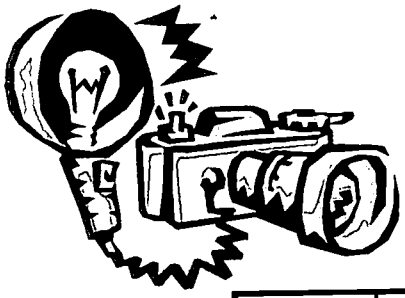
SJCC	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
# Total Enrollment	10,044	9,336	9,918	9,609	10,094	9,803
# New Enrollment	2,897	2,594	4,287	4,451	3,859	3,611
% New Enrollment	29%	28%	43%	46%	38%	37%



After seeing an increase in new student enrollment at SJCC in Fall 1996 and Fall 1997, there was an 8 percentage point decrease in Fall 1998, followed by another percentage point drop in Fall 1999.

This means that we retained more students from one semester to the next and that we lowered the number of new students that we had to recruit to reach our enrollment goals.

New Student Enrollment-SJCC - F94-F99.xls 7/14/00 RR#3072 jy
SJECCD Research and Planning

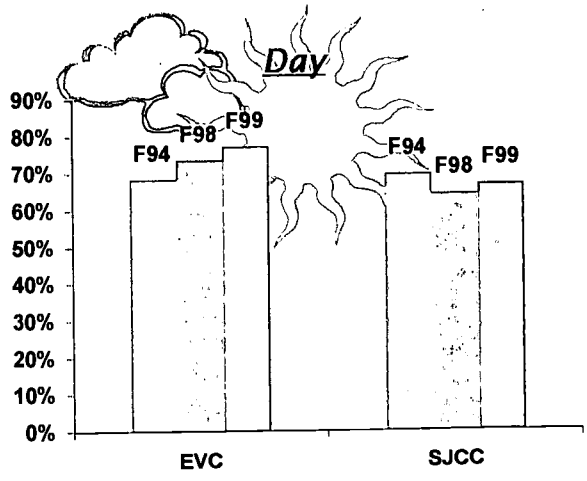


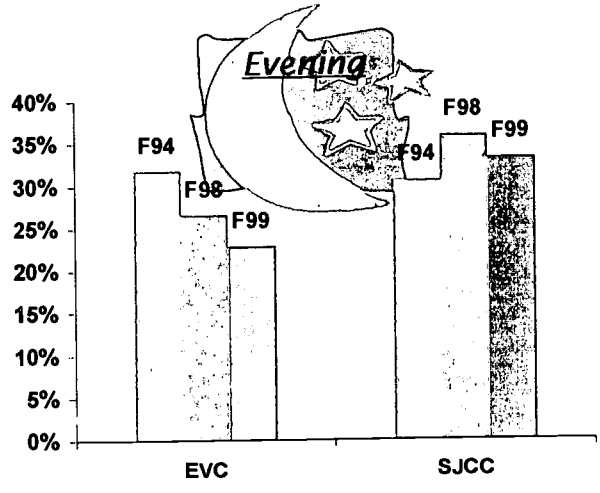
Campus Snapshots

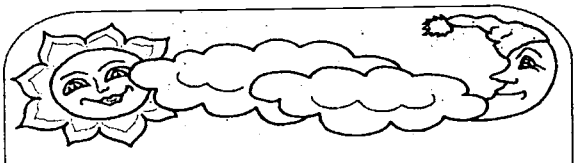
San Jose/Evergreen Community College District

QUESTION: How have EVC and SJCC day/evening enrollment figures changed from Fall 1998 to Fall 1999 and from Fall 1994 to Fall 1999?

Day/Evening Enrollment	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		% Point change from F98-F99	% Point change from F94-F99
	#	%	#	%	#	%	#	%	#	%	#	%		
Day - EVC	6688	**68%**	6276	**70%**	6602	**70%**	6936	**74%**	7505	**73%**	9088	**77%**	↑ 4	↑ 9
Day - SJCC	6977	**69%**	6537	**70%**	6699	**68%**	6419	**67%**	6475	**64%**	6547	**67%**	↑ 3	↓ 2
Evening - EVC	3111	**32%**	2726	**30%**	2802	**30%**	2474	**26%**	2713	**27%**	2693	**23%**	↓ 4	↓ 9
Evening - SJCC	3067	**31%**	2799	**30%**	3219	**32%**	3190	**33%**	3619	**36%**	3256	**33%**	↓ 3	↑ 2

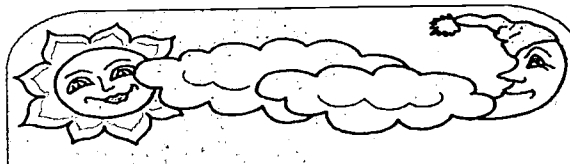






EVC

- ☆ THE NUMBER OF DAY STUDENTS AT EVC INCREASED FROM 73% IN F98 TO 77% IN F99.
- ☆ THE NUMBER OF DAY STUDENTS SHOWED AN EVEN LARGER INCREASE (FROM 68% TO 77%) FROM F94 TO F99.

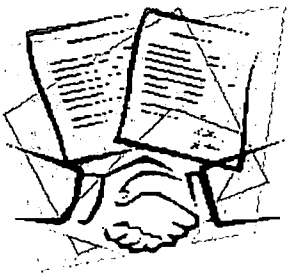


SJCC

- ☆ AT SJCC, THE NUMBER OF DAY STUDENTS INCREASED FROM 64% IN F98 TO 67% IN F99.
- ☆ HOWEVER, FROM F94 TO F99 THE NUMBER OF DAY STUDENTS DECREASED SLIGHTLY (FROM 69% TO 67%).

Comment: **It is interesting to note that over time, the number of day students at EVC is increasing while the number of day students at SJCC is decreasing, signaling a changing clientele at the two campuses.**

PARTNERSHIP FOR EXCELLENCE



PARTNERSHIP FOR EXCELLENCE

District/College Target Goals

Goal 1: Transfer

Actual (1995-96) Transfers to the University of California (UC) and the California State University (CSU) and Target (2005-06) Transfers

	UC		CSU	
	Full-Year 1995-96	Target 2005-06	Full-Year 1995-96	Target 2005-06
EVC	22	29	326	430
SJCC	29	39	254	335
District	51	68	580	765

Measure-Transfer Prepared

This is the number of students that achieved 56 transferable units with a G.P.A. of 2.00 in a six-year timeframe.

	Total Transfer Prepared during 1997-98 Year	Target 2005-06
EVC	1114	1416
SJCC	1091	1387
District	2205	2803

Goal 2: Degrees and Certificates

Actual (1995-96) Degrees and Certificates and Targets (2005-06)

	AA/AS 1995-96	Target 2005-06	Certificates 1995-96	Target 2005-06
EVC	325	444	50	69
SJCC	226	364	162	222
District	551	808	212	291

Goal 3: Successful Course Completion

Successful Completion Rates by Course Type during the 1995-96 Academic Year and Targets (2005-06)

	% Success Transfer	Target 2005-06	% Success Basic Skills	Target 2005-06	% Success Voc. Ed.	Target 2005-06
EVC	66.55	69.05	64.56	66.76	58.65	61.45
SJCC	70.65	73.15	61.63	63.83	82.02	84.82
District	68.6	71.1	63.1	65.3	70.34	73.14

Goal 4: Workforce Development

Count of Enrollments in Vocational Courses by S.A.M. Code during the 1995-96 Academic Year and Target (2005-06)

	S.A.M. Code A (Apprenticeship Courses)		S.A.M. Code B (Advanced Vocational Courses)		S.A.M. Code C (Introductory Vocational Courses)	
	1995-96	2005-06	1995-96	2005-06	1995-96	2005-06
EVC	0	0	1401	1900	3211	4354
SJCC	38	52	2041	2768	4065	5512
District	38	52	3442	4668	7276	9866

Goal 5: Basic Skills Improvement

Count of Students who Enrolled in a Basic Skills Course and then Enrolled in a Higher Level Course in the Same Area of Study, and Targets (2005-06)

	Improved English	Improved Math	Total Improved	Target 2005-06
EVC	1269	271	1540	2138
SJCC	1203	292	1495	2076
District	2472	563	3035	4214

Partnership for Excellence

Progress Report

Goal 1: TRANSFER

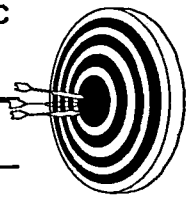
Sub-Goal: EVC/SJCC Progress to UC Transfer Targets

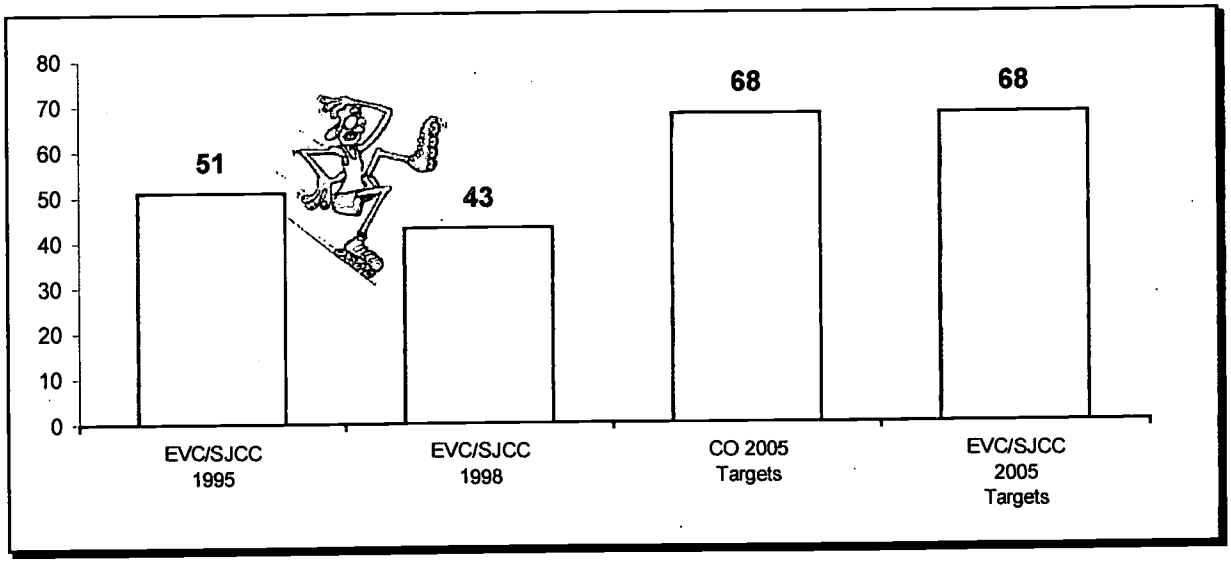
What are the initial EVC/SJCC transfer numbers?

What were the suggested Chancellor's Office (CO) targets?

What targets did SJECCD commit to?

	EVC/SJCC 1995	EVC/SJCC 1998	CO 2005 Targets	EVC/SJCC 2005 Targets
EVC	**22**	20	29	**29**
SJCC	**29**	23	39	**39**
EVC/SJCC	**51**	43	68	**68**





Comments:

- The EVC/SJCC UC transfer total for 1998 is 25 students short of the District chosen 2005 target of 68.
- We had 8 fewer UC transfers from 1995 to 1998.
- **While our committment is to increase our UC transfers, our number of UC transfers has gone down by 8 from 1995 to 1998. This reflects a trend reported by the California Postsecondary Education Commission (3/27/00) that the number of community college transfers to the UC have declined over the past five years.**
- The UC transfer rate is most apt to be increased by recruiting full-time students from high schools.
- The District number of 18-year-olds has increased by 1402 students from 1995 to 1999, giving some hope that we can reverse the current downward trend.

Performance

SJECCD STUDENTS

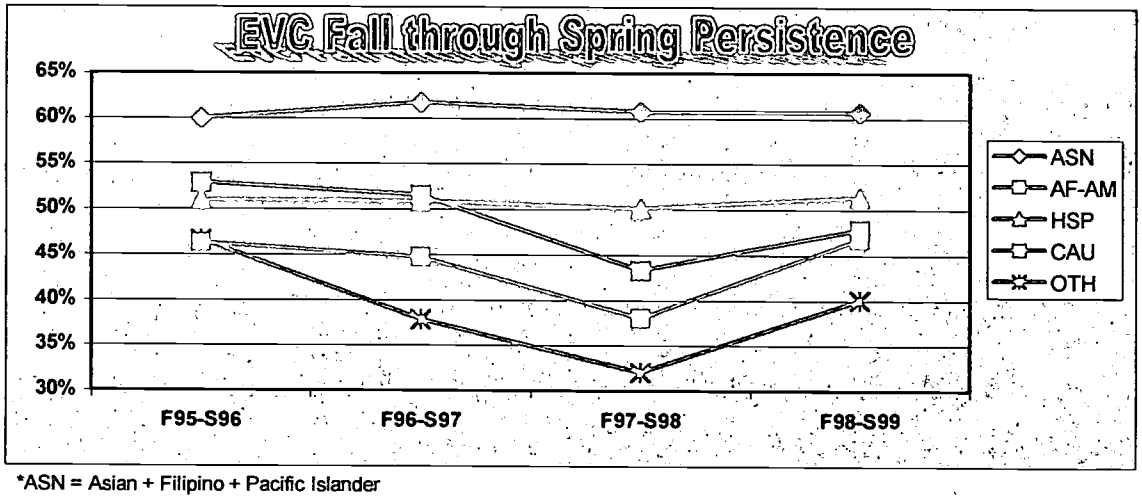
Evergreen Valley College

Fall through Spring Persistence by Ethnicity

Fall 1995-Spring 1999

Benchmark Ethnicity	F95-S96			F96-S97			F97-S98			F98-S99		
	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst
ASN*	3834	2297	60%	3212	1980	62%	3030	1839	61%	3207	1943	61%
AF-AM	483	223	46%	459	205	45%	446	169	38%	448	209	47%
HSP	2108	1073	51%	1806	917	51%	1772	886	50%	2072	1062	51%
CAU	1283	678	53%	998	514	52%	960	415	43%	1062	507	48%
OTH**	432	201	47%	577	218	38%	651	208	32%	555	222	40%

Source: SJECCD, Research and Planning, Title III Longitudinal Tracking System



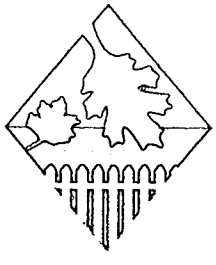
*ASN = Asian + Filipino + Pacific Islander

**OTH = Other + Middle Eastern + American Indian/Alaskan native

Benchmark ethnicity calculations exclude Unknown and Decline to State categories

Fall through Spring Persistence = the percentage of students who began in a given fall semester and successfully completed at least 1/2 unit of any course during the subsequent spring semester

Comment:



Fall

Asian students have had the highest F-S persistence rate, remaining near 61% over four years. Hispanic student's persistence has remained fairly stable at 50%-51%. African-American students rebounded to 47% in F98-S99 after a low of 38% in F97-S98. Caucasian and "Other" students also increased their persistence rates in F98-S99. Persisting to a next semester is an important step in obtaining the skills needed to "move ahead" in the areas of job, career, and education. Much more emphasis needs to be placed on strategies to increase persistence especially when most groups persist below a rate of 50%.

Spring

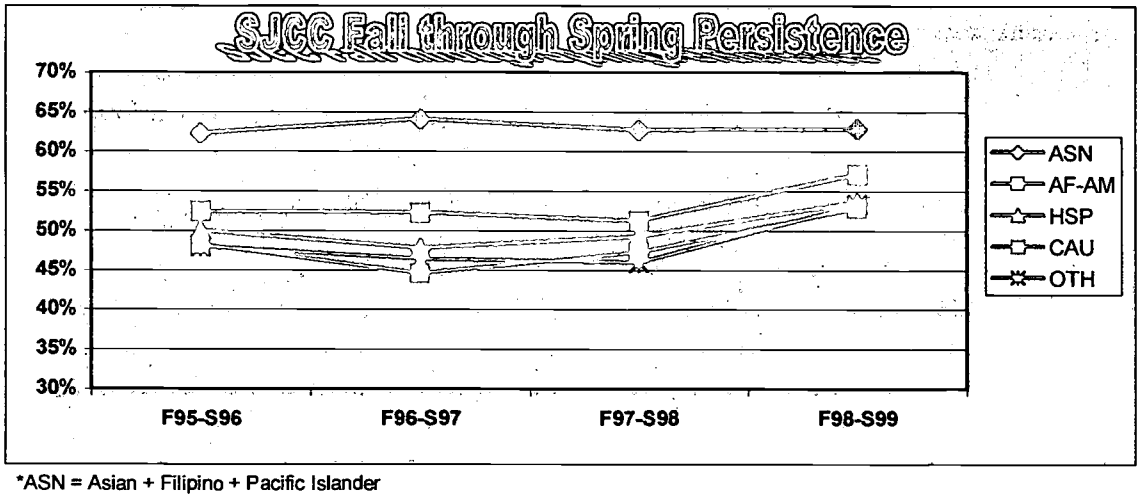
San José City College

Fall through Spring Persistence by Ethnicity

Fall 1995-Spring 1999

Benchmark Ethnicity	F95-S96			F96-S97			F97-S98			F98-S99		
	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst
ASN*	2952	1836	62%	2826	1808	64%	2661	1667	63%	2716	1706	63%
AF-AM	619	298	48%	503	224	45%	475	224	47%	525	277	53%
HSP	2109	1052	50%	1924	918	48%	1626	800	49%	1754	940	54%
CAU	1899	996	52%	1520	794	52%	1162	595	51%	1177	672	57%
OTH**	470	225	48%	455	211	46%	464	213	46%	526	280	53%

Source: SJECCD, Research and Planning, Title III Longitudinal Tracking System



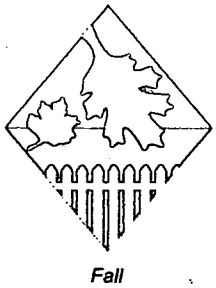
*ASN = Asian + Filipino + Pacific Islander

**OTH = Other + Middle Eastern + American Indian/Alaskan native

Benchmark ethnicity calculations exclude Unknown and Decline to State categories

Fall through Spring Persistence = the percentage of students who began in a given fall semester and successfully completed at least 1/2 unit of any course during the subsequent spring semester

Comment:



Fall

Asian students have had the highest F-S persistence rate, staying constant at 63% for the past 2 years. African-American, Hispanic, and Caucasian students all improved their persistence rates from F95-S96 to F98-S99. The persistence rate for "Others" went up to 53% after being under 50% the previous 3 years. Persisting to a next semester is an important step in obtaining the skills needed to "move ahead" in the areas of job, career, and education.

Spring

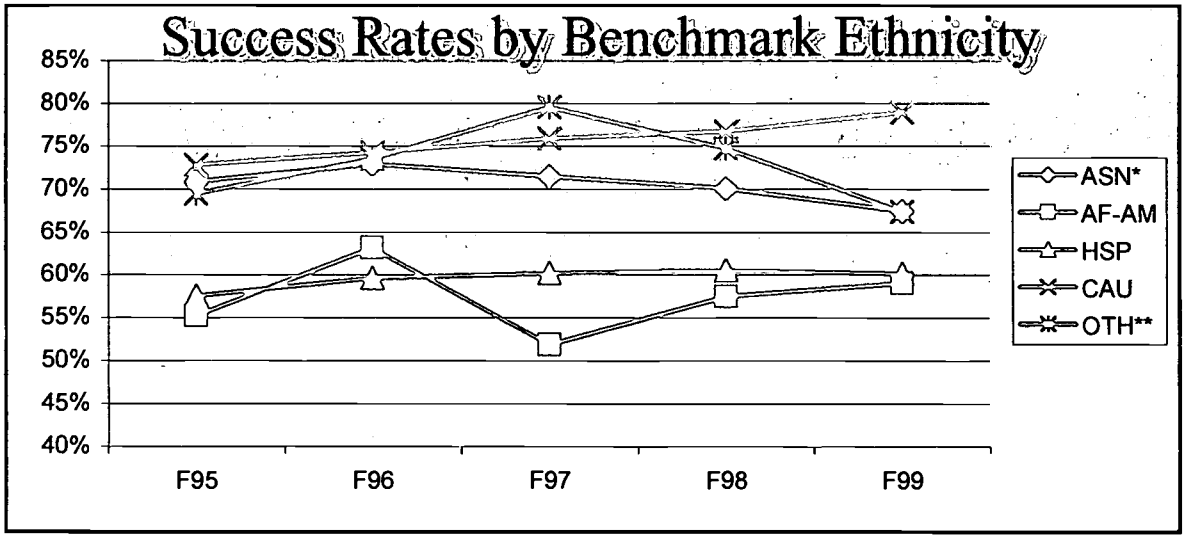
Evergreen Valley College

Success Rates by Benchmark Ethnicity

Fall 1995 - Fall 1999

	F95			F96			F97			F98			F99		
	Tot	Suc	% Suc	Tot	Suc	% Suc	Tot	Suc	% Suc	Tot	Suc	% Suc	Tot	Suc	% Suc
*ASN**	9751	6904	71%	8005	5831	73%	7494	5353	71%	6590	4612	70%	9589	6456	67%
AF-AM	1145	632	55%	1146	723	63%	1038	538	52%	794	456	57%	1142	674	59%
HSP	5291	3043	58%	4378	2610	60%	4183	2518	60%	3565	2155	60%	6191	3719	60%
CAU	2895	2105	73%	2185	1621	74%	1889	1432	76%	1282	982	77%	3430	2705	79%
*OTH***	846	587	69%	952	699	73%	975	775	79%	788	588	75%	1156	778	67%

Source: SJECCD Ethnic Grade Distribution Report, Data Processing Report #5L2001 for EVC and SJCC for Fall 1995-Fall 1999



*ASN = Asian + Filipino + Pacific Islander
**OTH = Other + Middle Eastern + American Indian/Alaskan native
Benchmark ethnicity calculations exclude Unknown and Decline to State categories

Success rates for Caucasian students has risen 6 percentage points from 73% in F95 to 79% in F99. The Asian student success rate dropped to 67% after remaining fairly stable near the low 70% mark. The Hispanic student success rate has remained constant, staying at 60% beginning in F96. After hitting a low of 52% in F97, success rates for African-American students are starting to increase, rising to 59% in F99.

Being successful is the first step to persisting and then to achieving certificates and degrees. A clear focus on the success and persistence of all groups is still essential if we are to meet our student equity goals.

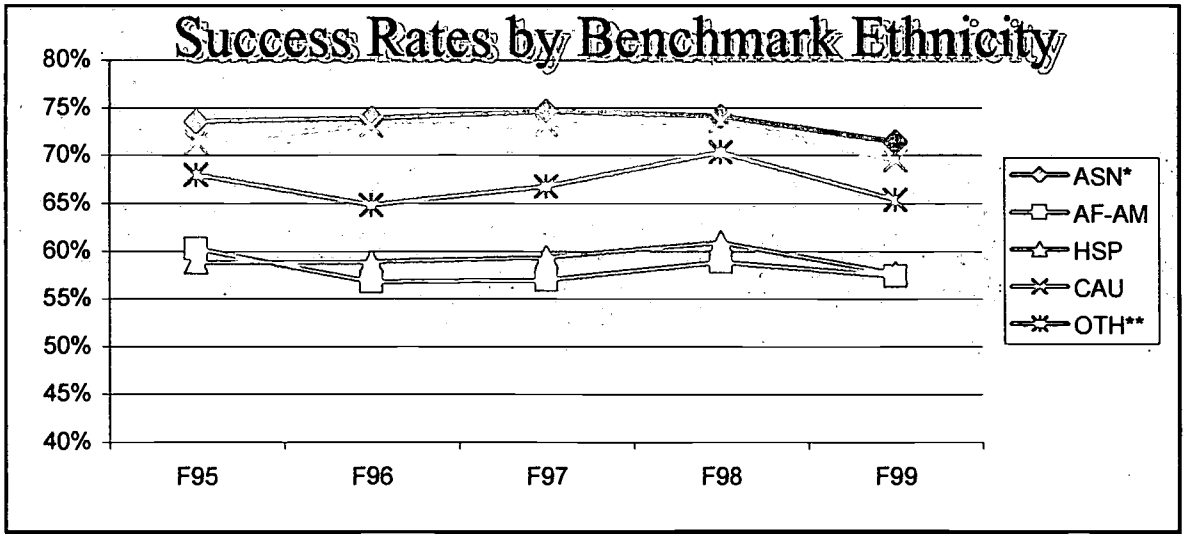
San José City College

Success Rates by Benchmark Ethnicity

Fall 1995 - Fall 1999

	F95			F96			F97			F98			F99		
	Tot	Suc	% Suc	Tot	Suc	% Suc	Tot	Suc	% Suc	Tot	Suc	% Suc	Tot	Suc	% Suc
*ASN**	6759	4968	74%	6094	4498	74%	5751	4290	75%	5080	3760	74%	6687	4772	71%
AF-AM	1830	1102	60%	1387	787	57%	1394	794	57%	1112	654	59%	1833	1051	57%
HSP	5327	3131	59%	4865	2861	59%	3959	2348	59%	3352	2039	61%	6260	3608	58%
CAU	4444	3168	71%	3474	2537	73%	2604	1904	73%	1862	1369	74%	3853	2675	69%
*OTH***	982	667	68%	917	594	65%	925	617	67%	871	612	70%	1459	953	65%

Source: SJECCD Ethnic Grade Distribution Report, Data Processing Report #5L2001 for EVC and SJCC for Fall 1995-Fall 1999



*ASN = Asian + Filipino + Pacific Islander
**OTH = Other + Middle Eastern + American Indian/Alaskan native
Benchmark ethnicity calculations exclude Unknown and Decline to State categories

Success rates for Asian students at SJCC decreased to 71% in F99 after remaining constant at 74%-75%. Caucasian students decreased their success rate to 69% in F99 after rising to 74% in F98. The Hispanic student success rate has remained fairly constant from F95-F99. Success rates for African-American students stayed near 57% - rising once in F95 to 60%, and again in F98 to 59%.

Being successful is the first step to persisting and then to achieving certificates and degrees. A clear focus on the success and persistence of all groups is still essential if we are to meet our student equity goals.

Evergreen Valley College

Graduates By Benchmark* Ethnicity

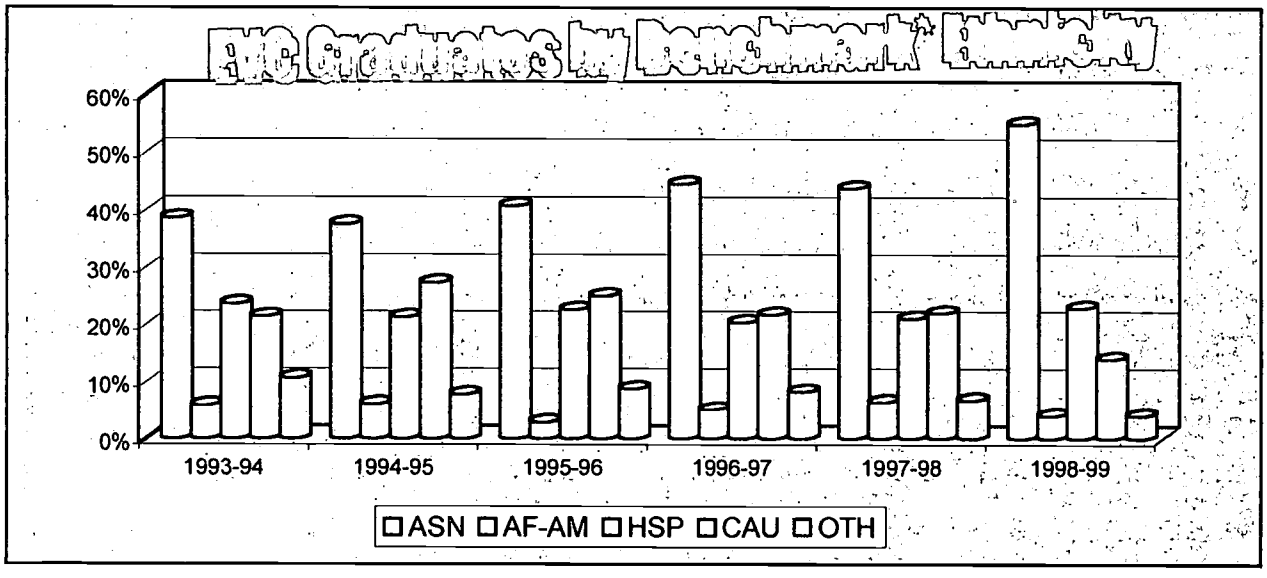
1993-94 - 1998-99

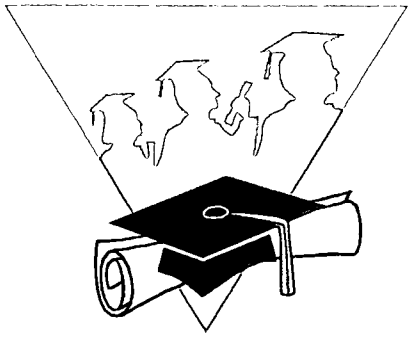
Graduates by Benchmark* Ethnicity	1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%
ASN	119	39%	111	38%	126	41%	131	45%	143	44%	196	55%
AF-AM	18	6%	18	6%	9	3%	15	5%	21	6%	14	4%
HSP	73	24%	63	21%	70	23%	60	20%	69	21%	82	23%
CAU	66	21%	81	27%	77	25%	64	22%	72	22%	49	14%
OTH	33	11%	23	8%	27	9%	24	8%	22	7%	15	4%

*Benchmark ethnicity calculations exclude Unknown and Decline to State categories and do not equal the total number of graduates or transfers.

Total # Graduates	327	313	326	312	354	386

Source: San/Evergreen Community College District Certificate/Degree Report 2 (Data Processing Report #5E2304)





From 1993-94 to 1998-99, the percent of Asian student graduates has risen from 39% to 55% as their numbers climbed from 119 to 196. The percentage of Hispanic graduates has remained about the same. The percentage of African-American student graduates decreased slightly in 1998-99, with only 14 graduates. The number of Caucasian student graduates also decreased in 1998-99, down to 14% after staying relatively constant near 22%.

The total number of graduates has only increased from 327 to 386. The graduates comprise a very small percentage of our 10,000 or so students. Even more importantly, the number has not increased very much over the years.

Graduates By Benchmark* Ethnicity

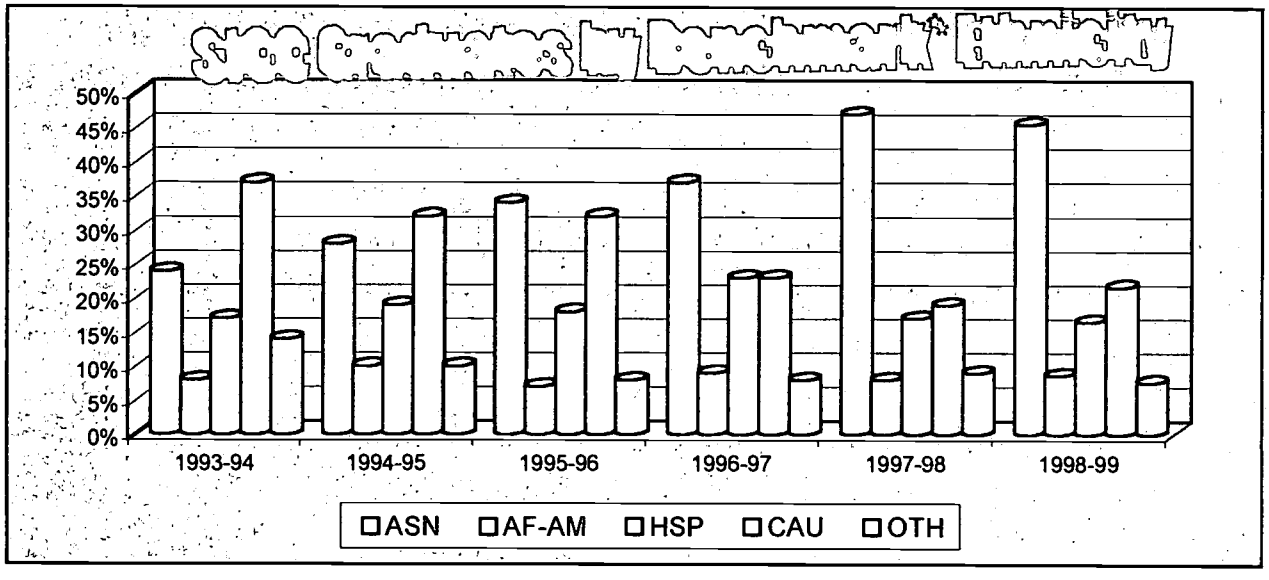
1993-94 - 1998-99

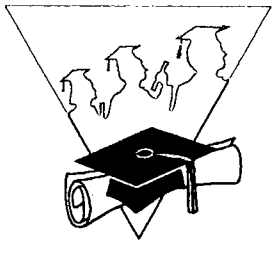
Graduates by Benchmark* Ethnicity	1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%
ASN	67	24%	81	28%	90	34%	111	37%	141	47%	143	46%
AF-AM	24	8%	28	10%	19	7%	27	9%	23	8%	27	9%
HSP	47	17%	55	19%	48	18%	68	23%	51	17%	52	17%
CAU	106	37%	92	32%	85	32%	68	23%	58	19%	68	22%
OTH	39	14%	29	10%	20	8%	25	8%	28	9%	24	8%

*Benchmark ethnicity calculations exclude Unknown and Decline to State categories and do not equal the total number of graduates or transfers.

Total # Graduates	311	302	272	312	329	346

Source: San/Evergreen Community College District Certificate/Degree Report 2 (Data Processing Report #5E2304)





From 1993-94 to 1998-99, the percent of Asian student graduates has risen from 24% to 46% as their number of graduates has more than doubled from 67 to 143. The percent of Caucasians has declined from 37% to 22% and "Others" from 14% to 8%. The percent of Hispanic and African-American graduates has remained fairly constant at about 17% and 8% respectively. The number of graduates in 1998-99 however, was 52 for Hispanics and 27 for African-American students. This is a very small number of actual students graduating from these groups.

Beyond SJECCD

SJECCD STUDENT FOLLOW UP

CSU Performance of SJECCD Students

Compared to All California Community Colleges

Fall 1998

Pre-Admission GPA

of 1998 Community College Graduates who Transferred to CSU

	Upper Division		Lower Division		Total		
	# Students	GPA	# Students	GPA	# Students	GPA	Ranking
Systemwide	24,680	2.95	5,280	2.85	29,960	2.93	#2
EVC	215	2.97	14	2.72	229	2.96	#1
SJCC	171	2.88	15	2.99	186	2.89	#3

Pre-admission GPA averages for EVC (2.96) were higher than the Systemwide GPA average of 2.93 and higher than the SJCC average (2.89).

CSU One-Year GPA (1998/9)

of 1998 Community College Graduates who Transferred to CSU and Persisted to Fall 1999

	Upper Division		Lower Division		Total		
	# Students	GPA	# Students	GPA	# Students	GPA	Ranking
Systemwide	20,145	2.90	3,553	2.79	23,698	2.88	#1
EVC	176	2.81	10	2.96	186	2.81	#3
SJCC	139	2.86	13	3.03	152	2.87	#2

During their first year at a CSU, EVC students achieved an average GPA of 2.81 compared to 2.87 for SJCC and 2.88 for the Systemwide average.

Persistence at CSU

(Enrolled for both Fall 1998 and Fall 1999)

	Upper Division		Lower Division		Total		
	# Students	Pers	# Students	Pers	# Students	Pers	Ranking
Systemwide	24,225	85%	4,606	80%	28,831	84%	#1
EVC	215	84%	14	79%	229	84%	#1
SJCC	171	84%	15	87%	186	84%	#1

EVC and SJCC students had a F98-F99 CSU persistence rate that was the same as the Systemwide rate of 84%.

Data Source: www.asd.calstate.edu/performance/ccc9899.htm

CSU Performance of SJECCD Students

Compared to Two Local Community Colleges and to Systemwide Totals for Fall 1998

Pre-Admission GPA

of 1998 Community College Graduates who Transferred to CSU

College	Upper Division		Lower Division		Total		
	# Students	GPA	# Students	GPA	# Students	GPA	Ranking
Systemwide	24,680	2.95	5,280	2.85	29,960	2.93	#3
EVC	215	2.97	14	2.72	229	2.96	#2
SJCC	171	2.88	15	2.99	186	2.89	#4
Mission	135	3.15	14	3.08	149	3.14	#1
DeAnza	676	2.90	105	2.73	781	2.87	#5

CSU One-Year GPA (1998/9)

of 1998 Community College Graduates who Transferred to CSU

College	Upper Division		Lower Division		Total		
	# Students	GPA	# Students	GPA	# Students	GPA	Ranking
Systemwide	20,145	2.90	3,553	2.79	23,698	2.88	#1
EVC	176	2.81	10	2.96	186	2.81	#4
SJCC	139	2.86	13	3.03	152	2.87	#2
Mission	113	2.87	13	2.77	126	2.86	#3
DeAnza	562	2.81	69	2.74	631	2.80	#5

Persistence at CSU (Enrolled for both Fall 1998 and Fall 1999)

College	Upper Division		Lower Division		Total		
	# Students	% Persist	# Students	% Persist	# Students	% Persist	Ranking
Systemwide	24,225	85%	4,606	80%	28,831	84%	#2
EVC	215	84%	14	79%	229	84%	#2
SJCC	171	84%	15	87%	186	84%	#2
Mission	135	85%	14	93%	149	86%	#1
DeAnza	676	85%	105	70%	781	83%	#3

- **In general, students from EVC and SJCC compare favorably with other colleges in terms of pre-admission GPA's and one-year (98/99) GPA's at the CSU.**

- **Of the four local colleges, SJCC ranked first in first-year GPA (2.87), higher than DeAnza (2.80), EVC (2.81), and Mission (2.86). The Systemwide average was 2.88.**

- **At 84%, the EVC and SJCC student persistence rates at CSU were equal to the system-wide average (F98-F99). Mission College had a higher rate of persistence at 86%, while DeAnza's persistence rate was lowest at 83%.**

Data Source: ***www.asd.calstate.edu/performance/ccc9899.htm***

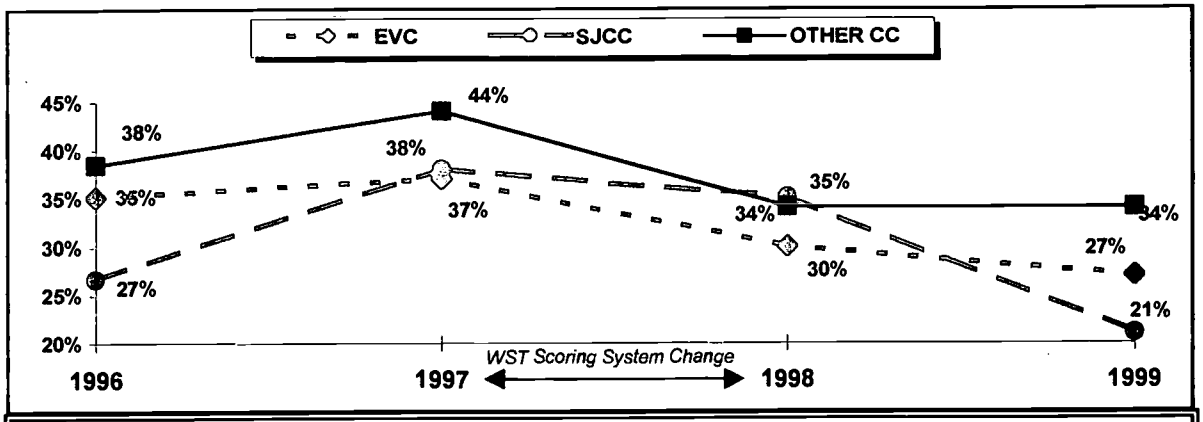
San Jose State University Junior Writing Skills Test

WST Pass Rates 1996-1999

San José City College & Evergreen Valley College

"No, English IS NOT My Primary Language"--% of Students Who Passed the WST

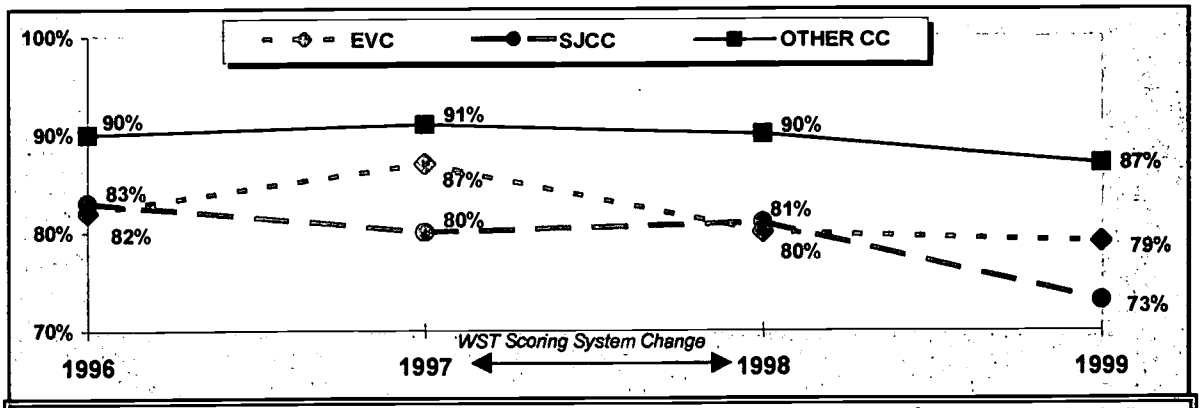
(Students who answered "no" to the question, "Is English your primary [preferred use] language ?")



***For students whose primary language is not English**, WST pass rates dropped at both colleges and all other community colleges combined for the second year in a row, with pass rates as low as 21% for SJCC and 27% for EVC for 1999. The average for all other community colleges was 34%.*

"Yes, English IS My Primary Language"--% of Students Who Passed the WST

(Students who answered "yes" to the question, "Is English your primary [preferred use] language ?")



***For students whose primary language is English,** pass rates dropped at both of our colleges and all other community colleges combined between 1998 and 1999. San Jose City College students dropped the farthest, from 81% to 73%. The pass rate for EVC dropped from 80% to 79%, and the pass rate for other community colleges went from 90% to 87%.*

Please note: Our colleges serve a large number of students whose original language is not English – including many who now answer that English is their primary language. The "English is my Primary Language" pass rate increases to 89% (rather than 79%) for EVC and 83% (rather than 73%) for SJCC if we don't count students who speak another language in addition to English.

BACKGROUND
&
ACKNOWLEDGEMENTS

Large numbers of students take English and ESL at Evergreen Valley College and San José City College. Most who transfer go to San Jose State University. The two colleges want all students to be well grounded in English skills and prepared to pass the Writing Skills Test (WST) upon transfer. The WST is comprised of two parts, a multiple choice and an essay. Passing the WST is a prerequisite to enrolling in the required Junior Level Writing Course and other upper division General Education Courses.

New passing standards were established as of February 1998:

Essay	Objective	Status
12	50 or greater	Waiver
11	69 or greater	Waiver
8-11	50 or greater	Pass
7	60 or greater	Pass
6	63 or greater	Pass
All other combinations		Fail

waiver = student may be exempted from the writing course required of all students at the Junior level
fail = student may enroll in a course to strengthen skills needed to pass the test

Report Author

Jon Kangas, Ph.D.
Associate Vice Chancellor for Research and Planning

Report Preparation

Kathleen Budros, Research Assistant

Source of Data

SJSU WST Reports dated:
March 1997; February 1998; March 1999; March 2000
by Zeljko Pavic, Associate Director of Testing and Evaluation
Data are from five testing sessions for each year.

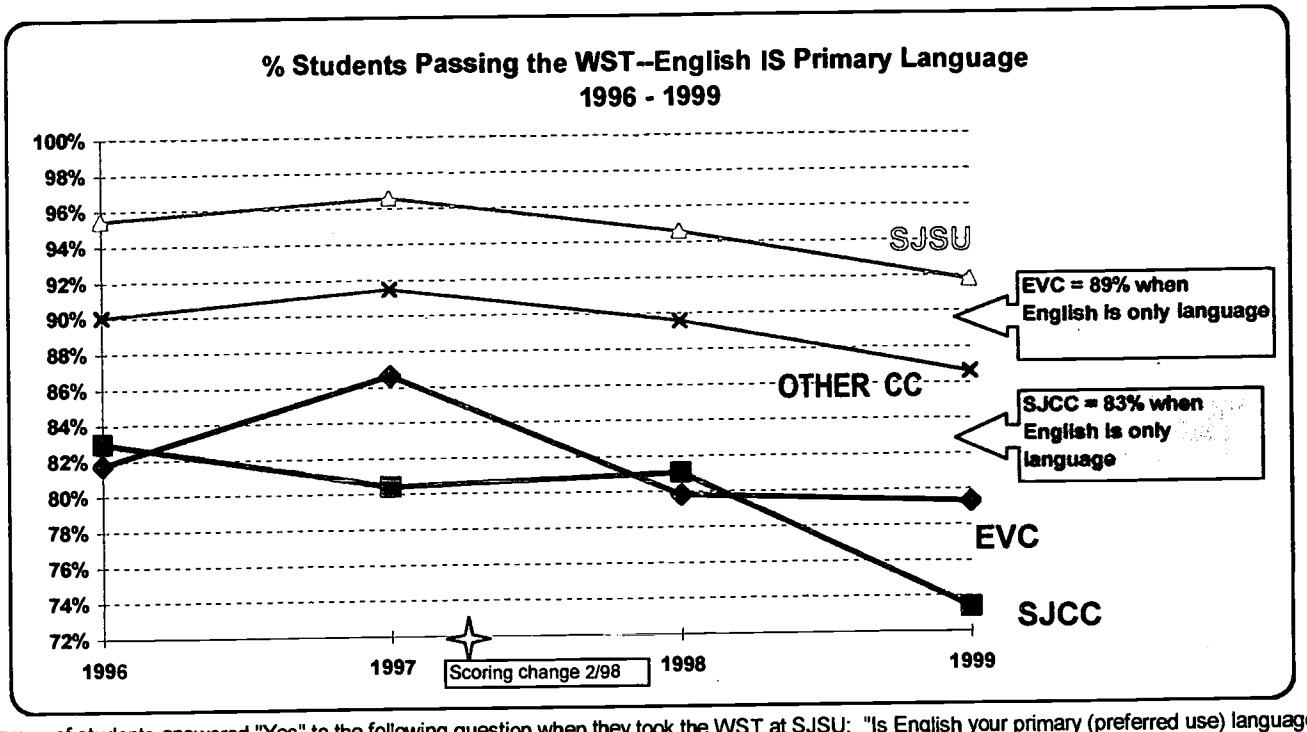
Definitions

English is primary language	=	Students responded "yes" to the question, "Is English your primary (preferred use) language?"
English is not primary language	=	Students responded "no" to the question, "Is English your primary (preferred use) language?"
Other CC	=	California Community Colleges (excluding EVC and SJCC)
EVC	=	Evergreen Valley College
SJCC	=	San José City College
SJSU	=	San Jose State University
WST	=	Writing Skills Test

Note: For the purpose of this report, only those students attempting the WST for the first time were selected for the analyses. All comparison groups (SJCC, EVC, SJSU, and All Other Community Colleges) were categorized according to how students answered the following question: "Where did you complete your most recent baccalaureate level composition course?"

WST PASS RATES
Student Group: English IS Primary Language
1996- 1999

	1996			1997			1998			1999			4-YEAR TOTAL		
	TOT #	#PASS	%PASS	TOT #	#PASS	%PASS	TOT #	#PASS	%PASS	TOT #	#PASS	%PASS	TOT #	#PASS	%PASS
EVC	208	170	**82%**	202	175	**87%**	213	170	**80%**	232	184	**79%**	855	699	82%
SJCC	182	151	**83%**	189	152	**80%**	190	154	**81%**	169	124	**73%**	730	581	80%
OTHER CC	2451	2207	**90%**	2145	1962	**91%**	2276	2039	**90%**	2149	1861	**87%**	9021	8069	89%
SJSU	856	817	**95%**	677	654	**97%**	849	803	**95%**	1040	954	**92%**	3422	3228	94%



This group of students answered "Yes" to the following question when they took the WST at SJSU: "Is English your primary (preferred use) language?"

Students Answered that "English IS My Primary Language"

The EVC pass rate for this group decreased three percentage points between 1996 and 1999 (from 82% to 79%). 49% of these EVC students speak another language (first language) in addition to English.

The SJCC pass rate for this group decreased ten percentage points between 1996 and 1999 (from 83% to 73%). 37% of these SJCC students speak another language in addition to English.

The combined 1996-1999 pass rate averages for SJCC and EVC are 80% and 82%, respectively.

Other Community Colleges have had consistently high pass rates for students in this category (an 89% average), higher than both colleges in our District.

If students who have a first language other than English are omitted, the pass rates increase for both EVC (to 89%) and SJCC (to 83%).

1999 WST Pass Rates: Primary English Speakers

Does Native Language Make a Difference?

Comparing Test Results for Students who say "Yes, English is my Primary Language"

Data for WST test-takers at SJSU are divided into two groups, depending on the answer students give to the following question: *"Is English your primary (preferred use) language?"* Students who answer "Yes" are compared with others who answer "Yes." However, students may say "Yes, my primary language is English" even though their language development and background was in a language other than English--**"English is my primary language" does not necessarily mean "English is my native language."**
Because so many test-takers from our colleges have native languages other than English, in addition to primary language, students are also asked to indicate their native language:

49% of EVC "Primary English Speakers" have a native language other than English.
37% of SJCC "Primary English Speakers" have a native language other than English.

Below you will see the difference in pass/fail rates between these groups.

Evergreen Valley College

232 EVC students answered "Yes, My Primary Language IS English."

Almost half of EVC students who say English is their primary language have a different first language in their background.

First Language	ENGLISH		OTHER*	
Passed Test	106	89%	78	69%
Failed Test	13	11%	35	31%
Total	119	100%	113	100%

All of these EVC WST test-takers said that English is their primary (preferred) language. However, 49% of them (113 out of 232) have first languages other than English. Those students with first languages other than English do less well on the WST than native English speakers.

San Jose City College

167 SJCC students answered "Yes, My Primary Language IS English."

*Chinese
*East Indian
*Korean
*Middle
*Eastern
*Spanish
*Tagalog
*Vietnamese

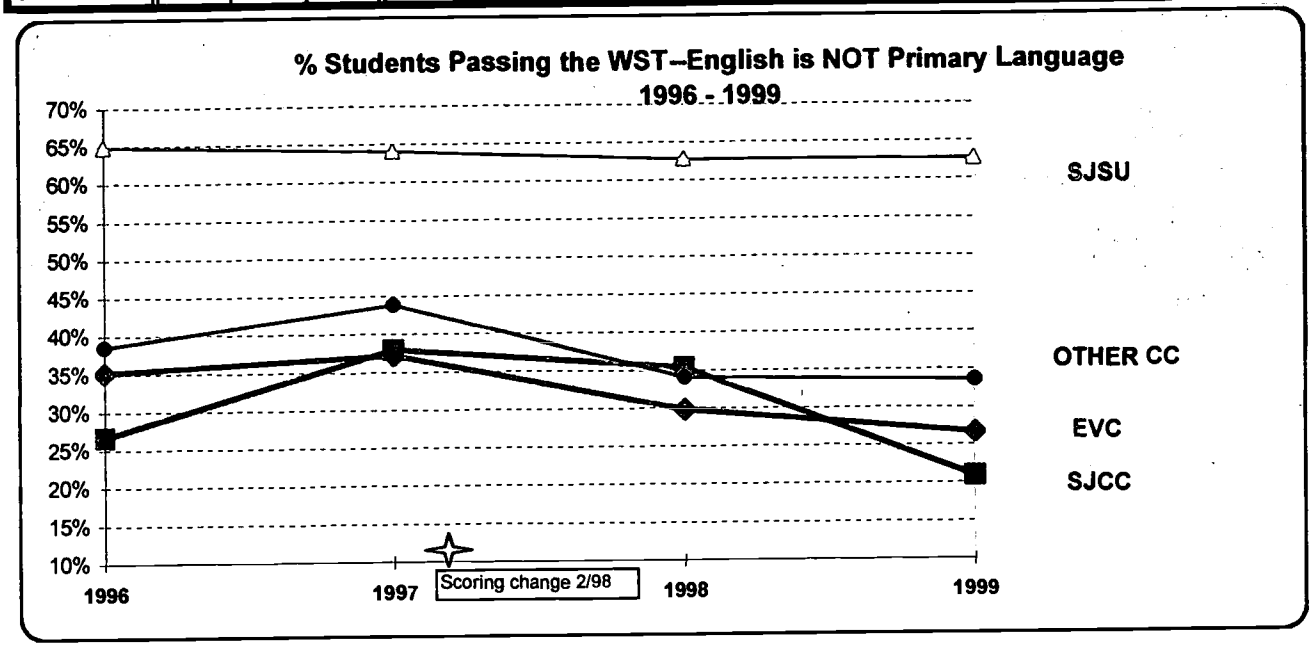
First Language	ENGLISH		OTHER*	
Passed Test	88	83%	36	57%
Failed Test	17	17%	26	43%
Total	105	100%	62	100%

All of these SJCC WST test-takers said that English is their primary (preferred) language. However, 37% of them (62 out of 167) have first languages other than English. Those students with first languages other than English do less well on the WST than native English speakers.

In the category "English IS my Primary Language," students with language backgrounds other than English do less well on the WST than students whose native language is English. Our students who have a native English background do about as well on the WST as native English speakers from other colleges around the State.

WST PASS RATES
Student Group: English is NOT Primary Language
1996 - 1999

	1996			1997			1998			1999			4-YEAR TOTAL		
	TOT #	#PASS	%PASS	TOT #	#PASS	%PASS	TOT #	#PASS	%PASS	TOT #	#PASS	%PASS	TOT #	#PASS	%PASS
EVC	162	57	**35%**	121	45	**37%**	138	41	**30%**	139	37	**27%**	560	180	32%
SJCC	120	32	**27%**	153	58	**38%**	136	48	**35%**	139	29	**21%**	548	167	30%
OTHER CC	969	373	**38%**	907	398	**44%**	887	302	**34%**	1047	351	**34%**	3810	1424	37%
SJSU	273	177	**65%**	264	169	**64%**	212	133	**63%**	281	176	**63%**	1030	655	64%



This group of students answered "No" to the following question when they took the WST at SJSU: "Is English your primary (preferred use) language?"

Students Answered that "English is NOT My Primary Language"

The 1999 pass rates for EVC and SJCC in this category fell from the previous year, the second year in a row of declining rates. Other CC and SJSU students had the same pass rates in 1999 as they had in 1998.

The EVC pass rate for this group has varied between a high of 37% in 1997 to a low of 27% in 1999. **73% of EVC test takers in this group failed the WST in 1999.**

The SJCC pass rate for students for whom English is NOT their primary language was 21%: **79% of this group from SJCC failed the WST in 1999.**

Other Community Colleges experienced a 1999 pass rate of 34% for students in this category (a 66% fail rate).

The disparity between passing rates of students of different language backgrounds has varied from institution to institution over the four years covered in this study. The EVC four-year average difference between "English IS Primary Language" students and "English is NOT Primary Language" students is 50 percentage points, and the difference between the two groups from SJCC is also 50 percentage points. Other CC's have a difference of 52 percentage points. There is a difference of only 30 percentage points between the pass rates of the two language groups for students who started at SJSU.

1999 WST Status--English IS Primary Language

	Evergreen		SJCC		CC Combined		SJSU	
	N	%	N	%	N	%	N	%
Passed WST	184	79%	124	73%	1861	87%	954	92%
Failed WST	48	21%	45	27%	288	13%	86	8%
Earned Course Waiver	4	2%	3	2%	63	3%	30	3%
Total	**232**	100%	**169**	100%	**2149**	100%	**1040**	100%

1999 WST Status--English IS NOT Primary Language

	Evergreen		SJCC		CC Combined		SJSU	
	N	%	N	%	N	%	N	%
Passed WST	37	27%	29	21%	351	34%	176	63%
Failed WST	102	73%	110	79%	696	66%	105	37%
Earned Course Waiver	1	1%	0	0%	2	0%	1	0%
Total	**139**	100%	**139**	100%	**1047**	100%	**281**	100%

1999 WST Students from EVC and SJCC--Native Language--for those who said English IS Primary Language*

NATIVE LANGUAGE	EVC	SJCC	Total
1Chinese	5	4	9
2 East Indian	3	2	5
3 English	**118**	**105**	**223**
4 Japanese	0	0	0
5 Korean	1	1	2
6 Middle Eastern	1	1	2
7 Spanish	32	19	51
8 Tagalog	17	3	20
9 Vietnamese	47	25	72
10 Other Asian Language	3	1	4
11 Other European Language	1	1	2
12 Other	4	5	9
Grand Total	232	167	399

While 232 students from Evergreen Valley College said that English is their **primary** (preferred use) language, only 118 responded that English is their **native** language. Similarly, 167 students from San José City College reported that English is their **primary** language, while only 105 said that English is their **native** language. **A high percentage of students with dual language backgrounds are classified as "English Is Primary Language" at EVC (49%) and SJCC (37%).** These students do less well on the WST than students whose native language is English, and they contribute to the appearance of relatively lower pass rates for students who report that "English is (my) Primary Language."

1999 WST Students from EVC and SJCC--Native Language--for those who said English IS NOT Primary Language*

NATIVE LANGUAGE	EVC	SJCC	Total
1Chinese	17	16	33
2 East Indian	3	0	3
3 English	**1**	**0**	1
4 Japanese	0	2	2
5 Korean	2	2	4
6 Middle Eastern	1	2	3
7 Spanish	11	16	14
8 Tagalog	10	3	98
9 Vietnamese	79	88	81
10 Other Asian Language	12	2	13
11 Other European Language	1	1	8
12 Other	2	7	9
Grand Total	139	139	278

*omits students whose Native Language is Unknown.

Of the 1999 WST test takers, 139 students from Evergreen Valley College (37%) and 139 (45%) from San José City College said that English is not their **primary** (preferred use) language. The majority of Community College students for whom English is not the primary language fail the WST: the failure rate is 66% for all community colleges combined, excluding EVC and SJCC whose failure rates are 73% and 79%, respectively.

Worth noting:
Only 224 (33%) of all 677 SJECCD test takers in 1999 responded that English is their native language.

Source: SJSU

Reference

SJECCD Accountability Profile
Fall 1999

Evergreen Valley College
and
San José City College

An Accountability Profile

Student Access, Success, and Persistence

Fall 1999

SJECCD, Office of Research and Planning
Jon Kangas, Ph.D., Associate Vice Chancellor of Research and Planning
Kathleen Budros, Research Assistant
Susan Fife, Research Assistant
Joyce Yoshioka, Research Assistant
April 2000
Research Report #3042

Background Information

Definitions

Success = A+B+C+CR grades divided by all grades (A+B+C+CR+D+I+F+NC+W)
Baseline Success = combined success rates for F89-S91 day sections against which to measure change in success for subsequent semesters.

Basic Skills = Pre-collegiate courses that receive only "CR/NC" grades and do not apply to either an AS or AA degree. Additional courses which are technically not basic skills courses have been included in this section because they are key courses in a sequence leading to transfer level English 1A or transfer level math.

Fall through Spring Persistence = percentage of students who began in a given fall semester and successfully completed at least 1/2 unit of any course during the subsequent spring semester.
Baseline Fall through Spring Persistence = F-S persistence rates for F91 - S92 against which to measure changes in subsequent semesters.

Longitudinal Persistence Through Transfer Level English (English 1A) = percentage of students starting in a specified English course in a specified Fall semester & successfully continuing (within a given number of semesters) through English 1A.
Baseline Longitudinal Persistence Through Transfer Level English (English 1A) = Longitudinal persistence rates for Fall 1991 cohort against which to measure changes in subsequent semesters.

Longitudinal Persistence Through Transfer Level Math = % of students starting in a specified math course in a specified Fall semester & successfully continuing (within a given number of semesters) through a math course accepted for transfer by a four-year university.
Baseline Longitudinal Persistence Through Transfer Level Math = Longitudinal persistence rates for Fall 1992 cohort against which to measure changes in subsequent semesters.

Dist 18+ 1990 US Census = estimate of the adult population we serve using a special tabulation of the 1990 US census (J. Gobalet, Ph.D.).

Abbreviations

Ethnic Groups

IND = American Indian/Alaskan native
FIL = Filipino
BLK = African-American, Black
MID = Middle Eastern
PAC = Pacific Islander (Guam, Samoa, etc.)
ASN = Asian (Chinese, Japanese, Korean, Vietnamese, etc.)
HSP = Chicano, Latino, Mexican-American, Hispanic
WHT = White, non-Hispanic
OTH = Other non-White
DCL = Decline to state
UNK = Unknown

Benchmark Ethnic Groups

ASN = ASN + FIL + PAC
BLK = BLK
HSP = HSP
WHT = WHT
OTH = OTH + IND + MID

Note: Benchmark figures reflect only students who reported their ethnicity. DCL & UNK are not represented in the benchmark calculations.

Other Abbreviations

SJCC = San José City College
EVC = Evergreen Valley College
SJECCD = San Jose/Evergreen Community College District
DIST. 18+ = San Jose/Evergreen Community College District's total population (service area) age 18, or older
SJSU = San José State University
UC = University of California
CSU = California State University
Independent Institutions = regionally accredited independent colleges and universities
WSCH = Weekly Student Contact Hours
FTEF = Full-time Equivalent Faculty
FTES = Full-time Equivalent Student
CPEC = California Postsecondary Education Commission

Table of Contents

An Accountability Profile
Evergreen Valley College

Access

# Total Enrollment (1st Census)			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC			9,799	9,002	9,404	9,410	10,218	11,781
SJCC			10,044	9,336	9,918	9,609	10,094	9,803
EVC & SJCC			19,843	18,338	19,322	19,019	20,312	21,584

% Enrollment at EVC by Benchmark Ethnicity	Dist 18+ 1980 US Census	Dist 18+ 1990 US Census	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
ASN	9%	21%	46%	49%	50%	50%	47%	42%
BLK	5%	5%	6%	6%	5%	6%	6%	6%
HSP	24%	27%	25%	26%	26%	26%	28%	28%
WHT	61%	47%	18%	15%	14%	12%	11%	18%
OTH	1%	1%	5%	5%	5%	6%	7%	6%

# Day/Evening Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC Day			6,688	6,276	6,602	6,936	7,505	9,088
EVC Evening			3,111	2,726	2,802	2,474	2,713	2,693
% Day/Evening Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC Day			68%	70%	70%	74%	73%	77%
EVC Evening			32%	30%	30%	26%	27%	23%

# Full/Part-Time Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC Full-Time			1,813	1,788	1,809	1,660	1,706	1,634
EVC Part-Time			7,986	7,214	7,595	7,750	8,512	10,147
% Full/Part-Time Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC Full-Time			19%	20%	19%	18%	17%	14%
EVC Part-Time			81%	80%	81%	82%	83%	86%

# New/Continuing/Former/Transfer Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC New			2,836	2,660	4,228	4,681	3,716	4,248
EVC Continuing			5,330	4,861	4,163	3,726	4,524	4,697
EVC Former			1,486	1,335	1,011	992	1,972	2,836
EVC Transfer			147	146	2	11	6	0
% New/Continuing/Former/Transfer Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC New			29%	30%	45%	50%	36%	36%
EVC Continuing			54%	54%	44%	40%	44%	40%
EVC Former			15%	15%	11%	11%	19%	24%
EVC Transfer			2%	2%	0%	0%	0%	0%

# Age Group				Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC Under 18				482	325	683	869	1022
EVC 18				604	545	578	707	850
EVC 19-20				1597	1475	1327	1549	1649
EVC 21-25				2436	2541	2306	2427	2450
EVC 26-30				1279	1390	1331	1435	1648
EVC 31-49				2231	2568	2626	2541	3364
EVC 50+				373	560	559	690	798
% Age Group				Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC Under 18				5%	3%	7%	9%	9%
EVC 18				7%	6%	6%	7%	7%
EVC 19-20				18%	16%	14%	15%	14%
EVC 21-25				27%	27%	25%	24%	21%
EVC 26-30				14%	15%	14%	14%	14%
EVC 31-49				25%	27%	28%	25%	29%
EVC 50+				4%	6%	6%	7%	7%

Benchmark ethnicity: Asian = Asian + Filipino + Pacific Islander; Other = Other + Middle Eastern + American Indian/Alaskan native.
Benchmark ethnicity calculations exclude Unknown and Decline to State categories.
EVC and SJCC Transfer Enrollment N's appear unusually low for F91, F96-F98. There is no clear explanation for this as ITSS & A&R procedures for data collection and reporting were unchanged during these semesters.

An Accountability Profile
Evergreen Valley College

College Success Rates

College			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC			67%	67%	69%	67%	67%	67%
SJCC			67%	67%	66%	66%	67%	65%

% Success at EVC by Benchmark Ethnicity			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
ASN			72%	71%	73%	71%	70%	67%
BLK			51%	55%	63%	52%	57%	59%
HSP			57%	58%	60%	60%	60%	60%
WHT			72%	73%	74%	76%	77%	79%
OTH			69%	69%	73%	79%	75%	67%

Success in Basic Skills

English Reading	Level(s) Below English 1A	Baseline*	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
321	3	65%	83%	68%	62%	82%	76%
322	2	55%	63%	60%	56%	60%	54%
102+	1	54%	61%	61%	57%	58%	56%
English Writing	**Level(s) Below English 1A**	**Baseline***	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
330	2	54%	59%	67%	56%	50%	60%
92/104**+	1	62%	56%	55%	52%	57%	61%
ESL Reading	**Level(s) Below English 1A**	**Baseline***	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
333	4	71%	70%	74%	74%	73%	82%
323	3	71%	68%	68%	65%	72%	60%
313	2	72%	73%	78%	61%	86%	74%
103+	1	77%	67%	78%	72%	70%	80%
ESL Writing	**Level(s) Below English 1A**	**Baseline***	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
332	4	70%	73%	88%	82%	59%	65%
322	3	70%	69%	72%	63%	76%	66%
312	2	55%	62%	59%	53%	45%	72%
92+	1	64%	47%	58%	59%	56%	69%
Math	**Level(s) Below Transfer Math**	**Baseline***	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
310	3	74%	70%	46%	52%	49%	48%
11A+	2	N/A	41%	44%	49%	50%	39%
12+	2	49%	49%	44%	58%	54%	53%

* Baseline = combined success rates for F89-S91 day sections against which to measure changes in success for subsequent semesters.

** English 92 was renamed English 104 in Fall 1992.

\+ These courses technically are not Basic Skills, but are included because they are key courses in a sequence leading to transfer level English 1A or to transfer level math.

Success in Innovative Support Programs

Support Program	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
ADELANTE (SJCC)	62%	72%	78%	76%	46%	58%	57%	N/A
Comparison Group	61%	64%	54%	46%	48%	50%	46%	N/A
AFFIRM (EVC)	46%	43%	48%	44%	76%	48%	52%	N/A
Comparison Group	41%	56%	45%	38%	45%	44%	50%	N/A
ENLACE (EVC)	65%	71%	68%	54%	62%	70%	70%	N/A
Comparison Group	50%	57%	50%	51%	50%	49%	47%	N/A
Gateway U (SJCC) (English/Math)	51%	66%	65%	58%	57%	43%	N/A	N/A
Comparison Group	49%	50%	50%	50%	50%	50%	N/A	N/A
Project START (EVC)		78%	58%	60%	63%	N/A	N/A	N/A
Comparison Group		57%	62%	61%	56%	N/A	N/A	N/A

An Accountability Profile
Evergreen Valley College

Persistence Within the College: Fall Through Spring Persistence

English Reading	Level(s) Below English 1A	Baseline*	F94-S95	F95-S96	F96-S97	F97-S98	F98-S99
321	3	37%	57%	57%	46%	44%	52%
322	2	52%	57%	58%	49%	46%	47%
102	1	56%	54%	57%	50%	52%	56%
English Writing	**Level(s) Below English 1A**	**Baseline***	**F94-S95**	**F95-S96**	**F96-S97**	**F97-S98**	**F98-S99**
330	2	46%	55%	61%	53%	47%	49%
92/104	1	55%	53%	56%	53%	58%	55%
ESL Reading	**Level(s) Below English 1A**	**Baseline***	**F94-S95**	**F95-S96**	**F96-S97**	**F97-S98**	**F98-S99**
333	4	81%	77%	65%	62%	59%	69%
323	3	70%	78%	71%	74%	61%	58%
313	2	66%	68%	71%	72%	57%	60%
103	1	69%	79%	74%	71%	70%	72%
ESL Writing	**Level(s) Below English 1A**	**Baseline***	**F94-S95**	**F95-S96**	**F96-S97**	**F97-S98**	**F98-S99**
332	4	71%	75%	71%	67%	61%	61%
322	3	71%	80%	68%	76%	66%	68%
312	2	62%	81%	74%	74%	66%	65%
92	1	62%	79%	75%	71%	75%	76%
Math	**Level(s) Below Transfer Math**	**Baseline***	**F94-S95**	**F95-S96**	**F96-S97**	**F97-S98**	**F98-S99**
310	3	51%	53%	56%	52%	43%	52%
11A	2	56%	64%	58%	56%	52%	62%
12	2	58%	56%	51%	60%	59%	54%
13	1	65%	67%	70%	71%	66%	68%

Fall through Spring College Persistence = percentage of students who began in a given fall semester and successfully completed at least 1/2 unit during the subsequent spring semester.

* F-S Baseline = F-S persistence rates for F91-S92 against which to measure changes in subsequent semesters (Math 11A Baseline = F92-S93).

An Accountability Profile
Evergreen Valley College

Persistence Within the College: Longitudinal Persistence Through Transfer Level English (English 1A)

English Reading	Level(s) Below English 1A	# Semesters to Persist	Baseline*	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
321	3	6	3%	5%	11%	8%	Available 9/00	Available 9/01
322	2	4	16%	15%	16%	14%	18%	Available 9/00
102	1	2	22%	20%	25%	17%	17%	21%
English Writing	**Level(s) Below English 1A**	**# Semesters to Persist**	**Baseline***	**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**
330	2	4	14%	15%	15%	13%	16%	Available 9/00
92/104	1	2	18%	24%	26%	21%	24%	22%
ESL Reading	**Level(s) Below English 1A**	**# Semesters to Persist**	**Baseline***	**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**
333	4	8	9%	10%	11%	Available 9/00	Available 9/01	Available 9/02
323	3	6	8%	12%	8%	15%	Available 9/00	Available 9/01
313	2	4	7%	10%	12%	8%	12%	Available 9/00
103	1	2	8%	8%	8%	6%	15%	19%
ESL Writing	**Level(s) Below English 1A**	**# Semesters to Persist**	**Baseline***	**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**
332	4	8	6%	9%	9%	Available 9/00	Available 9/01	Available 9/02
322	3	6	14%	13%	9%	16%	Available 9/00	Available 9/01
312	2	4	9%	16%	19%	14%	17%	Available 9/00
92	1	2	8%	13%	13%	13%	21%	25%

Longitudinal Persistence = % of students starting in a Fall semester & successfully continuing (within a given number of semesters) through English 1A.
*Longitudinal Baseline = Fall 1991 cohort, new and continuing students from all sections.

Persistence Within the College: Longitudinal Persistence Through Transfer Level Math

Math	Level(s) Below Transfer Math	# Semesters to Persist	Baseline*	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
310	3	6	3%	3%	3%	3%	Available 9/00	Available 9/01
11A	2	4	7%	4%	8%	12%	9%	Available 9/00
12	2	4	6%	8%	8%	10%	14%	Available 9/00
13	1	2	10%	15%	16%	21%	19%	19%

Longitudinal Persistence = % of students starting in a Fall semester & successfully continuing (within a given number of semesters) through a math course accepted for transfer by a four-year university.
*Longitudinal Baseline = Fall 1992 cohort, new and continuing students from all sections.

An Accountability Profile
Evergreen Valley College

Certificate and Graduate Data

Total # Certificates			1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
EVC			58	79	51	76	83	69
SJCC			178	173	164	255	336	284
Total # Graduates			**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**1998-99**
EVC			327	313	326	312	354	386
SJCC			311	302	272	312	329	346
# Graduates by Benchmark* Ethnicity			**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**1998-99**
ASN			119	111	126	131	143	196
BLK			18	18	9	15	21	14
HSP			73	63	70	60	69	82
WHT			66	81	77	64	72	49
OTH			33	23	27	24	22	15
% Graduates by Benchmark* Ethnicity	**Dist 18+ 1990 US Census**	**EVC % Enroll. Fall 1999**	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**1998-99**
ASN	**21%**	**42%**	39%	38%	41%	45%	44%	55%
BLK	**5%**	**6%**	6%	6%	3%	5%	6%	4%
HSP	**27%**	**28%**	24%	21%	23%	20%	21%	23%
WHT	**47%**	**18%**	21%	27%	25%	22%	22%	14%
OTH	**1%**	**6%**	11%	8%	9%	8%	7%	4%

San José State University Transfer Admission Agreements and Transfer Data

Transfer Admission Agreements			Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
EVC TAA's Written			225	203	120	126	106	N/A
EVC TAA's Applied			222	201	105	126	105	N/A
EVC TAA's Admitted			221	194	104	125	102	N/A
EVC TAA's Enrolled			163	138	78	90	71	N/A

# Transfers to SJSU (Academic Year)			F93-S94	F94-S95	F95-S96	F96-S97	F97-S98	F98-S99
EVC			336	318	270	345	299	N/A
SJCC			200	180	206	237	233	N/A

# Transfers to SJSU			Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
EVC			246	229	190	221	209	N/A
SJCC			145	125	143	174	162	N/A

# SJSU Transfers by Benchmark* Ethnicity			Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
ASN			134	117	90	111	103	N/A
BLK			14	17	7	12	3	N/A
HSP			43	50	45	42	37	N/A
WHT			42	28	24	27	31	N/A
OTH			4	8	12	9	18	N/A
% SJSU Transfers by Benchmark* Ethnicity	**Dist 18+ 1990 US Census**	**EVC % Enroll. Fall 1997**	**Fall 1993**	**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**
ASN	**21%**	**50%**	57%	53%	51%	55%	54%	N/A
BLK	**5%**	**6%**	6%	8%	4%	6%	2%	N/A
HSP	**27%**	**26%**	18%	23%	25%	21%	19%	N/A
WHT	**47%**	**12%**	18%	13%	13%	13%	16%	N/A
OTH	**1%**	**6%**	2%	4%	7%	4%	9%	N/A

*Benchmark ethnicity calculations exclude Unknown and Decline to State categories and do not equal the total number of graduates or transfers.
All San José State University data comes directly from SJSU.

CSU, UC and Independent Colleges and Universities Transfer Data (CPEC data)

Transfers to 4-Year Institutions (Fall)	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
CSU	278	256	225	250	232	229
UC	34	28	19	19	17	18
Independent Institutions	24	20	9	5	7	1
Total	336	304	253	274	256	248

Transfers to 4-Year Institutions (Academic Year)	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
CSU	384	371	326	391	335	336
UC	39	34	22	23	22	23
Independent Institutions (Fall Only)	24	20	9	5	7	1
Total	447	425	357	419	364	360

# CSU & UC Transfers by Benchmark* Ethnicity			1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
ASN			229	212	171	215	195	202
BLK			20	23	14	21	12	10
HSP			71	77	80	81	59	70
WHT			69	61	46	58	51	43
OTH			1	1	5	3	3	0
% CSU & UC Transfers by Benchmark* Ethnicity	**Dist 18+ 1990 US Census**	**EVC % Enroll. Fall 1998**	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**1998-99**
ASN	21%	47%	59%	57%	54%	57%	61%	62%
BLK	5%	6%	5%	6%	4%	6%	4%	3%
HSP	27%	28%	18%	21%	25%	21%	18%	22%
WHT	47%	11%	18%	16%	15%	15%	16%	13%
OTH	1%	7%	0%	0%	2%	1%	1%	0%

* Benchmark ethnicity excludes Unknown, Decline to State, and Non-Resident Aliens, so the benchmark total will not be equal to the total number of transfers.

An Accountability Profile
Evergreen Valley College

Performance at SJSU - SJSU Writing Skills Test

WST @ SJSU % Pass - English *is* Students' Primary Language			1993	1994	1995	1996	1997	1998
EVC			83%	82%	77%	82%	87%	80%
SJCC			92%	82%	83%	83%	80%	81%
Other Community Colleges			95%	92%	91%	91%	91%	90%
SJSU Natives			97%	94%	94%	94%	97%	95%
WST @ SJSU % Pass - English *is not* Students' Primary Language			**1993**	**1994**	**1995**	**1996**	**1997**	**1998**
EVC			46%	34%	41%	35%	37%	30%
SJCC			51%	31%	29%	27%	38%	35%
Other Community Colleges			53%	47%	40%	38%	44%	34%
SJSU Natives			75%	60%	59%	65%	64%	63%

WSCH/Full-Time Equivalent Faculty (FTEF)

WSCH/Faculty (FTEF)			1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
EVC			537	457	447	463	505	N/A
SJCC			504	471	460	459	443	N/A

Full-Time Equivalent Student (FTES)

Fall FTES					1996-97	1997-98	1998-99	1999-00
EVC Daily Census	(Credit)				0.00	187.41	302.65	278.46
EVC Positive Attendance	(Credit)				533.50	314.91	284.69	340.93
EVC Daily Census and Positive Attendance	(Noncredit)				12.65	0.34	14.97	24.46
SJCC Daily Census	(Credit)				118.40	260.09	265.04	350.33
SJCC Positive Attendance	(Credit)				662.10	363.27	260.97	158.86
SJCC Daily Census and Positive Attendance	(Noncredit)				1.92	6.31	4.92	46.38

Financial Aid

# Financial Aid at EVC by Ethnicity			1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
ASN			1407	1422	1242	1072	N/A	N/A
BLK			147	125	94	109	N/A	N/A
HSP			405	402	336	367	N/A	N/A
WHT			114	126	98	93	N/A	N/A
OTH			40	46	29	30	N/A	N/A

Note: # Financial Aid by Ethnicity represents only five of the ethnic groups and will not add up to be the total number of students awarded financial aid.

% Financial Aid at EVC by Ethnicity			1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
ASN			64%	65%	67%	62%	N/A	N/A
BLK			7%	6%	5%	6%	N/A	N/A
HSP			19%	18%	18%	21%	N/A	N/A
WHT			5%	6%	5%	5%	N/A	N/A
OTH			2%	2%	2%	2%	N/A	N/A

Note: % Financial Aid by Ethnicity represents only five of the ethnic groups--percentages *do not* correspond directly to benchmark ethnic percentages.

An Accountability Profile
San José City College

Access

# Total Enrollment (1st Census)			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC			10,044	9,336	9,918	9,609	10,094	9,803
EVC			9,799	9,002	9,404	9,410	10,218	11,781
SJCC & EVC			19,843	18,338	19,322	19,019	20,312	21,584

% Enrollment at SJCC by Benchmark Ethnicity	Dist 18+ 1980 US Census	Dist 18+ 1990 US Census	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
ASN	9%	21%	34%	37%	40%	44%	44%	36%
BLK	5%	5%	7%	8%	7%	7%	7%	8%
HSP	24%	27%	26%	26%	26%	25%	25%	29%
WHT	61%	47%	27%	24%	21%	18%	15%	20%
OTH	1%	1%	6%	6%	6%	7%	9%	7%

# Day/Evening Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC Day			6,977	6,537	6,699	6,419	6,475	6,547
SJCC Evening			3,067	2,799	3,219	3,190	3,619	3,256
% Day/Evening Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC Day			69%	70%	68%	67%	64%	67%
SJCC Evening			31%	30%	32%	33%	36%	33%

# Full/Part-Time Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC Full-Time			1,693	1,621	1,750	1,570	1,626	1,641
SJCC Part-Time			8,351	7,715	8,168	8,039	8,468	8,162
% Full/Part-Time Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC Full-Time			17%	17%	18%	16%	16%	17%
SJCC Part-Time			83%	83%	82%	84%	84%	83%

# New/Continuing/Former/Transfer Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC New			2,897	2,594	4,287	4,451	3,859	3,611
SJCC Continuing			5,335	5,059	4,449	4,044	4,576	4,666
SJCC Former			1,604	1,470	1,176	1,079	1,635	1,521
SJCC Transfer			208	213	6	35	24	5
% New/Continuing/Former/Transfer Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC New			29%	28%	43%	46%	38%	37%
SJCC Continuing			53%	54%	45%	42%	45%	48%
SJCC Former			16%	16%	12%	11%	16%	16%
SJCC Transfer			2%	2%	0%	0%	0%	0%

# Age Group				Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC Under 18				286	319	348	584	746
SJCC 18				384	418	394	513	540
SJCC 19-20				1151	1133	943	1038	1169
SJCC 21-25				2340	2511	2441	2444	2304
SJCC 26-30				1623	1765	1676	1771	1635
SJCC 31-49				2975	3154	3126	3102	2820
SJCC 50+				577	618	681	642	589
% Age Group				Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC Under 18				3%	3%	4%	6%	8%
SJCC 18				4%	4%	4%	5%	6%
SJCC 19-20				12%	11%	10%	10%	12%
SJCC 21-25				25%	25%	25%	24%	24%
SJCC 26-30				17%	18%	17%	18%	17%
SJCC 31-49				32%	32%	33%	31%	29%
SJCC 50+				6%	6%	7%	6%	6%

Benchmark ethnicity: Asian = Asian + Filipino + Pacific Islander; Other = Other + Middle Eastern + American Indian/Alaskan native.
Benchmark ethnicity calculations exclude Unknown and Decline to State categories.
EVC and SJCC Transfer Enrollment N's appear unusually low for F91, F96-F98. There is no clear explanation for this as ITSS & A&R procedures for data collection and reporting were unchanged during these semesters.

An Accountability Profile
San José City College

College Success Rates

College			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC			67%	67%	66%	66%	67%	65%
EVC			67%	67%	69%	67%	67%	67%

% Success at SJCC by Benchmark Ethnicity			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
ASN			74%	74%	74%	75%	74%	71%
BLK			57%	60%	57%	57%	59%	57%
HSP			59%	59%	59%	59%	61%	58%
WHT			71%	71%	73%	73%	74%	69%
OTH			67%	68%	65%	67%	70%	65%

Success in Basic Skills

English Reading	Level(s) Below English 1A	Baseline*	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
321/340S**	3	24%	61%	65%	31%	44%	56%
322	2	28%	52%	44%	46%	57%	64%
322S	2	N/A	N/A	42%	40%	35%	44%
102+	1	60%	58%	57%	56%	58%	56%
102S+	1	N/A	N/A	37%	35%	23%	32%
English Writing	**Level(s) Below English 1A**	**Baseline***	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
335	2	49%	53%	41%	39%	55%	50%
335S	2	N/A	N/A	43%	31%	28%	30%
92+	1	47%	53%	55%	58%	54%	54%
92S+	1	N/A	N/A	38%	18%	33%	79%
ESL Reading	**Level(s) Below English 1A**	**Baseline***	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
343	5	56%	63%	64%	69%	74%	60%
333	4	67%	69%	55%	67%	66%	47%
323	3	66%	60%	59%	71%	69%	60%
313	2	67%	72%	66%	74%	60%	60%
ESL Writing	**Level(s) Below English 1A**	**Baseline***	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
342	5	55%	67%	68%	65%	58%	58%
332	4	61%	71%	65%	65%	61%	54%
322	3	56%	65%	60%	65%	52%	49%
312	2	57%	58%	53%	39%	41%	59%
Reading & Writing (6 units) 91+	1	62%	69%	71%	35%	46%	40%
Math	**Level(s) Below Transfer Math**	**Baseline***	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
310	3	60%	51%	41%	46%	43%	47%
11A+	2	44%	55%	55%	58%	52%	43%
11R+	2	47%	51%	55%	41%	38%	N/A
11S+	2	N/A	41%	41%	52%	48%	52%

* Baseline = combined success rates for F89-S91 day sections against which to measure changes in success for subsequent semesters. ESL 91 baseline uses F92 data. (ESL 92 and 103 were combined into ESL 91 in Spring 1992.)

** English 321 was replaced by English 340S in Fall 1998.

+ These courses technically are not Basic Skills, but are included because they are key courses in a sequence leading to transfer level English 1A or to transfer level math.

Success in Innovative Support Programs

Support Program	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
ADELANTE (SJCC)	62%	72%	78%	76%	46%	58%	57%	N/A
Comparison Group	61%	64%	54%	46%	48%	50%	46%	N/A
AFFIRM (EVC)	46%	43%	48%	44%	76%	48%	52%	N/A
Comparison Group	41%	56%	45%	38%	45%	44%	50%	N/A
ENLACE (EVC)	65%	71%	68%	54%	62%	70%	70%	N/A
Comparison Group	50%	57%	50%	51%	50%	49%	47%	N/A
Gateway U (SJCC) (English /Math)	51%	66%	65%	58%	57%	43%	N/A	N/A
Comparison Group	49%	50%	50%	50%	50%	50%	N/A	N/A
Project START (EVC)		78%	58%	60%	63%	N/A	N/A	N/A
Comparison Group		57%	62%	61%	56%	N/A	N/A	N/A

An Accountability Profile
San José City College

Persistence Within the College: Fall Through Spring Persistence

English Reading	Level(s) Below English 1A	Baseline*	F94-S95	F95-S96	F96-S97	F97-S98	F98-S99
321/340S**	3	42%	52%	54%	50%	50%	38%
322	2	43%	56%	51%	44%	46%	58%
322S	2	N/A	N/A	N/A	42%	44%	47%
102	1	55%	55%	56%	49%	55%	54%
102S	1	N/A	N/A	N/A	52%	44%	23%
English Writing	**Level(s) Below English 1A**	**Baseline***	**F94-S95**	**F95-S96**	**F96-S97**	**F97-S98**	**F98-S99**
335	2	45%	64%	55%	50%	49%	52%
335S	2	N/A	N/A	N/A	40%	42%	41%
92	1	52%	55%	58%	50%	53%	57%
92S	1	N/A	N/A	N/A	53%	61%	36%
ESL Reading	**Level(s) Below English 1A**	**Baseline***	**F94-S95**	**F95-S96**	**F96-S97**	**F97-S98**	**F98-S99**
343	5	53%	56%	65%	50%	57%	51%
333	4	59%	73%	67%	66%	55%	58%
323	3	61%	73%	66%	58%	63%	57%
313	2	61%	75%	64%	62%	60%	62%
ESL Writing	**Level(s) Below English 1A**	**Baseline***	**F94-S95**	**F95-S96**	**F96-S97**	**F97-S98**	**F98-S99**
342	5	53%	64%	67%	58%	56%	51%
332	4	66%	67%	77%	67%	65%	61%
322	3	64%	77%	74%	68%	64%	58%
312	2	66%	78%	71%	70%	57%	66%
Reading & Writing (6 units) 91+	1	72%*	79%	80%	72%	72%	75%
Math	**Level(s) Below Transfer Math**	**Baseline***	**F94-S95**	**F95-S96**	**F96-S97**	**F97-S98**	**F98-S99**
310	3	45%	47%	47%	42%	47%	40%
11A	2	51%	58%	58%	50%	54%	58%
11R	2	51%	56%	58%	66%	41%	65%
11S	2	N/A	63%	62%	53%	49%	47%
13	1	62%	69%	60%	63%	59%	64%

Fall through Spring College Persistence = percentage of students who began in a given fall semester and successfully completed at least 1/2 unit during the subsequent spring semester.

* F-S Baseline = F-S persistence rates for F91-S92 against which to measure changes in subsequent semesters. + ESL 91 Baseline=F92-S93.

** English 321 was replaced by English 340S in Fall 1998.

An Accountability Profile
San José City College

Persistence Within the College: Longitudinal Persistence Through Transfer Level English (English 1A)

English Reading	Level(s) Below English 1A	# Semesters to Persist	Baseline*	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
321	3	6	4%	13%	11%	7%	Available 9/00	Available 9/01
322	2	4	16%	17%	13%	12%	13%	Available 9/00
322S	2	4	N/A	N/A	N/A	6%	2%	Available 9/00
102	1	2	23%	19%	22%	15%	19%	20%
102S	1	2	N/A	N/A	N/A	7%	19%	0%
English Writing	**Level(s) Below English 1A**	**# Semesters to Persist**	**Baseline***	**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**
335	2	4	18%	22%	19%	14%	13%	Available 9/00
335S	2	4	N/A	N/A	N/A	6%	8%	Available 9/00
92	1	2	18%	22%	25%	15%	18%	23%
92S	1	2	N/A	N/A	N/A	13%	11%	9%
ESL Reading	**Level(s) Below English 1A**	**# Semesters to Persist**	**Baseline***	**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**
343	5	8	4%	7%	4%	Available 9/00	Available 9/01	Available 9/02
333	4	8	16%	14%	9%	Available 9/00	Available 9/01	Available 9/02
323	3	6	14%	18%	13%	10%	Available 9/00	Available 9/01
313	2	4	15%	22%	15%	11%	16%	Available 9/00
ESL Writing	**Level(s) Below English 1A**	**# Semesters to Persist**	**Baseline***	**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**
342	5	8	5%	11%	6%	Available 9/00	Available 9/01	Available 9/02
332	4	8	17%	14%	15%	Available 9/00	Available 9/01	Available 9/02
322	3	6	17%	19%	21%	13%	Available 9/00	Available 9/01
312	2	4	19%	24%	22%	16%	14%	Available 9/00
Reading & Writing (6 units) 91+	1	2	31%	37%	39%	27%	15%	25%

Longitudinal Persistence = % of students starting in a Fall semester & successfully continuing (within a given number of semesters) through English 1A.
*Longitudinal Baseline = Fall 1991 cohort, new and continuing students from all sections. +ESL 91 Baseline=F92, the 1st fall semester for this course.

Persistence Within the College: Longitudinal Persistence Through Transfer Level Math

Math	Level(s) Below Transfer Math	# Semesters to Persist	Baseline*	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
310	3	6	3%	3%	2%	2%	Available 9/00	Available 9/01
11A	2	4	8%	8%	10%	9%	9%	Available 9/00
11R	2	4	12%	7%	15%	0%	1%	Available 9/00
11S	2	4	N/A	4%	5%	7%	2%	Available 9/00
13	1	2	16%	12%	10%	17%	11%	14%

Longitudinal Persistence = % of students starting in a Fall semester & successfully continuing (within a given number of semesters) through a math course accepted for transfer by a four-year university.
*Longitudinal Baseline = Fall 1992 cohort, new and continuing students from all sections.

An Accountability Profile
San José City College

Certificate and Graduate Data

Total # Certificates			1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
SJCC			178	173	164	255	336	284
EVC			58	79	51	76	83	69
Total # Graduates			**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**1998-99**
SJCC			311	302	272	312	329	346
EVC			327	313	326	312	354	386
# Graduates by Benchmark* Ethnicity			**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**1998-99**
ASN			67	81	90	111	141	143
BLK			24	28	19	27	23	27
HSP			47	55	48	68	51	52
WHT			106	92	85	68	58	68
OTH			39	29	20	25	28	24
% Graduates by Benchmark Ethnicity	**Dist 18+ 1990 US Census**	**SJCC % Enroll. Fall 1999**	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**1998-99**
ASN	21%	36%	24%	28%	34%	37%	47%	46%
BLK	5%	8%	8%	10%	7%	9%	8%	9%
HSP	27%	29%	17%	19%	18%	23%	17%	17%
WHT	47%	20%	37%	32%	32%	23%	19%	22%
OTH	1%	7%	14%	10%	8%	8%	9%	8%

San José State University Transfer Admission Agreements and Transfer Data

Transfer Admission Agreements			Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
SJCC TAA's Written			122	107	87	113	98	N/A
SJCC TAA's Applied			117	107	78	112	97	N/A
SJCC TAA's Admitted			115	99	77	111	95	N/A
SJCC TAA's Enrolled			81	61	56	91	67	N/A

# Transfers to SJSU (Academic Year)			F93-S94	F94-S95	F95-S96	F96-S97	F97-S98	F98-S99
SJCC			200	180	206	237	233	N/A
EVC			336	318	270	345	299	N/A

# Transfers to SJSU			Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
SJCC			145	125	143	174	162	N/A
EVC			246	229	190	221	209	N/A

# SJSU Transfers by Benchmark* Ethnicity			Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
ASN			45	40	38	69	64	N/A
BLK			12	10	12	14	9	N/A
HSP			22	24	24	27	40	N/A
WHT			48	33	54	31	31	N/A
OTH			4	7	7	9	5	N/A
% SJSU Transfers by Benchmark Ethnicity	**Dist 18+ 1990 US Census**	**SJCC % Enroll. Fall 1997**	**Fall 1993**	**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**
ASN	21%	44%	34%	35%	28%	46%	43%	N/A
BLK	5%	7%	9%	9%	9%	9%	6%	N/A
HSP	27%	25%	17%	21%	18%	18%	27%	N/A
WHT	47%	18%	37%	29%	40%	21%	21%	N/A
OTH	1%	7%	3%	6%	5%	6%	3%	N/A

*Benchmark ethnicity calculations exclude Unknown and Decline to State categories and do not equal the total number of graduates or transfers.
All San José State University data comes directly from SJSU.

An Accountability Profile
San José City College

CSU, UC and Independent Colleges and Universities Transfer Data (CPEC Data)

Transfers to 4-Year Institutions (Fall)			Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
CSU			188	160	175	215	200	186
UC			22	18	27	34	36	16
Independent Institutions			27	29	6	7	8	0
Total			**237**	**207**	**208**	**256**	**244**	**202**

Transfers to 4-Year Institutions (Academic Year)			1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
CSU			264	256	254	297	296	265
UC			23	21	29	36	36	20
Independent Institutions (Fall Only)			27	29	6	7	8	0
Total			**314**	**306**	**289**	**340**	**340**	**285**

# CSU & UC Transfers by Benchmark* Ethnicity			1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
ASN			68	95	82	124	133	105
BLK			28	26	25	32	19	18
HSP			47	44	54	59	72	57
WHT			97	67	89	59	76	59
OTH			2	5	9	6	5	3
% CSU & UC Transfers by Benchmark Ethnicity	**Dist 18+ 1990 US Census**	**SJCC % Enroll. Fall 1998**	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**1998-99**
ASN	**21%**	**44%**	28%	40%	32%	44%	44%	43%
BLK	**5%**	**7%**	12%	11%	10%	11%	6%	7%
HSP	**27%**	**25%**	19%	19%	21%	21%	24%	24%
WHT	**47%**	**15%**	40%	28%	34%	21%	25%	24%
OTH	**1%**	**9%**	1%	2%	3%	2%	2%	1%

* Benchmark ethnicity excludes Unknown, Decline to State, and Non-Resident Aliens, so the benchmark total will not be equal to the total number of transfers.

An Accountability Profile
San José City College

Performance at SJSU - SJSU Writing Skills Test

WST @ SJSU % Pass - English *is* Students' Primary Language	1993	1994	1995	1996	1997	1998
SJCC	92%	82%	83%	83%	80%	81%
EVC	83%	82%	77%	82%	87%	80%
Other Community Colleges	95%	92%	91%	91%	91%	90%
SJSU Natives	97%	94%	94%	94%	97%	95%
WST @ SJSU % Pass - English *is not* Students' Primary Language	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**
SJCC	51%	31%	29%	27%	38%	35%
EVC	46%	34%	41%	35%	37%	30%
Other Community Colleges	53%	47%	40%	38%	44%	34%
SJSU Natives	75%	60%	59%	65%	64%	63%

WSCH/Full-Time Equivalent Faculty (FTEF)

WSCH/Faculty (FTEF)	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
SJCC	504	471	460	459	443	N/A
EVC	537	457	447	463	505	N/A

Full-Time Equivalent Student (FTES)

Fall FTES		1996-97	1997-98	1998-99	1999-00
SJCC Daily Census	(Credit)	118.40	260.09	265.04	350.33
SJCC Positive Attendance	(Credit)	662.10	363.27	260.97	158.86
SJCC Daily Census and Positive Attendance	(Noncredit)	1.92	6.31	4.92	46.38
EVC Daily Census	(Credit)	0.00	187.41	302.65	278.46
EVC Positive Attendance	(Credit)	533.50	314.91	284.69	340.93
EVC Daily Census and Positive Attendance	(Noncredit)	12.65	0.34	14.97	24.46

Financial Aid

# Financial Aid at SJCC by Ethnicity	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
ASN	1067	1014	998	876	N/A	N/A
BLK	157	131	137	138	N/A	N/A
HSP	422	296	262	260	N/A	N/A
WHT	244	189	155	132	N/A	N/A
OTH	58	40	44	51	N/A	N/A

Note: # Financial Aid by Ethnicity represents only five of the ethnic groups and will not add up to be the total number of students awarded financial aid.

% Financial Aid at SJCC by Ethnicity	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
ASN	53%	59%	62%	58%	N/A	N/A
BLK	8%	8%	8%	9%	N/A	N/A
HSP	21%	17%	16%	17%	N/A	N/A
WHT	12%	11%	10%	9%	N/A	N/A
OTH	3%	2%	3%	3%	N/A	N/A

Note: % Financial Aid by Ethnicity represents only five of the ethnic groups--percentages *do not* correspond directly to benchmark ethnic percentages.

Source Documents

Access

SJECCD Ethnic Composition Report, Data Processing Report #5C17031 for EVC and SJCC for Fall 1980 and Fall 1994-99

Jeanne G. Gobalet, Ph.D. 8/12/91 Estimate of District 18+ Ethnic Data,
based on the California Department of Finance State Census Data Center 1990 Census Summary Tape File 1A

College Success Rates

SJECCD Ethnic Grade Distribution Report, Data Processing Report #5L2001 for EVC and SJCC for Fall 1994-99

Success in Basic Skills

SJECCD Ethnic Grade Distribution Report, Data Processing Report #5L2001 for EVC and SJCC for Fall 1994-99

Success in Innovative Support Programs

SJECCD Office of Research and Planning, Various Research Reports

Persistence Within the College: Fall Through Spring Persistence

SJECCD Office of Research and Planning Title III Longitudinal Tracking System

Persistence Within the College: Longitudinal Persistence Through Transfer Level English (English 1A)

SJECCD Office of Research and Planning Title III Longitudinal Tracking System

Persistence Within the College: Longitudinal Persistence Through Transfer Level Math

SJECCD Office of Research and Planning Title III Longitudinal Tracking System

Certificate and Graduate Data

SJECCD Certificate/Degree Report 2, Data Processing Report #5E2304 for EVC and SJCC for the academic years
1992-93 through 1997-98

TAA's and Transfer Data

Transfer Admission Agreement Program (TAA) Report, dated 5/8/97
by Donna Ziel, SJSU Associate Director of Student Recruitment at San José State University

Report produced on special request: Ethnic Affiliation by Institution of Origin Report, dated 7/19/94, 2/1/96, 5/14/97 and 6/2/97
by Renuka Gajjar and Carlos Quilez, Department of Institutional Research at San José State University

California Postsecondary Education Commission Student Profiles, Section 6 . (http://www.cpec.ca.gov)

Performance at SJSU

SJECCD Office of Research and Planning, Various Research Reports (WST Pass Rates)

WSCH/Full-Time Equivalent Faculty (FTEF)

SJECCD Office of the Vice Chancellor, Administrative Services

Full-Time Equivalent Students (FTES)

SJECCD Office of the Vice Chancellor, Administrative Services

Financial Aid

SJECCD Financial Aids System Demographic Report #3L1901 for EVC and SJCC for Award-Years 1992-93 through 1996-97

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").