

San José Evergreen Community College District Strategic Planning Project – Phase 2

First Draft Document

District Strategic Plan 2026 – 2034

November 6, 2025



SAN JOSÉ · EVERGREEN

Community College District

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Message from Chancellor Chaidez

Chancellor's Message will be added here.

Acknowledgements

While hundreds of voices influenced the development of this plan, a special acknowledgement goes to the members of the San José-Evergreen Community College District Board of Trustees, Chancellor's Executive Team, and the District Strategic Plan Task Force.

Board of Trustees

Ms. Marsha Grilli – Area 1
Ms. Karen Martinez – Area 2
Mr. Tony Alexander – Area 3
Ms. Maria Fuentes – Area 4
Dr. Buu Thai – Area 5
Dr. Jeffrey Lease – Area 6
Mr. Clay Hale – Area 7
Ariana Estrada – EVC Student Trustee
Olivia Gomez Madrid – SJCC Student Trustee

Chancellor's Executive Team

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Dr. Vinicio Lopez, President, Evergreen Valley College
Dr. Chui Tsang, Acting President, San Jose City College
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District Strategic Plan Task Force

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Executive Summary

The San José-Evergreen Community College District (SJECCD) 2018 – 2025 Strategic Priorities Plan sunsetted in June 2025. In the Fall of 2024, SJECCD embarked upon its next long-range plan development cycle. The new District Strategic Plan will commence in Fall 2026 and is an eight-year plan designed to align with the Accrediting Commission of Community and Junior Colleges (ACCJC) newly adopted eight-year cycle. A three-phased process was adopted for SJECCD's new long-range plan development project:

Phase 1: Situational Analysis - Assessment of Outcomes from the SJECCD 2018 – 2025 Plan

Phase 2: 2026 – 2034 District Strategic Plan Development

Phase 3: Development of Educational Master Plans (EMPs) for Evergreen Valley College and San José City College, and a District Services and Operations (DSO) Plan

The Phase 1: Situational Analysis was conducted from November 2024 to March 2025. It examined accomplishments from the 2018 – 2025 Strategic Plan, identified several high priorities to be included in the new 2026 – 2034 plan, and examined districtwide systems, processes, and planning efforts to streamline and align them during Phase 2 for improved organizational effectiveness. The Phase 1 Final Report was completed March 14, 2025.

Phase 2: District Strategic Plan Development was conducted from March 2025 to March 2026, with subsequent participatory governance review and approval processes scheduled for late Spring 2026 and a planned start date set for Fall 2026. The plan development process is discussed in this document, as well as information about the District Strategic Plan Task Force, the engagement of trustees, students, and internal and external stakeholders in the process, and next steps for Phase 3.

Phase 3 completes the project with the Development of Educational Master Plans (EMPs) for Evergreen Valley College and San José City College, and a District Services and Operations (DSO) Plan. The District Strategic Plan will provide direction through a set of Strategic Goals for a unified process, enabling the two colleges and the DSO to work collaboratively toward a collective, shared vision that meets the Board's Ends Policies. The 2026 – 2034 District Strategic Goals, outlined below, will be operationalized through the College EMPs and DSO Plan as their goals and objectives are developed. Key Performance Indicators (KPIs) will be developed for each of the four plans to monitor progress, measure outcomes, align resources with annual action plans, and redirect efforts as needed.

San José-Evergreen Community College District 2026 – 2034 Strategic Goals	
Strategic Goal 1	
Strategic Goal 2	
Strategic Goal 3	
Strategic Goal 4	

This document summarizes the three-phase long-range planning project for San José-Evergreen Community College District, which began in Fall 2024, and serves as the *San José-Evergreen Community College District Strategic Plan 2026 – 2034*. The March 14, 2025 *Phase 1: Situational Analysis Final Report, March 14, 2025*, can be found on the [District Strategic Planning website](#), along with more information on the plan's development; role and activities of the District Strategic Plan Task Force, data presentations, etc. Next Steps and Recommendations as SJECCD moves into the third and final phase of the project are also contained in this document. A list of acronyms used in this report is included as Appendix A.

San José-Evergreen Community College District (SJECCD) Overview

The San José-Evergreen Community College District (SJECCD) is part of the California Community College system — the largest system of higher education in the US, with 116 colleges organized into 73 districts, serving 1.5 to 2 million students annually.

History

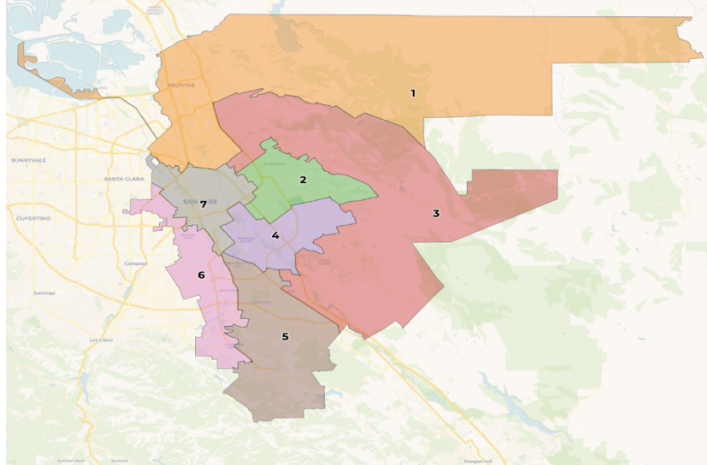
Located in the heart of Silicon Valley, San José-Evergreen Community College District encompasses more than 300 square miles, including most of the city of San José and all of the city of Milpitas. The District includes the areas served by Milpitas Unified School District, San José Unified School District, and East Side Union High School District. SJECCD is comprised of San José City College (SJCC), which was the first community college in Santa Clara County, established in 1921; Evergreen Valley College (EVC), established in 1975; and San José-Evergreen Community College Extension at Milpitas, established 2016.

Known at first as San José Junior College, SJCC was located in downtown San José, and was overseen by San José State College until 1953, at which time it was moved to the present Moorpark Avenue location and managed directly by San José Unified School District. The College's name was changed in 1958 to San José City College.

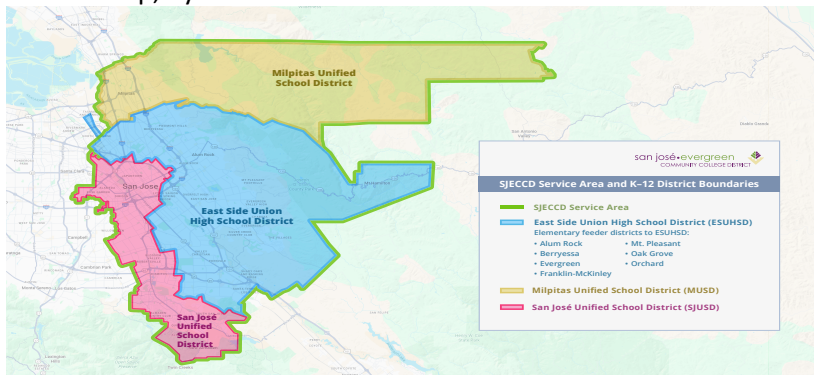
A faculty-led effort resulted in a special election that established the independent San José Junior College District in 1963. After a Citizens' Advisory Committee study, the District's second campus, Evergreen Valley College, was opened near the eastern foothills in 1975 with an enrollment of 3,000 students. In 1986, the District was renamed as San José-Evergreen Community College District. In 1998 the voters of the San José – Evergreen Community College District passed a bond initiative (Measure I) to secure funding for building and remodeling facilities on both campuses. This was followed by the passing of a second bond (Measure G) in 2004, a third bond (Measure G) in 2010, and the most recent bond (Measure X) in 2016. These bonds, coupled with state funds and private donations, have revitalized the infrastructure of both Colleges, the District Office, and the College Extension. Among other amenities, students now enjoy new, state-of-the art libraries with learning resource labs and technology centers, innovative student services facilities and programs, new classrooms and science labs on both campuses, career and technical education labs and equipment, refurbished athletic and physical education facilities, modern student centers with bookstores, dining areas, collaborative work and study space, and more. San José-Evergreen Community College District currently serves approximately 20,000 students each semester.

The SJECCD comprises three school districts: Milpitas USD, San José USD, and East Side UHSD (which includes 19 high schools). The District encompasses most of the city of San José and all of Milpitas. Small portions of the city of San José are included in De Anza, West Valley, and Gavilan College districts.

SJECCD Map, by Trustee Area



SJECCD Map, by K-12 Districts



Mission

As a leading educational institution, the mission of SJECCD is to meet the diverse educational and workforce needs of our community by empowering our students to become agents of socio-economic change.

Vision

SJECCD is the premier post-secondary education institution in our region for advancing opportunity, equity, and social justice through educational excellence.

Values

Our District's core values are opportunity, equity and social justice. Each one of these values is incorporated into our strategic planning and is a part of the foundational commitments we make to our communities.

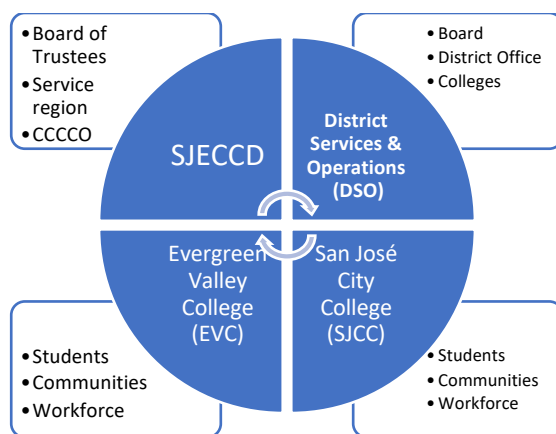
Fast Facts: San José-Evergreen CCD Community, Student, and Outcomes

Community	Students	Outcomes
<i>Santa Clara County</i>	<i>SJECCD (2024-2025)</i>	<i>Student Outcomes</i>
Population (1.9 million in 2023) Population is projected to decrease in coming years and decades, particularly for those aged under 25, and aged 25-64	Headcount 25,977 FTES 11,472	Awards 2023-2024 Associate Degree for Transfer 873 AA/AS (local degrees) 679 Certificate (30-60 units) 767 Certificate (16-29 units) 226 Certificate (8-15 units) 111
Educational Attainment Higher than state and national averages, yet 38% have less than an Associate degree (46% for the city of San José)	Gender Female 50% Male 47% Other/Unknown 3%	Top Degrees 2023-2024 Business Administration AS-T Liberal Arts & Sciences AA Bio/Phys Sciences & Math AA Psychology AA-T Economics AA-T
Ethnicity No majority ethnic group – Asian, Latinx, and White residents each comprise between 20% and 40%	Ethnicity Asian 31% Black 4% Latinx 41% White 16% Multi 3% Unknown 5%	Top Credit Certificates 2023-2024 Transfer Studies Cosmetology & Barbering Dental Assistant Environmental Control Tech Clinical Medical Assisting
Origin of Birth Approximately 41% are foreign-born, and over half of households speak a language other than English at home (Primarily Spanish, Vietnamese, and Mandarin)	Age Group 17 and under 13% 18-24 46% 25-39 29% 40+ 14%	Transfer California State U (Fall 24) 606 University of California (Fall 24) 137 Out of State (23-24) 193 In State Private (23-24) 60
High Schools - Enrollment projected to decrease over 12% in the next ten years - Higher than average college-going rates, and higher rates of graduates choosing to attend a community college	Original Educational Goal Transfer 44% Degree 11% Certificate/Job Training 14% Basic Skills/GED 10% University student 7% Educational Development 6% Undecided 9%	Top Transfer Destinations San José State University California State University East Bay University of California, Davis University of California, Berkeley University of California, Los Angeles
Socioeconomic Status - Income rates are much higher, and poverty rates lower, than the state and national averages - High cost of living	Promise, Pell, AB540 CPG Promise 40.2% Pell Grant 17.5% AB540/Dreamers 2.3%	Vision 2030 Outcomes SJECCD posts lower than the regional and state averages on the following: - Course Success Rate - Persistence - Completion of Transfer Level Math and English in Year 1
Labor Market - Regionally, numerous opportunities to expand college programs leading to in-demand and higher wage jobs, with the largest potential gaps in Business/Management and Health Care - Nationally, 23% of workers do remote work, with about half of those working fully remotely	FTES by Modality Face-to-Face 57% Online 43%	Vision 2030 Goals SJECCD is meeting the goals for: - Enrollment - Promise Grants awarded SJECCD is not meeting the goals for: - Completion (certificate/degree) - Associate Degrees for Transfer - Transfer - Earning a Living Wage SJECCD is on track to meet this goal: - Decreasing units accumulated upon degree conferral (Note: Avg. higher than the state and region)
Competition - There are 7 community colleges in close proximity within Silicon Valley - De Anza College enrolls more students from the city of San Jose than either EVC or SJCC	Enrollment Status (Fall 2024) First Time 17% First Time Transfer 5% Returning 11% HS Concurrent 8% Continuing 53% Unknown 6%	
	Unit Load (Fall 2024) Under 6 39% 6-11.9 35% 12-14.9 14% 15 or more 6% Noncredit 6%	

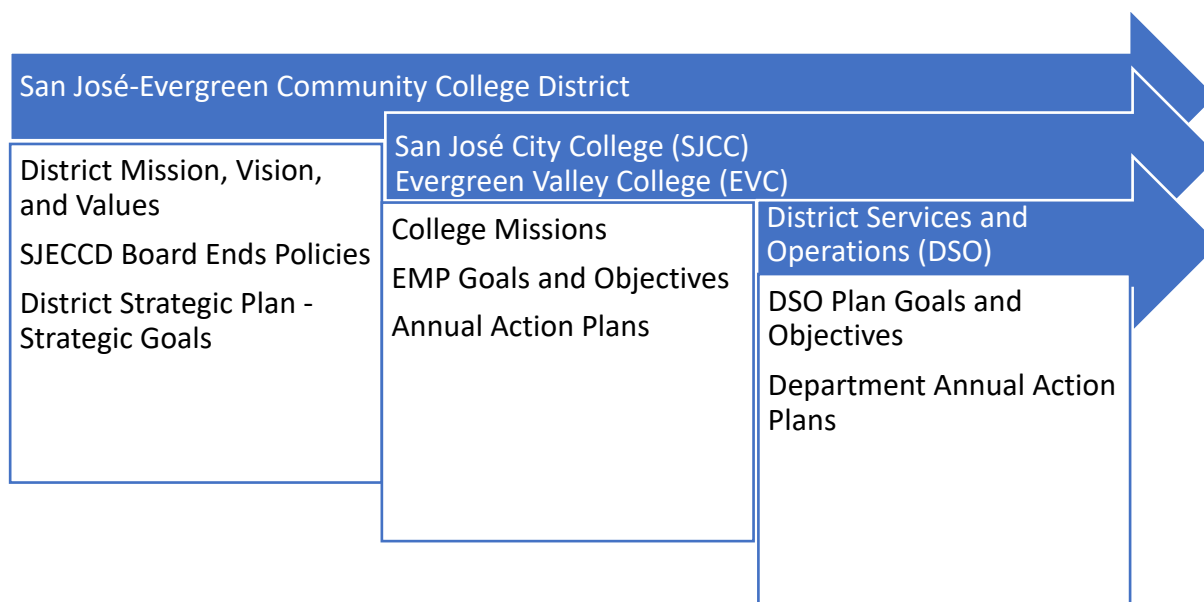
Sources: US Census, LightCast, CA Department of Education, CCCC DataVista, CCCC DataMart, SJECCD Precision Campus, CSU Analytics, UC InfoCenter

Districtwide Integrated Planning

Essential for any multi-college community college district is the alignment and integration of its many planning efforts. Each college has its own mission, requiring educational services unique to the needs of its student body and the local community. However, all planning efforts of the colleges and district services and operations must be aligned with the Board's Ends Policies and the broader mission, vision, and strategic goals of the district as a whole. This integrated process is designed to meet the higher education and workforce training needs of the entire region, with organizational effectiveness and efficiency. Collaboration among these units toward a districtwide collective vision strengthens services and utilizes limited resources effectively to meet both local and districtwide needs in a fiscally sustainable manner. The complexity of the San José-Evergreen Community College District is represented in the graphic below.



The infographic below depicts the relationship among these integrated planning system components in the San José-Evergreen Community College District.



Board Ends Policies

The SJECCD Board of Trustees adopted both a **Global Ends Policy**, and two specific ends policies focused on **Student Success** and **Community Impact** to guide the integrated planning of the District. As the new three-phased long-range planning project began, and the results of the Phase 1: Situational Analysis were published, the Board addressed the need for a third ends policy, focused on **Organizational Effectiveness and Sustainability**. The third ends policy was adopted November 11, 2025 to provide additional direction to districtwide planning and a third desired outcome of long-range planning at SJECCD. The SJECCD Board Ends Policies are provided in Appendix D.

District Strategic Plan Development – Adoption of a Three-Phase Process

When the current San José-Evergreen Community College District (SJECCD) long-range Strategic Plan entered its final year in 2024-2025, the District adopted a three-phased approach to development of the next long-range plan, beginning the process in the Fall of 2024. Under the leadership of the new Chancellor, Dr. Beateriz Chaidez, and the new Vice Chancellor of Administrative Services, Mr. Edwin Chandrasekar, the vision was to develop a more efficient and effective process with greater fiscal accountability and quality focused on a collective vision of enhanced student access and success. Also underlying the process was a desire to streamline, align, and integrate systems, processes, and planning efforts across the District to strengthen organizational effectiveness at SJECCD for staff and students.

In Fall 2024, the District engaged the services of an experienced higher education consulting firm to design and support a three-phased process for plan development:

Phase 1: Situational Analysis – Assessed outcomes from the SJECCD 2018-2025 Plan

Phase 2: 2026 – 2034 District Strategic Plan Development

Phase 3: Development of Educational Master Plans (EMPs) for Evergreen Valley College and San José City College, and a District Services and Operations (DSO) Plan

The first phase provided a strong foundation for Phase 2: Development of the District Strategic Plan, which in turn provided direction for a unified process for the two colleges (EVC and SJCC) and the district services and operations (DSO) to work collaboratively toward a collective, shared vision to meet the Board's Ends Policies, and to operationalize the District Strategic Goals through their respective EMPs and DSO Plan. Each phase is described in the sections that follow.

Phase 1: Situational Analysis

The Phase 1: Situational Analysis was completed from November 2024 to March 2025. It's March 14, 2025, Final Report, located on the [District Strategic Plan website](#), summarized accomplishments from the seven-year plan and identified several high priorities for inclusion in the next long-range planning cycle. Additionally, districtwide systems, processes, and planning efforts were assessed to determine areas for alignment and collaboration, and to develop a stronger integrated approach to planning.

Phase 2: District Strategic Plan Development

Phase 2 began in March 2025 and was completed in Spring 2026, culminating in this document, the *San José-Evergreen Community College District (SJECCD) Strategic Plan 2026 – 2034*. An eight-year planning cycle was adopted in order to align with the Western Association of Schools and Colleges, (WASC),

Accrediting Commission for Community and Junior Colleges' (ACCJC) new eight-year accrediting cycle, which begins in 2030. Additionally, a sample SJECCD Eight-Year Integrated Planning Matrix and Timeline (see Appendix B) was developed to align the major planning efforts across the District and its colleges within the eight-year timeline, and in preparation for Phase 3 of the planning process.

Project Leadership and the DSP Task Force

The Phase 2 *San José-Evergreen Community College District (SJECCD) District Strategic Plan 2026 – 2034* was developed under the leadership of a District Strategic Plan (DSP) Task Force, comprised of faculty, administrators, classified professionals, and students representing the two colleges and the district services and operations. The Vice Chancellor of Administrative Services, Mr. Edwin Chandrasekar, served as the executive liaison for the Phase 2 project, and the Collaborative Brain Trust, an experienced national higher education consulting firm, was engaged to assist with plan development, share best practices in higher education, and facilitate task force work sessions for plan development. Ms. Shana Wyllie, Executive Assistant to the Vice-Chancellor, provided logistical support for the project. The DSP Task Force Purpose Statement and membership are provided as Appendix C.

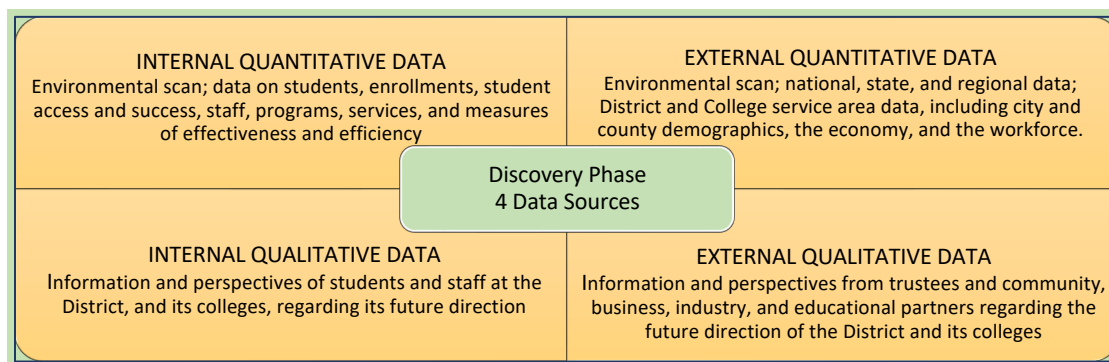
Foundational Context and Framework

At the onset of Phase 2, a foundational context and framework for the eight-year plan development was identified. This foundational context and framework was composed of the following:

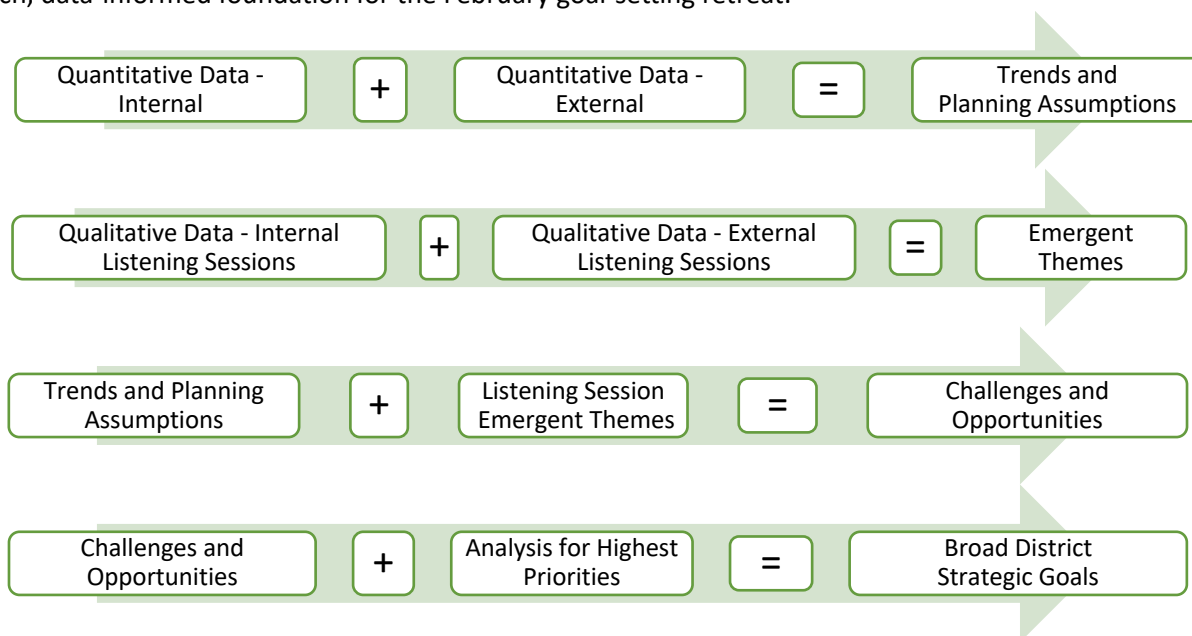
- National, state, and regional trends
- The mission, vision, and values of the San José-Evergreen Community College District
- California's Vision 2030
- The SJECCD Board's Ends Policies (Student Success and Community Impact)
- Results from the Phase 1: Situational Analysis
- Results of Vision sessions with SJECCD Trustees regarding their perspectives on high-priority needs for the next long-range plan, and the needs of constituents in each Trustee's respective Area of the District

Discovery Process: Data Trends, Planning Assumptions, Listening Session Themes, Challenges, and Opportunities

Plan development began with an extensive Discovery Process, composed of four data sources. Data gathered were both quantitative and qualitative, and were garnered from both internal and external sources, as displayed in the chart below.



National, state, regional, and local district data and trends were analyzed, and planning assumptions were identified. Listening sessions were held with internal and external stakeholders, including students and SJECCD trustees, and emergent themes were identified. The DSP Task Force reviewed the resulting trends, planning assumptions, and listening session themes, and identified key challenges and opportunities for SJECCD. This critical review process, as depicted in the flow diagrams below, provided a rich, data-informed foundation for the February goal-setting retreat.



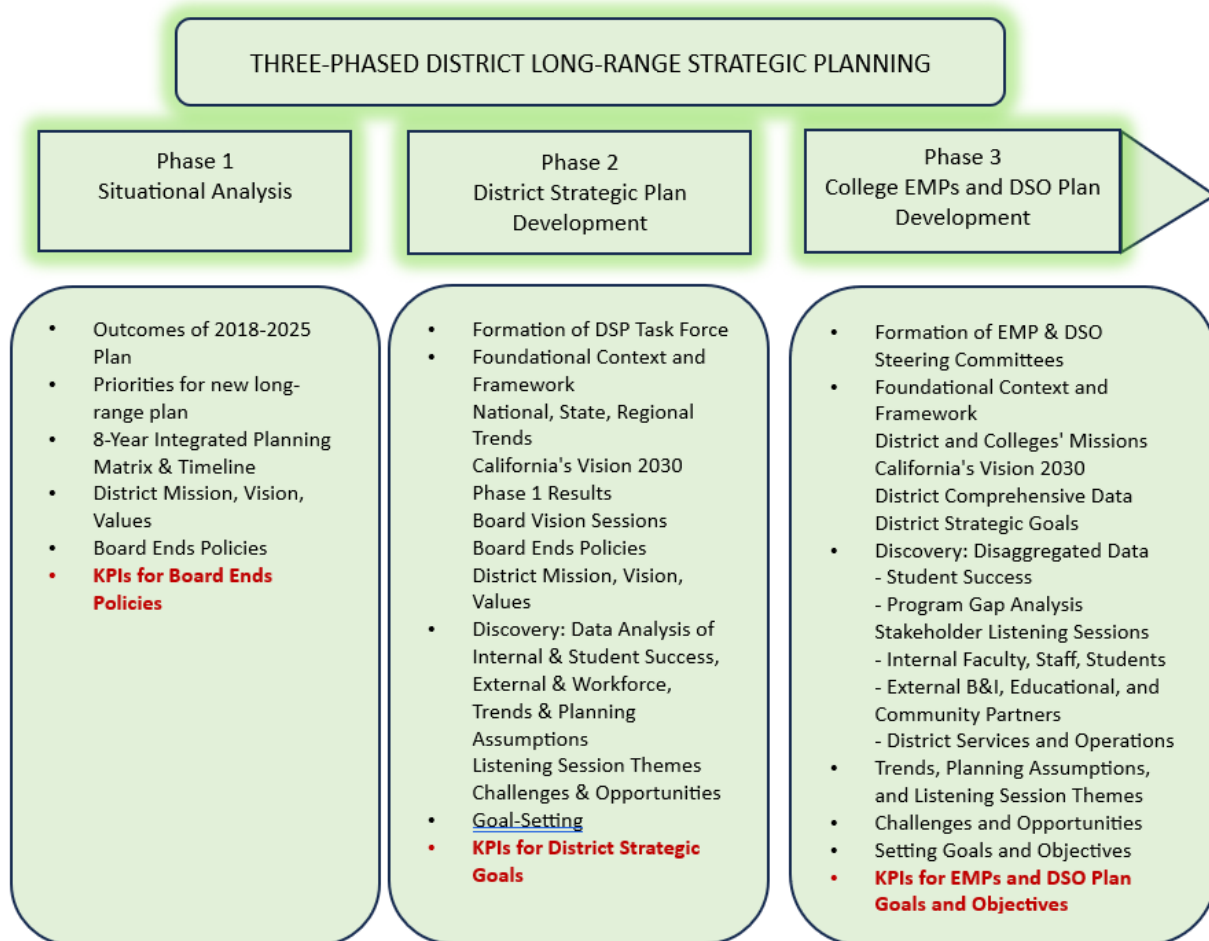
Goal-Setting

On February 2, 2026, the DSP Task Force and the Chancellor’s Executive Team met jointly to review Discovery Phase data trends, planning assumptions, listening session themes, and the resulting key challenges and opportunities identified through the comprehensive review process. The half-day retreat resulted in a draft set of District Strategic Goals. Following participatory governance review and approval processes, the Board will review and consider adoption of the *San José-Evergreen Community College District (SJECCD) District Strategic Plan 2026 – 2034*. Once approved by the Board, Key Performance Indicators (KPIs) will be established for each District Strategic Goal to monitor progress on the plan annually. The adopted District Strategic Goals will be operationalized by the colleges and district services and operations as they develop their EMPs and DSO Plans in Phase 3. The draft eight-year District Strategic Goals are displayed in the chart below.

San José-Evergreen Community College District 2026 – 2034 Strategic Goals	
Strategic Goal 1	To be completed after the February Goal-Setting Session
Strategic Goal 2	
Strategic Goal 3	
Strategic Goal 4	

Phase 3: Development of College EMPs and DSO Plan

Phase 3, the third and final phase of the planning process, will operationalize the District Strategic Plan through the development of the two college EMPs and the DSO Plan. Once completed, these three plans, with their respective goals and objectives, will have KPIs identified for monitoring progress of the plans. Dr. Jeremy Brown, Vice Chancellor for Educational Services, joined the District in mid-2025 and will assume leadership for integrating and aligning planning processes across the District, establishing KPI's, monitoring progress of the operationalized collective vision of the new eight-year integrated planning model, and facilitating the strengthening of organizational effectiveness and efficiency. The chart below summarizes the three-phased plan development process.



State Policy Context

The San José-Evergreen Community College District is one of seventy-three districts in the California Community College System. As such, it operates under the auspices of the statewide Chancellor's Office even though it is governed by a local board of trustees. The California Community Colleges Chancellor's Office (CCCCO) provides systemwide leadership, distributes apportionment, and implements directives from the Governor and State Legislature.

Vision 2030 – Guided by the Vision for Success and the Governor’s Roadmap

The [Vision 2030](#) plan for California's community colleges, released by the California Community College Chancellor's Office as approved by the Board of Governors, extends the principles set forth in the [Vision for Success](#), [Vision for Success Update](#), Vision 2030 [July 2025 Update](#), and the [Governor's Roadmap](#) plans. Together, these plans establish systemwide community college priorities and stipulate that, “every college should make sure they have goals that address systemwide priorities.”

Vision for Success and Guided Pathways

The [Vision for Success](#), launched in 2017, focused on a commitment to ensure, “that students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating gaps once and for all.” In 2021, the California Community College Chancellor’s Office renewed its dedication to the *Vision for Success* plan through the issuance of the [Vision for Success – Reaffirming Equity in a Time of Recovery Update](#). The report emphasized that the overarching goal for the state's community colleges remains unchanged: to achieve the systemwide targets outlined in the *Vision for Success*, including completion, transfer, efficiency, workforce attainment, and, most importantly, equity. It underscored the critical importance of Goal 5, Equity, especially considering the disproportionate impact of the multiple pandemics on communities of color. The [Vision 2030 – July 2025 Update](#) again confirmed the same strategic directions and goals, and added updated information on implementation and support.

Vision for Success utilizes the *Guided Pathways* framework to enhance student access, persistence, retention, and goal completion. Districts and colleges can seize the opportunity to integrate and align key plans encompassing diverse student learning programs such as Adult Education, Student Equity and Achievement Program, College and Career Access Pathways, learning communities, work-based learning, and categorical programs and services, among others. This integration within the *Guided Pathways* framework aims to address the diverse needs of current and prospective students.

The Guided Pathways framework is grounded in four pillars of the student experience, described in part as follows:

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, establish detailed transfer pathways, and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

Source: American Association of Community Colleges (2015), *Redesigning America’s Community Colleges* (2015)

Guided Pathways aims to:

Advance Equity: Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.

Transform Institutions: A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.

Redefine Readiness: Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college.

Redesign Supports: Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.

It is critical to emphasize that both the [Vision for Success](#) and the [Guided Pathways](#) frameworks are not merely plans, but are codified in law. Guided Pathways is further codified in the [Student Equity and Achievement Program](#) mandate.

Governor's Roadmap and California Community College System

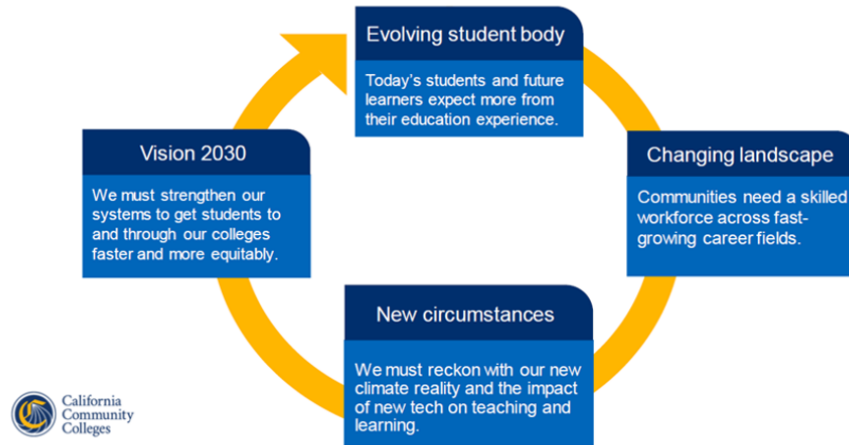
The [Governor's Roadmap](#) released in 2022, is an agreement with the California Community College system and builds upon the system's *Vision for Success* goals to close equity gaps and to promote student success; expand opportunities for transfer students; increase intersegmental collaboration to benefit students; and support workforce preparedness and high-demand career pipelines. The roadmap outlines essential goals and expectations, such as fostering increased collaboration across segments and sectors to facilitate timely transfer, enhancing completion rates with a reduction in excess units, addressing equity gaps, and aligning the system more effectively with K-12 and workforce needs.

The *Governor's Roadmap* mandates an annual systemwide progress report. This report encompasses college-level data showcasing progress achieved for each performance metric, a summary of crucial implementation strategies and contributions to advancing performance outcomes, as well as a synopsis of strategic collaborations with intersegmental partners. Annual reporting also includes a systemwide budget request aimed at supporting the achievement of the goals outlined in the roadmap based on systemwide progress.

Vision 2030 – A Roadmap for California Community Colleges

Vision 2030, a roadmap for California Community Colleges, envisions a more inclusive higher education system for all Californians. The vision aims to provide access points for every learner, regardless of race, ethnicity, region, class, or gender. It emphasizes tailored support to exit points, allowing students to transition to transfer programs, complete a community college baccalaureate, or secure employment with family-sustaining wages. Furthermore, *Vision 2030* serves as a framework for urgent action in the field. It provides guidance for practice, the development of systems to eliminate barriers, resource development for fiscal sustainability, and policy reform aimed at unlocking potential.

Vision 2030: Meeting the Needs of Today and Opportunities of Tomorrow

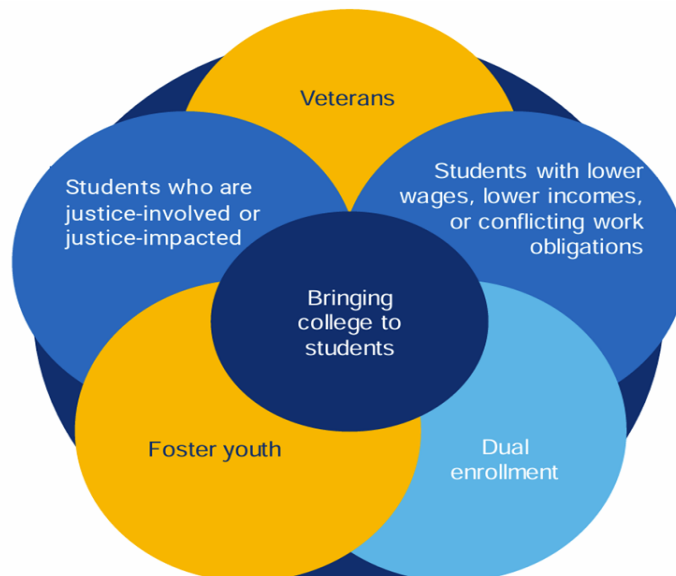


Source: California Community Colleges Chancellor's Office, Vision 2030, October 16, 2023

Vision 2030 set forth three goals and three strategic directions, which have been reaffirmed as recently as the [Vision 2030 – The July 2025 Edition](#).

Vision 2030 Goals	Vision 2030 Strategic Directions
Equity in Access	Equitable Baccalaureate Attainment
Equity in Success	Equitable Workforce and Economic Development
Equity in Support	Generative Artificial Intelligence and the Future of Learning

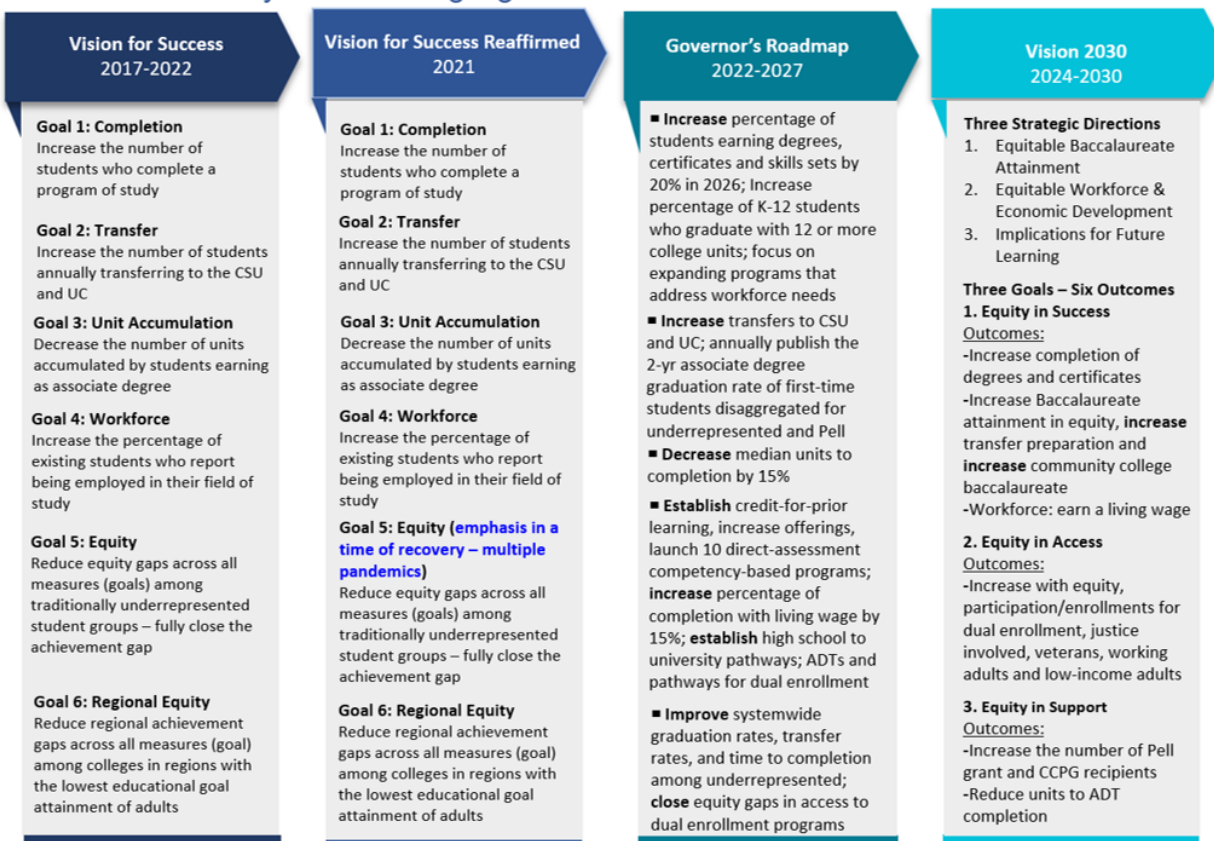
The plan continues to call on colleges to focus on particular learner populations, represented in the graphic below.



Vision 2030: Alignment of Key Directives - Vision for Success, Vision for Success Reaffirmed, and the Governor's Roadmap

As noted, *Vision 2030* extends and builds upon the Vision for Success, Vision for Success Update, Vision 2030 – the July Edition, and the Governor's Roadmap plans. It further incorporates and extends the principles outlined in these planning documents to guide community college practices towards meeting systemwide goals. The illustration below depicts key directives and demonstrates the uniformity of statewide adopted plans.

CCC Context: Key Directive Highlights



Source: Graphic created by CBT as adapted from reports of the California Community Colleges Chancellor's Office.

Diversity, Equity, and Inclusion in the California Community Colleges

A primary emphasis throughout the statewide adopted plans is equity. *Vision 2030* centers around three primary goals: Equity in Success, Equity in Access, and Equity in Support. The *Equity in Higher Education Act* (EDC, Sections [66250-66293](#)) contains various provisions focused on fostering diversity, equity, and inclusion among students, faculty, and staff. Furthermore, Title 5, Section [51201](#), Statement on Diversity, Equity, and Inclusion reflects a comprehensive commitment by the California Community Colleges to actively work towards creating an educational environment that values and respects diversity, equity and inclusion among students, faculty and staff. The focus on equity underscores the recognition that every individual deserves fair and equal access to opportunities, resources, and support necessary for their success. By prioritizing equity, educational institutions strive to dismantle systemic barriers, address disparities, and create environments where all learners can thrive and reach their full potential.

Student-Centered Funding Formula

The [Student-Centered Funding Formula](#) (SCFF) was included in the 2018-19 state budget as an innovative method to allocate funding to community college districts. Based on the California Community College Chancellor's Office, the formula is designed to support the goals and commitment set by the *Vision for Success* plan and is aligned with the Guided Pathways student success metrics. SCFF is based on three primary calculations:

- A base allocation – largely reflects enrollment, includes enhanced funding for credit inmates in correctional facilities, Career Development and College Preparation, and Credit Special Admit Students.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include:
 - the number of students earning associate degrees and credit certificates.
 - the number of students transferring to four-year colleges and universities.
 - the number of students who complete transfer-level math and English within their first year.
 - the number of students who complete nine or more career education units.
 - the number of students who have attained a regional living wage.

Of note, the California Community College Chancellor's Office has developed Student Centered Funding Formula ([CCCCO SCFF Dashboards](#)) dashboards, enabling districts and colleges to analyze student data and SCFF implications. Additionally, a SCFF estimator is available. Please note that these resources may require a passcode for access and require coordination with district and college Chief Business Officers. While the SJECCD is a community supported (basic aid) district, the SCFF still impacts the statewide allocation of categorical funds, which comprise a significant portion of the District's budget.

Additional California Reforms in Alignment with Vision 2030

Since the development of SJECCD's 2018 – 2025 Strategic Plan, numerous legislative mandates aimed at supporting student success have been signed into law. This section highlights three specific mandates that represent ongoing reforms in alignment with the intent of Vision 2030. This is not an exhaustive list, and more information can be found at the California Community Colleges Chancellor's Office [Chaptered Legislation and Guidance Report](#). This report is prepared annually to provide campus leaders with passed legislation and implementation guidance. Local leaders bear the responsibility of ensuring adherence to all recently enacted laws and regulations.

Matriculation Services

The below two Assembly bills regarding matriculation were enacted to enhance student access and success for community college students in alignment with the intent of the *Vision for Success*.

- **AB 705, Irwin. Seymour-Campbell Student Success of 2012: Matriculation: Assessment (2017)**
AB 705, also known as the Seymour-Campbell Student Success Act of 2012, aims to enhance student access and success in California community colleges by ensuring the core tenets of matriculation. Ensuring a multiple measures approach to student placement and student services to include orientation, assessment, placement, counseling, and education planning. This mandate emphasizes the need to maximize the likelihood of students completing transfer-level coursework in English and mathematics within one year.

- [AB 1705](#), Irwin. **Seymour-Campbell Student Success of 2012: Matriculation: Assessment (2022)**
Assembly Bill 705 and 1705 collectively aim to enhance student completion rates and narrow the achievement gap by mandating that colleges implement multiple measures in their assessment approach. This requirement aligns with a longstanding tenet of Matriculation legislation passed in 1986-87. AB 1705 further extended AB 705 by requiring that by July 1, 2023, a community college district or community college maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline. For more information, refer to the CCCC [AB 1705 Implementation Guide](#).

Community College Bachelor's Degrees

Over the past several years, California has piloted the statewide baccalaureate degree program. This effort continues and is expanding, as supported by Assembly Bill 927.

- [AB 927](#), Medina. **Public Postsecondary Education. Community Colleges: Statewide Baccalaureate Degree Program (2021)**
AB 927, introduced by Assembly Member Medina, extends indefinitely the statewide baccalaureate degree pilot program established by existing law. This program allows certain community college districts to offer bachelor's degrees. The "List of Approved Bachelor's Degree Programs" is available by visiting the CCCC website at [link](#).

Collaborative Efforts for Transfer Among California Branches of Higher Education

Work continues to streamline and coordinate among California's three systems of higher education (UC, CSU, and the CCCs) in support of student access, success, and completion. Assembly Bill 928 supports this effort.

- [AB 928](#), Berman. **Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee (2021)**
AB 928, also known as the Student Transfer Achievement Reform Act of 2021, focuses on streamlining the transfer process for California Community College students. Furthermore, AB 928 introduced a single lower general education pathway applicable to both the California State University (CSU) and University of California (UC) systems. In Fall 2022, [Resolution 15.01](#), endorsed by the Associated Senate for the California Community Colleges (ASCCC) supports the adoption of CalGETC (California General Education Transfer Curriculum), aiming to synchronize general education criteria across community colleges, CSU, and UC institutions. Resource materials may be found on the ASCCC website [here](#).
- [AB 1111](#), Berman. **Postsecondary Education: Common Course Numbering System (2021)**
AB 1111 further supports collaboration across California's three higher education segments by requiring the California Community Colleges and the California State University to adopt, and authorizing the University of California and private postsecondary institutions to adopt, a common course numbering system for the 20 highest-demand majors in the respective segments, and for all general education requirement courses and transfer pathway courses. By requiring community college campuses to incorporate common course numbers in their catalogs, the bill would impose a state-mandated local program.

Emerging California Higher Education Priorities and Technologies

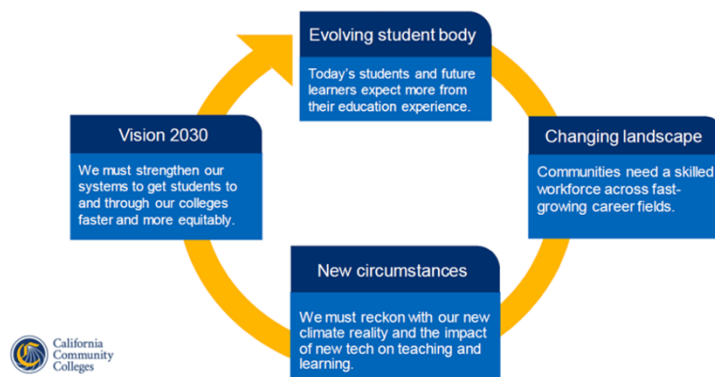
Additional new initiatives have been developing as well, some included in [Vision 2030 – The July 2025 Edition](#), including the following:

- Refinement and expansion of the California community college baccalaureate degree.
- Collaborative work to streamline transfer among California’s three public systems of higher education (UC, CSU, and the CCCs).
- California’s emerging higher education priorities and technologies, including the Master Plan for Career Education and Artificial Intelligence (AI).
- Development of “Community Resilience Centers” on community college campuses to support students and local communities in times of crisis.
- Climate Action Initiatives, outlined in the CCCCCO [Climate Action and Sustainability Goals](#), include facilities/operations enhancements, climate literacy in curriculum, and community engagement.
- Connecting low-income students to public benefits, via partnerships the CCCCCO is pursuing with the California Department of Social Services and Medi-Cal.

Specific new support systems have been developed to support colleges in implementing Vision 2030, as outlined in [Vision 2030 – The July 2025 Edition](#), including:

- Program Pathways Mapper, a dynamic data-informed platform designed to simplify complex curricular pathways for students, faculty, advisors and administrators.
- Common Cloud Data Platform, providing real-time insights into student enrollment and progression trends.
- Collaborative Enterprise Resource Planning (ERP), to assist smaller and more rural colleges and also to assist in deploying AI solutions.
- Microgrids, developed by colleges and supported by the CCCCCO.
- Professional Development activities through annual and regional convenings, and via the [Vision Resource Center](#) (available to all CCC employees)

More information on these and other new initiatives, as well as the legislative agenda on the horizon, can be found on the [California Community Colleges Chancellor’s Office](#) (CCCCCO) website. These new initiatives further emphasize the need to realize Vision 2030 by addressing such key areas as the evolving student body and their increased expectations, the changing landscape of the workforce in fast-growing career fields, new technologies in teaching and learning, and the need to streamline and strengthen college systems for faster and more equitable student outcomes and completion. These concepts are depicted in the CCCCCO’s infographic below.



Source: California Community Colleges Chancellor’s Office, Vision 2030, October 16, 2023

Master Plan for Career Education

Governor Newsom unveiled the [Freedom to Succeed](#) press release on August 31, 2023, spotlighting Executive Order [N-11-23](#). This Executive Order outlines California's commitment to building and enhancing career pathways and educational opportunities for its citizens. Key highlights of the executive order include:

- Significant investments in career pathway programs, dual enrollment, youth apprenticeships, workforce pipelines, climate innovation, and healthcare initiatives.
- Emphasis on hands-on learning, paid internships, and service-learning opportunities to equip individuals with real-life skills.
- Initiatives to ensure universal access to education and career training, including funding for college-and-career savings accounts and affordable student housing.
- The establishment of a Master Plan for Career Education to integrate and align state-funded programs.
- Development of user-centered tools to facilitate program integration and goal achievement.
- Goals focused on promoting career pathways, hands-on learning, and universal access to education and affordability.

Overall, the executive order aims to create a cohesive and inclusive career education system that empowers Californians from diverse backgrounds to pursue rewarding careers and contribute to the state's prosperity. California's Master Plan for Career Education updates and resources are available at [California Governor's Council for Career Education](#) webpage. The emphasis on Career and Technical Education in community colleges is evident in the Governor's enactment in December 2024 of California's *Master Plan for Career Education*, as depicted below.



Artificial Intelligence

The artificial intelligence agenda is being driven by both federal and state guidance. On October 30, 2023, the Biden Administration issued [Executive Order \(E.O.\) 14110](#) concerning the *Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence*. This executive action initiates a comprehensive, nationwide endeavor focused on fostering responsible artificial intelligence (AI)

development and deployment. It describes federal agency leadership, industry regulation, and collaboration with international partners.

In addition to E.O. 14110, the White House Office of Science and Technology Policy issued the [Blueprint for an AI Bill of Rights](#) which provides detailed information and sets forth five principles to guide the design, use and deployment of automated systems to protect the American public.

Trends and Planning Assumptions

Analysis and synthesis of information in the Data Portfolio, coupled with an examination of national, state, regional, and District trends, provided a set of planning assumptions to guide development of the SJECCD Strategic Plan. Highlights of the trends reviewed and the resulting planning assumptions are presented in the sections that follow.

National

Enrollment

The COVID-19 Pandemic prompted many changes, including those at two-year colleges, where enrollment decreased and teaching and learning rapidly shifted to online.

Nationally, the overall college-going rate decreased from 41% to 38% between 2010 and 2021, driven specifically by the decrease in the college enrollment rate at two-year institutions, which fell from 13% to 8% in the same time period ([National Center for Education Statistics](#)).

College enrollment continued to decline during the COVID-19 Pandemic but began to rebound in 2023. According to the Research Center at the National Student Clearinghouse (first [reported October 26, 2023](#)) students are gravitating to shorter-term credentials rather than longer-term degrees. High vocational public 2-year colleges, and primarily online colleges have shown the greatest growth. (reported [May 22, 2025](#)).

In its annual report, [Knocking at the College Door: Projections of High School Graduates](#), the Western Interstate Commission for Higher Education (WICHE) notes that the number of high school graduates is expected to peak this year (2025), and is projected to experience a decline over at least the next 16 years. Also of note, the proportion of future public high school graduating classes who come from underrepresented racial and ethnic backgrounds — particularly Hispanic and Multiracial graduates — will continue to increase. The report also includes potential solutions and strategies for colleges to consider beyond the “enrollment cliff,” including additional investments to make college more affordable, making financial aid more transparent and less confusing, introducing better academic and wraparound supports for postsecondary learners, and establishing more powerful pathways to and from work and learning.

Trends Impacting Teaching and Learning

EDUCAUSE, whose mission is to advance higher education focusing on technology, has identified national trends impacting teaching and learning in its 2025 [Horizon Report, Teaching and Learning](#). Highlights include:

Social

- Interest in designing inclusive learning environments continues
- Polycrises are on the rise
- Technology is changing student cognition

Technological

- Virtual Reality tools are becoming more advanced and affordable
- Focus on democratization and efficiency in technology has increased
- Technology is providing new ways to document student learning and success

Economic

- The potential for trade wars is increasing
- The demand for some to return to the office continues
- Concerns about deglobalization are growing

Environmental

- Governments are expanding clean energy subsidies
- Lithium reserves have the potential to pave the way for a green energy workforce
- Food insecurity is increasing globally

Political

- Classification of institutions continues to change
- Uncertainty over technology-related regulations in higher education is growing
- Regulations for AI are lacking or ineffective

Key Technologies and Practices

- AI Tools for Teaching and Learning
- Faculty Development for Generative AI
- AI Governance
- Shoring Up Cybersecurity
- Evolving Teaching Practices
- Critical Digital Literacy

State

Enrollment

- Statewide, CCCs have experienced a rebound in enrollment following the pandemic. Enrollment increased 5% from 2023/24 to 2024/25, and 17% from a low in 2021/22 to 2024/25 (Source: CCCCCO [DataMart](#)).
- Dual enrollment accounted for 11% of total statewide enrollment in Fall 2024 and is predicted to continue growing (Source: CCCCCO [DataMart](#) and [CCRC](#)).

Policy, Funding, and Student Success

- The success of CCC students will remain a top priority for statewide policymakers.

- The July 2025 update of [Vision 2030: A Roadmap for California Community Colleges](#) continued to call for Equity in Access, Success and Support in part by increasing enrollment and success for targeted populations (dual enrollment, justice-impacted, foster youth, veterans, working students, and student parents). The plan also calls for increasing work-based learning opportunities, credit for prior learning, and a focus on four fields of study to expand: health care, climate practice, STEM, and education/early childhood education.
- Funding for student support and success measures will continue to be included in the state budget and assigned to specific activities to support student success goals.
- Reducing the cost of education and shortening the time-to-degree will continue to be a focus for students, families, and policymakers.
- Providing a range of student services and basic needs support will remain essential.
- The state of California is increasingly relying on local districts to fund new educational facilities rather than depending on statewide educational bonds.

Program Development and Guided Pathways

- Career and Technical Education (CTE) will play an increasingly significant role in community college education, as emphasized in the [California State Plan for Career & Technical Education](#), 2023, and the Governor's [Master Plan for Career Education](#), enacted December 2024.
- Community colleges, both statewide and regionally, are expanding Adult Education noncredit and credit short-term certificate programs aligned with local workforce needs.
- Regional collaboration, particularly in relation to CTE, will remain a key priority.
- Enhancing math and English readiness will be essential for advancing equity and supporting student completion.
- Simplifying and integrating academic and student support pathways will be crucial to meeting students where they are and helping them complete their educational journey.

(Sources: CCCC DataMart, CCCC Website)

Regional

Service Area

School Districts

(Sources: California Department of Education, Silicon Valley Index)

- The San José-Evergreen Community College district contains Milpitas and most of the city of San Jose, and comprises the San Jose Unified, East Side Union High, and Milpitas Unified school districts.
- The TK-12 student population is diverse with large Latinx and Asian populations. Over 20% of students are English Language Learners, with Spanish, Mandarin, and Vietnamese being the primary first languages of those students.
- Between 2023 and 2033, public school enrollment is projected to decline by 12.8% in Santa Clara County.

High School to College Enrollment Trends

(Sources: California Department of Education, CCCC)

- Santa Clara County boasts a higher-than-average College Going Rate (CGR), and high school students in the SJECCD are more likely than average to choose a community college.

- For students with home addresses in San Jose or Milpitas, more attended De Anza College (8,295) than Evergreen Valley (7,528) or San Jose City (6,999) in Fall 2023.
- Students enrolled in the SJECCD come primarily from San Jose and Milpitas, but the district also draws hundreds of students from Santa Clara, Morgan Hill, Campbell, Gilroy, Sunnyvale, and Fremont.

Demographic Trends

(Sources: US Census, California Department of Labor, Silicon Valley Index)

- The overall population of Santa Clara County is projected to decrease in the coming years, with a sharp decrease in the younger population and an increase in the elderly population (aged 65+).
- There is no majority ethnic group in Santa Clara County; Asian, White and Latino populations each account for between 25 and 40 percent.
- Santa Clara County, Milpitas, and San José all have significantly higher educational attainment and income rates than the state or nation.
- Santa Clara County has a higher rate of foreign-born than the state, with over half of households speaking a language other than English at home.
- Even though educational attainment levels are high, 34% of Milpitas residents and 46% of San José residents have less than an associate degree, which presents an opportunity for the District.

Labor Market Trends

Nearly half (42%) of jobs in Silicon Valley are classified as Tier 2, or middle skills occupations, requiring more than High School but less than a Bachelor degree), which is down from 47% in 2001.

Priority Sectors

(Source: BACCC Regional [Plan](#) 2024-2027)

Based on Labor Market Research, the Bay Area Community College Consortium, in support of the Chancellor's Office Strong Workforce Program, identifies priority sectors with in-demand, higher-wage jobs that could result from a community college education. The current plan lists the following six priority sectors:

- Advanced Manufacturing
- Advanced Transportation and Logistics
- Health
- Information and Communication Technologies – Digital Media
- Public Safety
- Education

Top Industries

(Source: *Lightcast*)

Top Industries in Santa Clara County (in descending order):

- Professional, Scientific, and Technical Services
- Health Care and Social Assistance
- Manufacturing
- Government
- Information

Top Occupations

(Source: *Silicon Valley Index*)

The Silicon Valley region (Santa Clara and San Mateo Counties) is clearly dominated by the computer/information industries. The top occupations, as measured by job postings, include (in descending order):

- Software Developers
- Engineering & Engineering Managers
- Other Computer, Engineering & Science Occupations
- Teachers
- Food Preparation & Service Workers
- Finance Specialists, Analysts and Advisors

Changes in Employment by Industry

(Source: *Silicon Valley Index*)

Largest growth in recent years (in descending order):

- Healthcare & Social Services
- Technical & Information Services
- Computer Hardware Design & Manufacturing
- Instrument Manufacturing

Greatest losses in recent years (in descending order):

- Retail
- Accommodation & Food Services
- Management Offices
- Facilities
- Construction

Largest Workforce Gaps

(Source: *Lightcast, CCCCCO DataMart*)

There are numerous jobs with unmet demand in Silicon Valley. When mapped to the supply of community college awards, gaps emerge, showing an undersupply of trained workers in the following areas (in descending order):

- Business and Management
- Health
- Family and Consumer Sciences
- Information Technology
- Education
- Commercial Services
- Public and Protective Services

For jobs generally requiring a Bachelor Degree these are the areas of greatest undersupply (in descending order):

- Information Technology
- Business and Management
- Education
- Engineering and Industrial Technologies
- Health

Remote Work Trends (National):

(Source: Bureau of Labor Statistics [Telework Trends](#), March 25, 2025)

- 23% of workforce works remotely
- Of those who work remotely, 48% telework all hours, and 52% telework some hours
- Occupations with the highest rates of remote work include Management, Professional and Related Occupations (which includes IT), and Sales and Office Occupations

District

Enrollment

Students

(Source: SJECCD Precision Campus, and CCCCCO DataMart)

- In recent years, enrollment dipped due to the COVID-19 Pandemic, but began to rebound in 2023 (which is in line with state and national trends for community colleges).
- The ethnic composition of the student population has shifted since the 1990s and is now predominantly Latinx (41%) and Asian (31%), with smaller populations of White (16%), Black (4%), and Multi-Ethnicity (3%) students.
- Nearly half (44%) of SJECCD students have Transfer as their primary educational goal, followed by Certificate/Job Training (14%) and Associate Degree only (11%). It is noteworthy that 7% of students are currently enrolled at a university and taking a class to “meet university requirements.”
- Between 2020 and 2022, due to the COVID-19 Pandemic and the need to shift to remote teaching and learning, SJECCD garnered more FTES from Distance Education than from in-person. That trend flipped beginning in 2023, yet nearly half of FTES still comes from Distance Education.

Special Populations

- 8% of SJECCD students were Special Admit in Fall 2024, meaning they are concurrently enrolled in high school, compared to the statewide average of 11%.
- In 2024-2025, 40% of SJECCD students received the California Promise Grant, slightly higher than the state average of 37%, and 18% received a Pell grant, which is slightly lower than the state average of 20%.

Student Outcomes

(Sources: CCCCCO DataVista, CCCCCO)

Leading Indicators (Vision 2030)

- Course Success Rates: In 2023-2024, the pass rate for SJECCD students was 70%, compared to 76% for Community Colleges (CCs) and 73% statewide. The rate has been trending slightly downward at SJECCD and is higher for Asian, Filipino, and Multi-Ethnic students, and for Females.
- Fall to Spring Persistence at the same college: 58% of SJECCD students who enrolled in Fall 2023 re-enrolled in Spring 2024, compared to 66% of students at Silicon Valley CCs and 65% of students statewide. The rate has been trending downward at SJECCD, and is higher for Filipino, Asian, Multi-Ethnic, and Female students.
- Completion of Transfer Level Math and English in Year 1: In 2023-2024, 11% of SJECCD students completed transfer-level Math and English in their first year, compared to 18% at Silicon Valley

CCs and 15% statewide. The rate has been trending downward at SJECCD since 2020-2021, and is higher for Filipino, Asian, and Female students.

Lagging Indicators (Vision 2030)

- Completion Rates: The number of SJECCD students completing a certificate or degree has decreased from 1,780 in 2021-2022 to 1,283 in 2024-2025, falling short of the Vision 2030 goal of 1,980.
- Associate Degrees for Transfer: The number of SJECCD students earning an ADT has decreased from 842 in 2020-2021 to 521 in 2023-2024, falling short of the Vision 2030 goal of 820.
- Transfer: The number of SJECCD students transferring to a 4-year institution has declined from 3,763 in 2020-2021 to 3,242 in 2022-2023.
- Living Wage Attainment: The percentage of SJECCD students earning a living wage has declined from 37% in 2020-2021 to 35% in 22-23, falling short of the Vision 2030 goal of 39%.
- Units Accumulated Upon Degree Completion: Total units accumulated has decreased from 93 in 2017-2018 to 85 in 2023-2024, meeting the Vision 2030 goal. Note: The statewide average is 81.

Board of Trustees Vision Sessions

As noted earlier in this document, at the start of Phase 2, a foundational context and framework was set for the development of the District's eight-year Strategic Plan. The results from visioning sessions with SJECCD Trustees were critical to this foundational framework. Trustees shared perspectives on high-priority needs for the next long-range plan, and the needs of constituents in each of their respective Trustee Areas of the District.

Trustees reaffirmed that student success is SJECCD's highest priority, emphasizing equitable access, persistence, completion, and transfer outcomes supported by clear academic and career pathways and comprehensive student services. They also highlighted the importance of reducing barriers to enrollment and student support, as well as incorporating measurable outcomes and accountability mechanisms within the Strategic Plan to track progress over time.

Trustees further emphasized the importance of an intentional, data-informed planning process that aligns District and College priorities, links budgeting to strategy, and shifts from broad Strategic Priorities to focused Institutional Priorities. They expressed strong support for creating a long-range planning process with clear milestones, measurable performance indicators, and deliberate alignment between the Board, the Chancellor, and the Colleges to promote transparency, efficiency, and shared accountability.

Fiscal responsibility, stability, and participatory budgeting remained key themes. Trustees underscored the importance of transparent financial practices, Total Cost of Ownership (TCO) models, and long-term planning tied directly to strategic goals. They emphasized that budgeting processes should be inclusive, sustainable, and flexible to foster trust and ensure financial decisions that support the District's priorities.

Technology modernization was identified as a vital investment area. Trustees emphasized the need to replace outdated systems with modern platforms that enhance student onboarding, scheduling, data accuracy, and digital engagement. They promoted long-term investments in digital infrastructure to support analytics, online learning, and improved communication throughout the District.

Trustees also highlighted that student success depends on employee success, highlighting the importance of strengthening morale, professional growth, compensation equity, and a culture of respect and service. They expressed strong confidence in the Chancellor's leadership and stressed the importance of building a collaborative, accountable, and service-focused culture throughout the organization.

Workforce alignment and industry partnerships was cited as crucial for advancing student and community success. Trustees advocated closer collaboration with regional employers, labor organizations, and educational partners—especially in technology, healthcare, and clean-energy sectors—to expand apprenticeships, internships, and career pathways that address changing workforce needs.

Improved communication, visibility, and community engagement were also identified as priorities to elevate SJECCD's regional presence and rebuild trust with both internal and external stakeholders. Trustees promoted support for outreach via social media, community forums, and collaborations with local governments, school districts, and civic organizations to strengthen the District's visibility and reputation.

Finally, Trustees highlighted equity, safety, and social responsibility as core commitments. They reiterated the importance of creating inclusive, welcoming environments and expanding comprehensive services that address housing, mental health, and food insecurity, all while ensuring the safety and well-being of every student. For more detailed information, please see Appendix G of this document.

Collectively, these trustee perspectives provided a foundational context and vision, grounded in the Board's Ends Policies, for the District's next eight-year strategic planning process. Building on this foundation, extensive listening sessions were subsequently conducted with internal and external stakeholders, as described in the next section, *Listening Sessions and Emergent Themes*.

Listening Sessions and Emergent Themes

Overview

During the Discovery Phase, the San José-Evergreen Community College District (SJECCD) Board of Trustees, students, employees, and community partners participated in a series of listening sessions to capture the diverse perspectives, experiences, and priorities that define the District's identity and direction. Insights from these sessions were consistent with those from the trustee vision sessions, further enhancing the foundation for plan development and ensuring a shared commitment to educational excellence, equity, and opportunity.

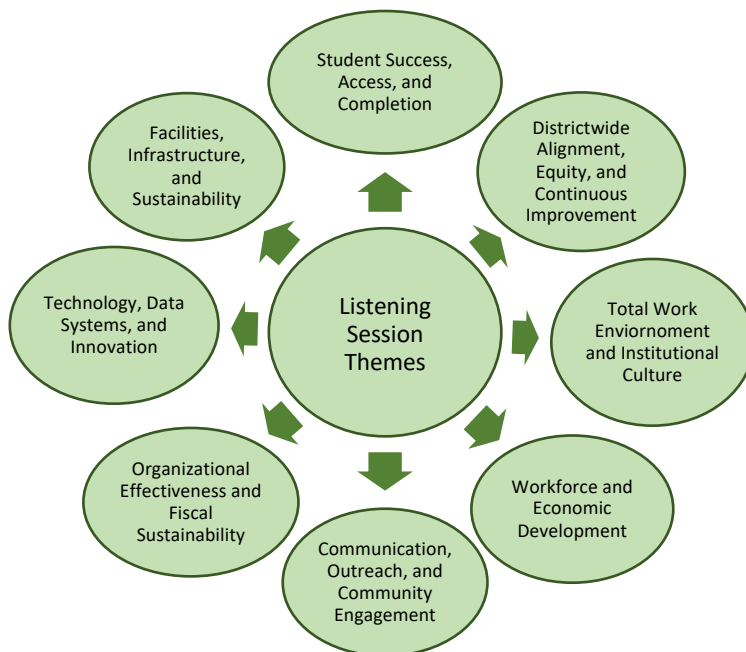
The following table summarizes participation from both internal and external stakeholders, highlighting the District’s dedication to inclusive engagement through the input of over 170 individuals across 43 listening sessions held Fall 2024 through Fall 2025.

INTERNAL STAKEHOLDER LISTENING SESSIONS				
Session Categories	Individuals and Groups		# Sessions	Approx. # Participants
SJECCD Constituents	- o Chancellor - o Vice Chancellor, Admin Services - o District IT and Research - o District Academic Senate (2) - o District Advisory Council (2) - o District Managers, Supervisors, and Confidential employees - o Assoc Vice Chancellor, Technology - o District Communications and Marketing	- o Assoc Vice Chancellor, Physical Plant and Operations - o EVC President - o EVC President’s Leadership Team - o EVC College Advisory Council - o EVC Classified Senate - o SJCC Interim President - o SJCC President’s Leadership Team - o SJCC Classified Senate - o SJCC College Advisory Council - o SJCC & EVC Classified Leadership	20	126
Student Groups	- o EVC Associated Student Government - o SJCC Associated Student Government		2	22
TOTAL NUMBER OF INTERNAL LISTENING SESSIONS AND PARTICIPANTS			22	148
EXTERNAL STAKEHOLDER LISTENING SESSIONS				
Session Categories	Individuals and Groups		# Sessions	Approx. # Participants
Board of Trustees	o Board of Trustees		7	7
Foundation, Government, & Community Partners	- o SJECCD Foundation - o City of San José - o Santa Clara County Economic Development - o Sobrato - o Stanford Research Institute International (SRI)		5	6
Educational Partners	- o East Side Union HSD - o Mt Pleasant ESD - o San Jose USD - o San José State University		4	7
Business/Industry Partners	- o Opterra - o Northrop Grumman - o Pacific Gas & Energy - o Tesla - o Western Digital		5	6
TOTAL NUMBER OF EXTERNAL LISTENING SESSIONS AND PARTICIPANTS			21	26
TOTAL NUMBER OF INTERNAL AND EXTERNAL LISTENING SESSIONS AND PARTICIPANTS			43	174

Emergent Themes

Eight key themes emerged from insights gathered during the listening sessions. The qualitative findings provided a rich and detailed context that enhanced and complemented the quantitative data in the Data Profile. Together, these collective inputs created a strong, future-focused foundation for SJECCD’s next Strategic Plan, highlighting the most important institutional focus areas and guiding its future direction.

The infographic below highlights the key themes that emerged, followed by concise summaries in the next section. Additional details and supporting insights are available in Appendix G.



Student Success, Access, and Completion

Participants emphasized that student success remains central to SJECCD’s mission. They highlighted the importance of equitable access, persistence, and completion for all students, calling for stronger Guided Pathways, proactive advising, and early alert systems. Many noted that expanding dual and concurrent enrollment, increasing flexible scheduling options, and strengthening wraparound support (i.e., tutoring, mental health services, and financial aid) would help reduce barriers and support completion. Stakeholders consistently expressed a desire to close equity gaps so that every student has a clear path to their educational and career goals.

Districtwide Collaboration, Equity, and Continuous Improvement

Participants called for stronger coordination and shared accountability across the Colleges and the District Office. They expressed a desire for clearer alignment among Strategic, Educational, Facilities, and Technology Master Plans to ensure consistency and coherence. Many emphasize embedding equity principles into planning, budgeting, and evaluation processes, along with transparent data sharing and standardized reporting, to strengthen trust and alignment. Stakeholders also underscored the importance of a continuous improvement approach grounded in collaboration and evidence.

Total Work Environment and Institutional Culture

Faculty, staff, and administrators frequently discussed morale, workload, and inclusion as key priorities. They identified the value of enhanced professional learning, leadership development, and initiatives such as Caring Campus in fostering collaboration and a sense of belonging. Participants highlighted the need to address workload challenges, expand mentoring, and recognize employee contributions to

create a supportive, inclusive, and high-performing work environment. Many viewed sustained investment in people and culture as essential to excellence and employee engagement.

Workforce and Economic Development

Stakeholders highlighted the District's responsibility to prepare students for in-demand, high-paying careers and to support Silicon Valley's workforce needs. They expressed a strong interest in expanding apprenticeships and aligning programs with industries such as healthcare, green energy, and artificial intelligence. Participants discussed opportunities to revive a Workforce Institute and to create stackable credentials and micro-certifications to help adult learners and working professionals upgrade their skills in response to changing opportunities. Many viewed ongoing employer involvement and adaptable programming as essential for boosting regional economic mobility.

Communication, Outreach, and Community Engagement

Clear and consistent communication was identified as both a challenge and an opportunity. Participants expressed a need for a more coordinated districtwide communication strategy to enhance transparency and build trust among the Colleges, the District, and community partners. Many suggested using more storytelling and marketing that emphasize student achievements to boost visibility and community pride. Stakeholders also highlighted the importance of developing relationships with TK–12 districts, civic organizations, and alumni to establish stronger pipelines, partnerships, and opportunities for institutional growth.

Organizational Effectiveness and Fiscal Sustainability

Participants emphasized the importance of operational consistency and fiscal transparency for long-term success. They suggested that aligning budgeting practices with equity and student outcomes and employing a transparent Resource Allocation Model guided by Total Cost of Ownership principles could strengthen accountability. Many saw opportunities to increase external revenue through grants, philanthropy, and partnerships to enhance capacity for innovation and growth.

Technology, Data Systems, and Innovation

Modernized technology and integrated data systems were identified as essential for operational excellence and equity-driven decision-making. Participants noted that upgrading enterprise systems such as ERP and CRM would enhance usability, reporting, and analytics. They recommended centralized dashboards, improved cybersecurity, and expanded digital-literacy training to strengthen planning and transparency. Some encouraged exploration of artificial intelligence and predictive analytics for enrollment forecasting and student outreach, positioning SJECCD as a forward-thinking, data-informed institution.

Facilities, Infrastructure, and Sustainability

Stakeholders identified safe, accessible, and sustainable facilities as essential for effective learning and community engagement. They stressed the importance of aligning facility upgrades with academic and workforce objectives to create spaces that encourage innovation and collaboration. Participants often highlighted the need to enhance ADA accessibility, safety, and energy efficiency while utilizing state and

federal funds to maintain fiscal responsibility. Many envisioned technology-enabled classrooms and eco-friendly designs as key to future-ready, environmentally responsible campuses.

Summary

The feedback gathered through listening sessions reflected a shared vision among students, employees, and community partners for SJECCD's future. The eight themes collectively emphasized equitable access and success, fostering a culture of collaboration and continuous improvement, along with the innovation, communication, and infrastructure needed to maintain progress. These perspectives also provided a reaffirmation by stakeholders of the District's lasting commitment to opportunity, equity, and educational excellence.

Challenges and Opportunities

Following a review of trends and planning assumptions derived from the analysis of quantitative data, as well as themes that emerged from qualitative data in the project's discovery phase, challenges and opportunities for the San José-Evergreen Community College District over the next eight years were identified. The top 20 challenges and top 20 opportunities are outlined in the sections below.

Top 20 Challenges

1. Absence of a comprehensive strategic approach to enrollment management limits the District's ability to proactively address enrollment variations, population decline, and an aging population that reduces the traditional student pipeline amid a projected 12.8% drop in TK–12 enrollment in Santa Clara County.
2. Success, persistence, and completion rates remain below regional and statewide averages, with racial and gender equity gaps in math, English, and transfer outcomes.
3. Declining certificate and degree completions, reduced ADT awards, and decreased transfers indicate misalignment between student goals, program offerings, and institutional supports.
4. ESL and adult learner needs are increasing while resources and programs for multilingual students remain insufficient.
5. Competition from nearby colleges (e.g., De Anza, Foothill, West Valley, Mission) challenges student recruitment and retention.
6. Rising cost of living in Silicon Valley impacts affordability for students and employee recruitment/retention.
7. Living wage attainment (35%) trails the Vision 2030 goal, revealing insufficient workforce preparation for high-wage, high-demand occupations.
8. Workforce misalignment persists across major occupational sectors, with a countywide undersupply of more than 24,000 trained middle-skill workers.
9. Economic and technological disruption (automation, AI, and remote work) continues to reshape labor-market demands faster than program adaptation cycles.
10. Limited TK-16 and employer data integration constrain early intervention, work-based learning coordination, and regional talent pipelines.
11. Lack of an effective District Resource Allocation Model (RAM) limits fiscal transparency and alignment with Districtwide priorities such as student success.
12. Dependence on temporary or restricted funding creates fiscal instability for long-term student success initiatives.

13. Fragmented and siloed data and planning systems impede consistent districtwide decision-making, accountability, and progress tracking.
14. Limited coordination among the District and Colleges reduces efficiency, innovation sharing, provision of seamless services to students, and coherent communication.
15. Fragmented communication and outreach limit community awareness of programs, partnerships, and student resources.
16. Outdated enterprise systems and a lack of advanced software solutions (such as CRM, scheduling, etc.) reduce the ability to manage enrollment, scheduling, and institutional performance effectively.
17. Inconsistent technology infrastructure and cybersecurity concerns constrain efficient workflow and technology-enhanced classrooms.
18. Aging infrastructure and deferred maintenance negatively impact campus safety, functionality, and the student experience; environmental sustainability and deferred facilities upgrades pose long-term operational and fiscal risks.
19. The organization's culture demonstrates a strong attachment to established practices and processes, which can slow the pace of change, limit agility, and delay improvements that are student-centered in support of their success and completion.
20. Faculty and staff workload imbalances and inconsistent professional development opportunities contribute to morale and retention issues.

Top 20 Opportunities

1. Equity-centered Guided Pathways and proactive advising to improve persistence and completion across all student groups.
2. Expanded dual/concurrent enrollment through deeper TK–12 partnerships, credentialed high school faculty, and aligned course sequences.
3. Adult education and ESL partnerships with community-based organizations to meet the needs of adult and English language learners.
4. Affordability initiatives such as Promise programs, reduced or no-cost enrollment pilots, and basic-needs services (housing, food, and childcare).
5. Positioning San José City and Evergreen Valley to be the first-choice colleges for local students.
6. Strengthening partnerships with regional employers and industries through coordinated engagement, work-based learning, and contract education across the District, to include programs and services that were previously provided by the Workforce Institute.
7. Microcredentials, short-term, stackable, and noncredit pathways for upskilling, reskilling, and rapid employment in high-demand sectors.
8. Aligned curricular and program development with emerging industries such as clean energy, advanced manufacturing, AI, health technologies, and advanced workforce programs including applied baccalaureates.
9. State and federal innovation funding, as available, to advance sustainability and workforce training initiatives.
10. A Resource Allocation Model aligned with institutional goals, SCFF metrics, and Total Cost of Ownership principles.
11. Alignment of District processes, performance dashboards, and transparent communication to enhance institutional effectiveness, drive continuous improvement, and elevate the student experience.
12. Cross-college collaboration to align strategic, educational, facilities, and technology planning under one framework.

13. Engagement of business and industry, alumni, and philanthropic partners to diversify and expand funding for District priorities.
14. Leveraging software solutions, AI, predictive analytics, and/or modern dashboards to improve enrollment management, scheduling, and student success tracking.
15. Technology modernization through ERP, CRM, and data governance systems that support evidence-based decisions.
16. Hybrid and flexible work/learning models to improve accessibility and efficiency for students and employees.
17. Sustainable and climate-resilient infrastructure aligned with energy efficiency and ADA compliance goals.
18. Community outreach that communicates SJECCD's regional value, strengthens public awareness, and reinforces the District's economic and social contributions.
19. Comprehensive leadership and professional development programs that promote growth, collaboration, and continuous learning (e.g., AI) in support of student success.
20. Districtwide initiatives, such as Caring Campus, that foster morale, belonging, and a culture of connection to enhance the student experience.

District Strategic Goals

On February 2, 2026, the District Strategic Plan Task Force and the Chancellor's Executive Team held a joint meeting to collaboratively develop District Strategic Goals to guide SJECCD into the future. The final District Strategic Goals, displayed below, were crafted after the group collectively reviewed the trends, planning assumptions, listening session themes, and challenges and opportunities presented in this document.

San José-Evergreen Community College District	
2026 – 2034 Strategic Goals	
Strategic Goal 1	This chart to be populated after the February Goal-Setting Session
Strategic Goal 2	
Strategic Goal 3	
Strategic Goal 4	

SJECCD Integrated Planning Framework

The District Strategic Goals developed for the *San José-Evergreen District Strategic Plan 2026 – 2034* provide a framework with which the College Educational Master Plans and DSO Plan can align their respective goals and objectives. The Board’s Ends Policies and the alignment of these four plans are presented in the table that follows.

San José-Evergreen Community College District Alignment of SJECCD Plans

SJECCD Mission As a leading educational institution, the mission of SJECCD is to meet the diverse educational and workforce needs of our community by empowering our students to become agents of socio-economic change.		
SJECCD Board Ends Policies		
Global Ends Policy The San José-Evergreen Community College District exists to ensure all students, especially those with educational and/or socioeconomic challenges, will have the skills and capabilities to be successful in the next stage of their life, sufficient to justify the use of available resources.	Focused Ends Policies - Student Success - Community Impact - Organizational Effectiveness and Sustainability	
District Strategic Goals This chart to be populated after the Goal-setting session. 1. XXX 2. XXX 3. XXX 4. XXX		
SJCC Mission The mission of San José City College is to provide student-centered and culturally responsive curriculum and services for career pathways, university transfer, and lifelong learning. We strive to promote an inclusive, multi-cultural learning community that values social justice, along with excellence in teaching and learning.	EVC Mission Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.	DSO Roles and Functions Centralized Services District Operations Board Support Regional, State, and External Roles

District Strategic Goal 1		
San José City College EMP Goals	Evergreen Valley College EMP Goals	District Services and Operations (DSO) Goals
TBD in Phase 3	TBD in Phase 3	TBD in Phase 3

District Strategic Goal 2		
San José City College EMP Goals	Evergreen Valley College EMP Goals	District Services and Operations (DSO) Goals
TBD in Phase 3	TBD in Phase 3	TBD in Phase 3

District Strategic Goal 3		
San José City College EMP Goals	Evergreen Valley College EMP Goals	District Services and Operations (DSO) Goals
TBD in Phase 3	TBD in Phase 3	TBD in Phase 3

District Strategic Goal 4		
San José City College EMP Goals	Evergreen Valley College EMP Goals	District Services and Operations (DSO) Goals
TBD in Phase 3	TBD in Phase 3	TBD in Phase 3

Next Steps and Recommendations

This section to be populated after the Goal-setting session.

Appendix A: List of Acronyms Used in This Report

AB	Assembly Bill
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Americans with Disabilities Act
AI	Artificial Intelligence
ALF	American Leadership Forum
AR	Administrative Regulations
ASCCC	Academic Senate of the California Community Colleges
BAM	Budget Allocation Model
BIEC	Board Institutional Effectiveness Committee
BP	Board Policy
CBT	Collaborative Brain Trust
CCs	Community Colleges
CCAP	College and Career Access Pathways
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
CRM	Customer Relationship Management
DEI	Diversity, Equity, and Inclusion
DEIA	Diversity, Equity, Inclusion and Accessibility
DSO	District Services & Operations
DSP	District Strategic Plan
EDC	Educational Code (of California)
ELL	English Language Learners
EMP	Educational Master Plan
ERP	Enterprise Resource Planning
ESD	Elementary School District
ESL	English as a Second Language
EVC	Evergreen Valley College
FMP	Facilities Management Plan
FTES	Full Time Equivalent Students
GED	General Education Development

GenAI	Generative Artificial Intelligence
KPI	Key Performance Indicator
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, +
MIS	Management & Information Services (CCCCO Data)
RAM	Resource Allocation Plan
SB	Senate Bill
SCFF	Student-Centered Funding Formula
SJCC	San José City College
SJECCD	San José-Evergreen Community College District
TBD	To Be Determined
TCO	Total Cost of Ownership
TMP	Technology Master Plan
WASC	Western Association of Schools and Colleges

Appendix B: SJECCD Integrated Planning Timeline Matrix – Eight-Year Cycle

New Integrated Planning Eight-Year Cycle Begins F '26			Year 1 2026-27		Year 2 2027-28		Year 3 2028-29		Year 4 2029-30		Year 5 2030-31		Year 6 2031-32		Year 7 2032-33		Year 8 2033-34		Year 1 2034-35		Year 2 2035-36	
Plan	Fall	Spg	Fall	Spg	Fall	Spg	Fall	Spg	Fall	Spg	Fall	Spg	Fall	Spg	Fall	Spg	Fall	Spg	Fall	Spg	Fall	Spg
District Strategic Plan (DSP)	DSP	DSP															DSP	DSP	DSP	DSP	DSP	DSP
	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP	DSP				
College X (C-X) EMP <i>Option 1</i>			C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP							C-X EMP	C-X EMP	C-X EMP	C-X EMP
	C-X EMP	C-X EMP	C-X EMP	C-X EMP							C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP	C-X EMP		
College Y (C-Y) EMP <i>Option 2</i>			C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP	C-Y Mid-Cycle EMP Update		C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP		
	C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP															C-Y EMP	C-Y EMP	C-Y EMP	C-Y EMP
District Services & Operations (DSO) Plan			DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan							DSO Plan	DSO Plan	DSO Plan	DSO Plan
	DSO Plan	DSO Plan	DSO Plan	DSO Plan							DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO EMP		
Program Review	PR	PR	PR	PR									PR	PR	PR	PR	PR	PR	PR	PR		
					PR	PR	PR	PR	PR	PR	PR	PR									PR	PR
Technology Master Plan				TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP							TMP	TMP	TMP
	TMP	TMP	TMP	TMP	TMP							TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP		
Facilities Master Plan	FMP	FMP	FMP	FMP	FMP	FMP														FMP	FMP	FMP
				FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP
ACCJC Accreditation for Colleges (ISER & Site Visits) ACCJC New 8-Year Cycle begins 2030										College ISER Review	ACCJC Site Visits	SJCC and EVC enter new ACCJC 8-yr review cycle in 2030, with subsequent visit expected Fall 2038.										

Plan	Full Name	Cycle	Plan	Full Name	Cycle
DSP	District Strategic Plan	8-year	PR	Program Review	4-year
College X EMP	College X Educational Master Plan	4-year	FMP	Facilities Master Plan	8-year
College Y EMP	College Y Educational Master Plan (Mid-Cycle Update)	8-year	TMP	Technology Master Plan	8-year
DSO Plan	District Services and Operations Plan	4-year			

KEY		Planning Assumptions
	Plan Name	Program Reviews complete in time to inform EMPs and DSO Plan
	Development Period	EMPs and DSO Plan follow DSP; All other plans follow next
	Implementation Period	All plans have two full semesters for development; FMP has three semesters for development
	Final semester of cycle	Data Profiles to be updated mid-cycle in DSP, EMP (8-yr option), and FMP
		ACCJC accreditation ISER, and ACCJC site visits occur mid-cycle to avoid two planning efforts in any one year

Note 1: Transition Plan needed to align current plans (EMPs, FMP, TMP, PRs, etc.) with 8-year timeline.

Note 2: Transition Plan needed to align timeline with the new ACCJC 8-Year Accreditation Cycle for Colleges

Appendix C: District Strategic Plan Task Force Purpose Statement

District Strategic Plan Task Force – Purpose Statement

Background

The District Strategic Plan Task Force (DSPTF) was formed during Phase 1 of the District Strategic Planning Project between November 2024 and March 2025. The DSPTF is composed of students, faculty, classified staff, and administrators from across the San Jose Evergreen Community College District (SJECCD), including Evergreen Valley College (EVC), San Jose City College (SJCC), and SJECCD's District Services and Operations (DSO). This Purpose Statement was developed following the DSPTF's Kickoff Meeting held April 7, 2025.

Task Force Purpose

The DSPTF serves as a representative body and workgroup, advisory to the District Chancellor, for the purpose of developing SJECCD's next eight-year District Strategic Plan. The DSPTF will work in a consensus-building manner. The following sections provide its duties and responsibilities, guiding principles, membership, method of communicating with constituents, and meeting schedule.

Duties and Responsibilities

The DSPTF serves as a working task force, accountable to the Chancellor and all of SJECCD's stakeholders. Duties and responsibilities of the DSPTF include the following:

- Ensure alignment with the State's Vision 2030 for community colleges, and SJECCD's Mission, Vision, Values, and Board Policies.
- Keep students, student success, and service to the SJECCD region at the center of discussion during plan development.
- Adopt a future-focused, dynamic, data-informed, integrated planning approach.
- Maintain professionalism, uphold high ethical standards, and minimize personal biases as a representative for all stakeholders and constituents.
- Prepare for and attend all DSPTF meetings and complete follow-up work as required.
- Actively participate in meeting activities; be present and engage with colleague DSPTF members to think strategically about SJECCD's future and its service to students and the region.
- Encourage stakeholder participation in the plan development process, seek input and feedback, and assist stakeholders in understanding the work of the DSPTF.
- Review and communicate with constituents the current information about the project's work. Refer colleagues to resources on the DSPTF website and share progress with constituents via regular meetings (e.g., committees, senates, etc.) and other available channels.
- Strive for organizational effectiveness and efficiency during plan development.

Guiding Principles

The five guiding principles for the SJECCD District Strategic Plan Task Force (DSPTF) that emerged from the April 7, 2025, Kickoff Meeting are delineated below. These guiding principles represent characteristics of an effective task force and align with the District's Mission, Vision, and Values.

Overarching Guiding Principle: Student-Centered in All We Do

Preparedness and Accountability

Come to meetings prepared, having done the homework and ready to engage meaningfully. Be action-oriented and responsible for follow-through. Summarize at the end of each meeting, and recap at the beginning of the next meeting.

Open-Mindedness and Authenticity

Respect and accept diverse perspectives and authentic expressions, even when they differ from your own.

Effective Communication

Maintain clear, consistent communication about goals, roles, responsibilities, and expectations. Maintain transparency. Make data accessible in common spaces and share updates with all stakeholders.

Data-Informed and Future-Focused

Base decisions on data and always think with the future in mind, aligning actions with long-term strategic goals.

Collaboration and Active Listening

Be flexible, open-minded, innovative, and value all voices through active listening and genuine, creative collaboration. Build a space where different ideas are welcomed and respected.

Membership

The DSPTF comprises representatives from each constituency group (students, faculty, classified staff, management, and executives) from all areas of the District (Instruction, Student Services, and Administrative Services). An executive liaison and a logistics person provide leadership and support to the Task Force and coordinate work with the consultant. The membership roster is provided below.

Executive Liaison and Logistics Person

- Executive Liaison: Edwin Chandrasekar, Vice Chancellor, Administrative Services
- Logistics Person: Shana Wyllie, Executive Assistant to VC Chandrasekar

DSPTF MEMBERSHIP ROSTER

District Services and Operations (DSO)

Name	Job Title	Employee Group	Selected or Recommended By
Jeremy Brown	Vice Chancellor, Educational Services and Planning	Districtwide	Chancellor
Ryan Brown	Public Information Officer (Communications)	Districtwide	Chancellor
Edwin Chandrasekar	Vice Chancellor, Administrative Services	Districtwide	Chancellor

Joyce Lui	Executive Director of Institutional Effectiveness and Educational Services	Districtwide	Chancellor
Prashant Shinde	Assoc. Vice Chancellor, Information Technology Services and Support	Districtwide	Chancellor

Evergreen Valley College (EVC)

Name	Job Title	Employee Group	Selected or Recommended By
Josie Aguirre	Financial Aid Specialist III	Classified Senate President	Classified Senate
Andrea Alexander	Vice President, Administrative Services	Administrative Services	President
Adriana Estrada	ASG President or Designee	Students	Assoc. Student Govt.
Henry Estrada	Computer Science Faculty	Academic Senate President	Academic Senate
Angel Fuentes	Angel Fuentes, CTE Representative	Angel Fuentes, CTE Representative	President
Antoinette Herrera	Dean of Math, Science, Engineering	Academic Services	President
Sam Morgan	Dean of Enrollment Services	Student Services	President

San Jose City College (SJCC)

Name	Job Title	Employee Group	Selected or Recommended By
Mark Branom	Computer Science Faculty	Academic Senate President	Academic Senate
Maniphone Dickerson	Vice President, Strategic Partnerships and Workforce Innovation	Administration	President
Teresa Paiz	Director of Admissions and Records	Student Services	President
Yesenia M. Ramirez Claudia Amador(Alt)	Facilities Coordinator Academic Services Analyst	Classified Senate President	Classified Senate
Misty Stroud	Dean of Math, Science, Engineering	Academic Services	President
TBD	ASG President or Designee	Students	Assoc. Student Govt.

Methods of Communicating Work of the DSPTF with Constituents

District website; meetings with constituent groups (e.g., councils, senates, etc.), and committee meetings.

Meeting Schedule

2025	2026
April 7, 1-3 pm May 13, 1-3 pm (Zoom) September 8, 1-3 pm October 6, 1-3 pm November 3, 1-3 pm	February 2, 1-5 pm March 2, 1-3 pm (as needed)

Appendix D: San José-Evergreen Community College District – Board of Trustees Ends Policies

Global Ends Statement

The San José-Evergreen Community College District exists to ensure all students, especially those with educational and/or socioeconomic challenges, will have the skills and capabilities to be successful in the next stage of their life, sufficient to justify the use of available resources.

Student Success

The San José-Evergreen Community College District will improve student success through enhanced educational services and programs and strengthened community engagement.

Included in Student Success:

- Transferability
All students, especially under-prepared students, will achieve academic success sufficient to transfer to a four-year post-secondary institution.
- College Readiness
Students will develop the language skills to succeed in college, the ability to analyze, synthesize, and evaluate information, and will be able to effectively communicate with others and successfully work collaboratively in culturally diverse settings.
- College Experience
Enrichment opportunities will exist to enhance the learning environment and support student success.
- Degree and Certificate Completion
Students will complete degrees and certificates to enter the workforce.

Community Impact

As a leader in the Silicon Valley, The San José-Evergreen Community College District will be an active partner with civic and other community leaders to create a strong economy and foster social-economic equity and social justice.

Included in Community Impact:

- Career Development
Students will acquire skills sufficient to get, keep and progress in jobs with local employers, particularly in high wage/high growth areas, for all students, especially for: under-prepared students; older displaced students; and young people at the start of their careers.
- Community, business, industry and trades partnerships/collaborations
The District will collaborate with business, industry, and the trades for high employment in quality jobs through job placement, internships, mentorships and philanthropic development.

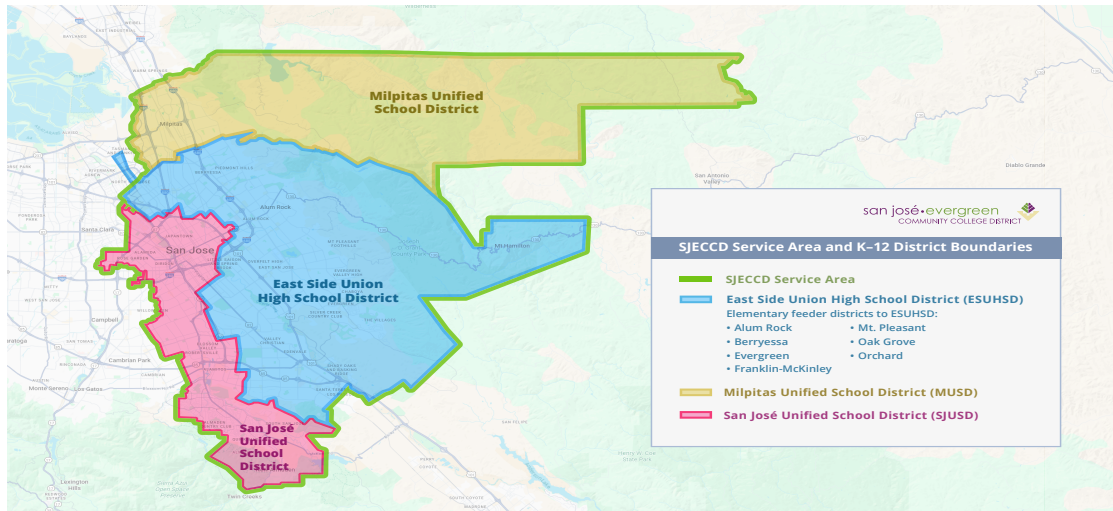
Organizational Effectiveness and Sustainability – Under Development

This Ends Policy will be added following Board Approval (agendized for action at the November 11, 2025 meeting.)

Appendix E: External Data Scan

District Service Area

Map of SJECCD Service Area and K-12 District Boundaries



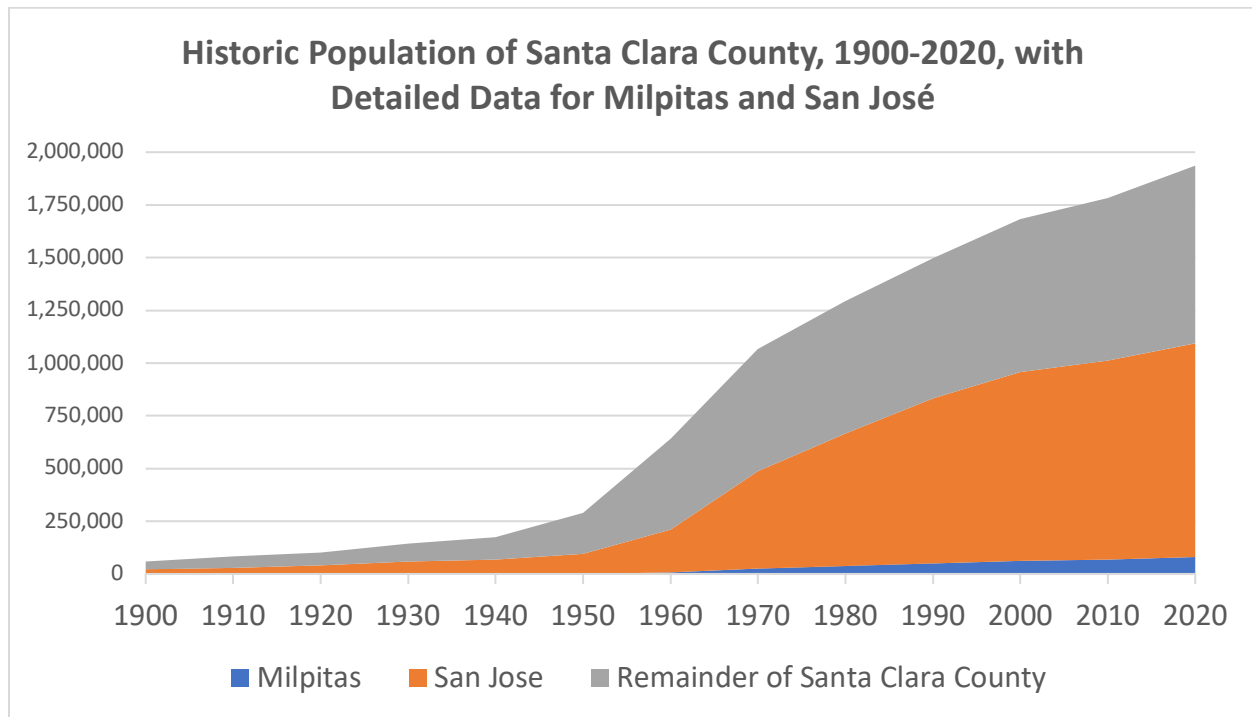
Source: SJECCD

The SJECCD comprises three school districts: Milpitas USD, San José USD, and East Side UHSD (which includes 19 high schools). The District encompasses most of the city of San José, and all of Milpitas. Small portions of the city of San José are included in the De Anza, West Valley, and Gavilan college districts.

The District is in close proximity to five other community colleges in Silicon Valley, and many others within the greater Bay Area.

Both colleges within the District enroll students primarily from Santa Clara County, including areas outside of the designated service area.

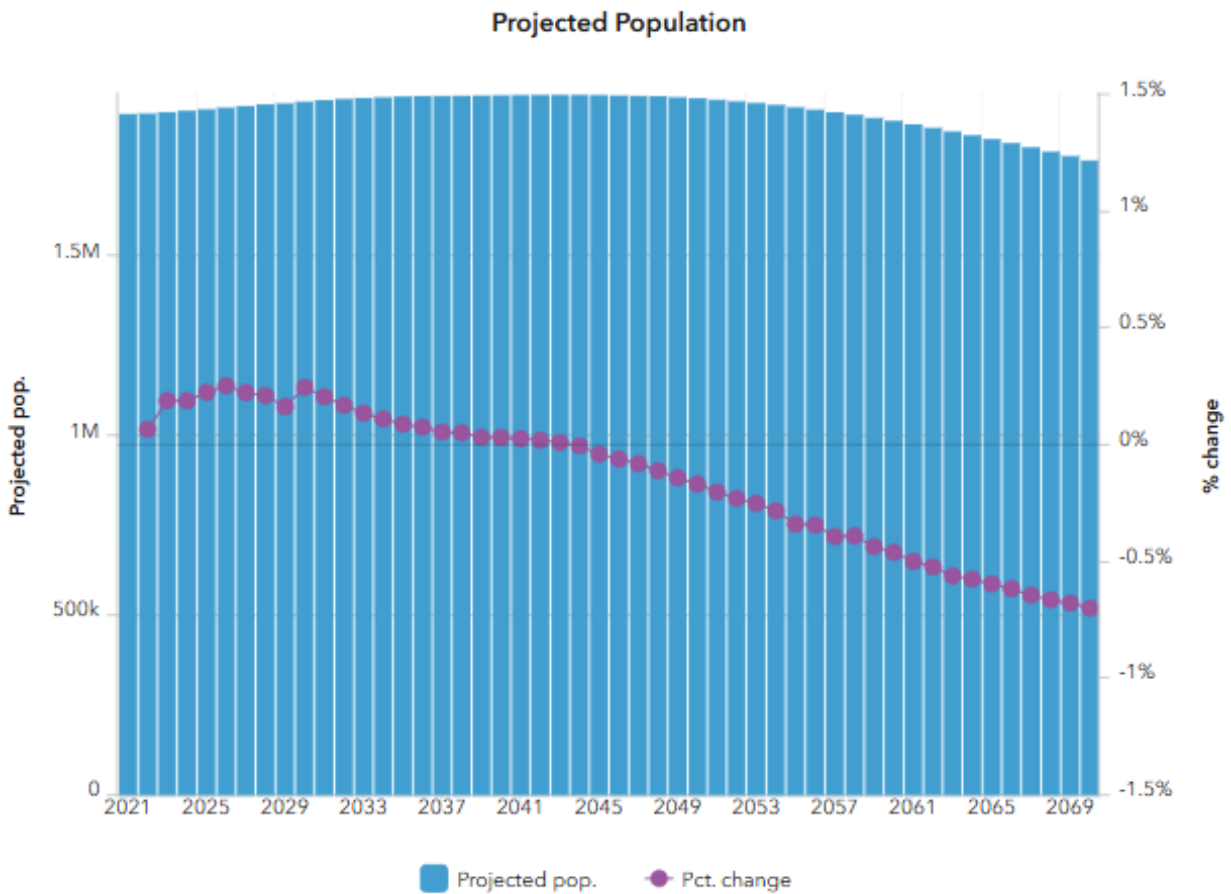
Historic Population, Santa Clara County



Source: CA Department of Finance [Historical Populations](#)

The population of Santa Clara County has increased dramatically in the past seventy years, growing from approximately 250,000 in 1950 to nearly two million in 2020. This growth came primarily from the city of San José.

Population Projections, Santa Clara County

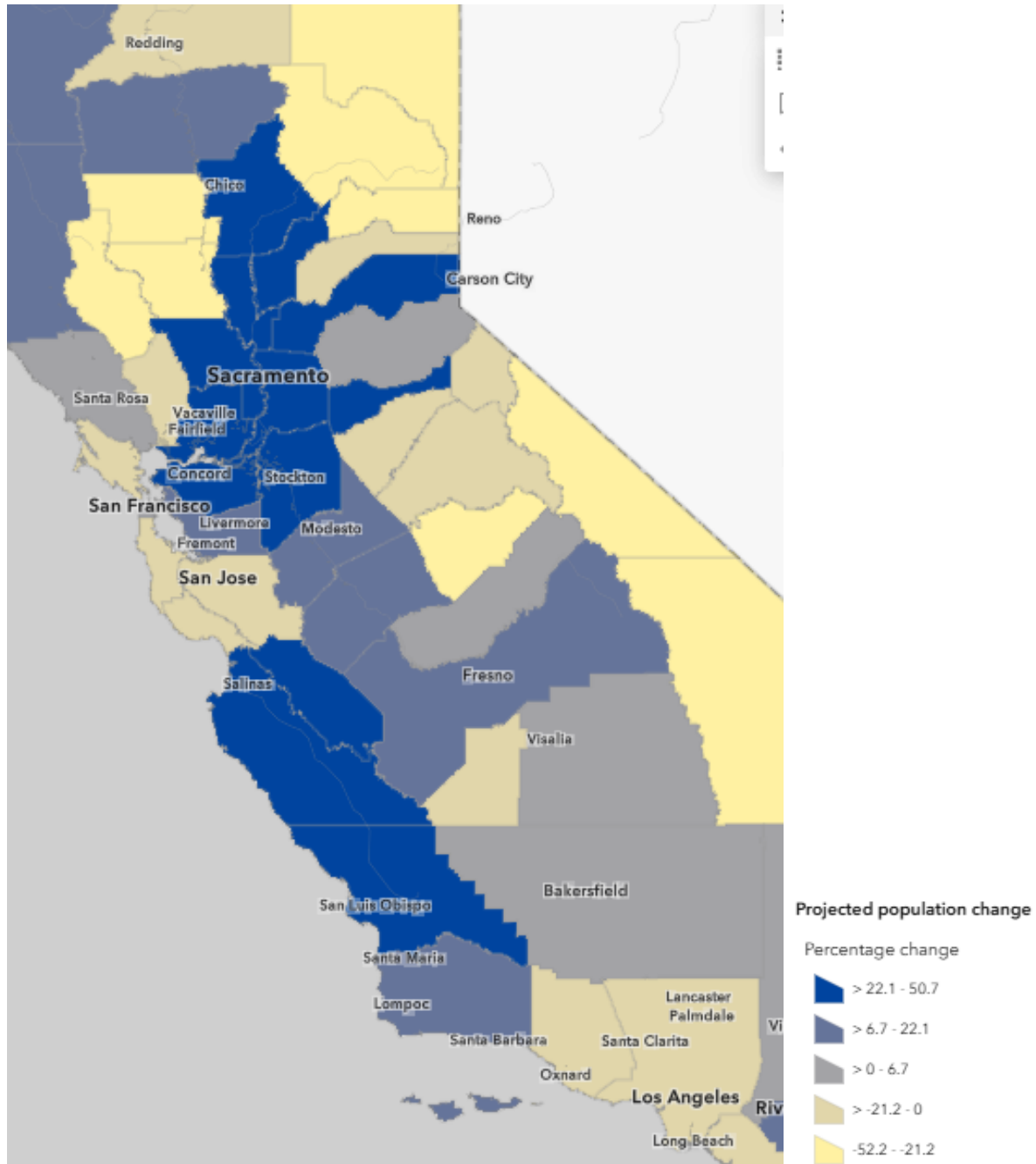


Source: California Department of Finance [projections](#)

The population of Santa Clara County is projected to increase very slightly in the coming decade and then decrease.

In contrast, the population California is projected to grow slowly but steadily for the next 25 years, and then decrease at a much lower rate (not shown).

Projected Population Change in California and the Region, 2020-2070

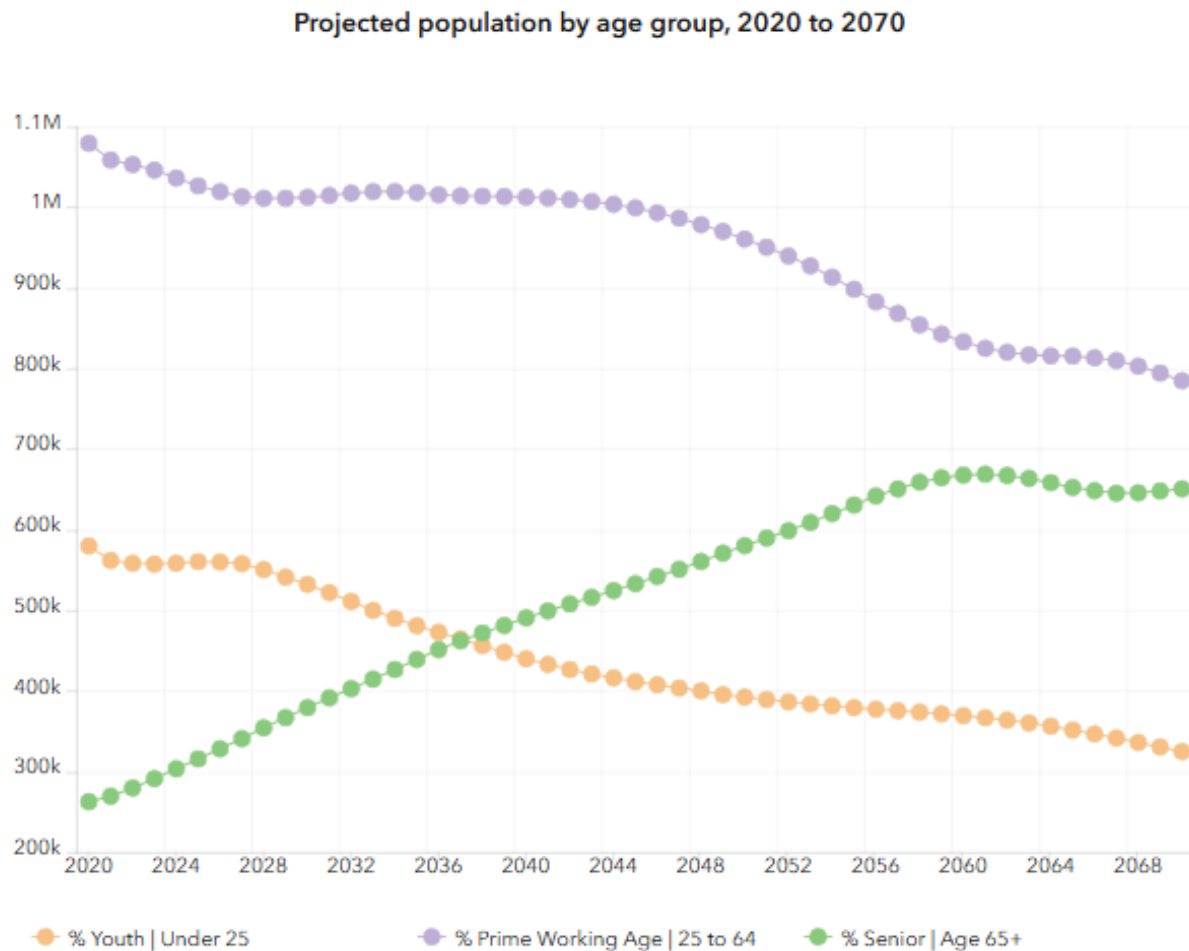


Source: CA Department of Finance, Population Projections 2024

The populations of Santa Clara, San Mateo, Santa Cruz, and San Francisco Counties are expected to decrease in the next 50 years.

Counties to the east and south are projected to grow in the same time period.

Projected County Population, by Age



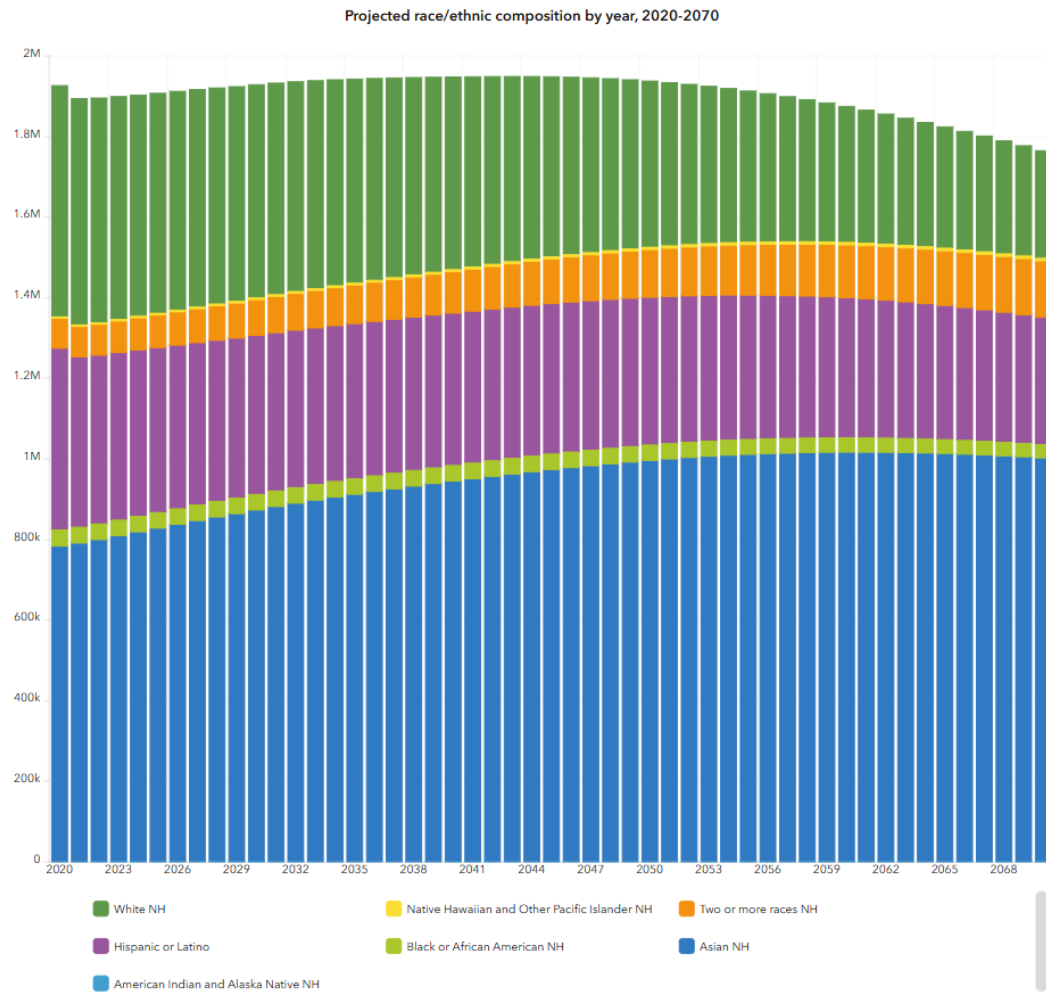
Source: California Department of Finance [projections](#)

The proportions of County Population by Age are projected to change rather dramatically.

The proportion of Seniors (age 65+) is expected to increase, more than doubling in numbers in the next 50 years.

The proportion of Youth (under 25) and Prime Working Age Adults (age 25-64) is projected to decrease significantly.

Projected County Population, by Ethnicity



Source: *California Department of Finance* projections

The number and proportion of Whites is projected to decrease significantly, while the Asian population is projected to increase.

The Latino population is projected to decrease slightly, and Multi to increase slightly. The Black population is projected to remain about the same.

Demographics: Population and Educational Attainment

Fact	Milpitas	San José	Santa Clara County	California	United States
Population estimates, July 1, 2023	77,321	969,655	1,877,592	38,965,193	334,914,895
Population, percent change from April 2020	-3.7%	-4.3%	-3.0%	-1.4%	1.0%
Population per square mile, 2020	5,954.10	5,684.10	1,499.70	253.7	93.8
Persons under 18 years, percent	20.0%	21.0%	19.9%	21.7%	21.7%
Persons 65 years and over, percent	13.1%	14.1%	15.4%	16.2%	17.7%
Bachelor degree or higher, age 25 years+,	58.6%	46.5%	55.9%	36.5%	35.0%

Source: US Census [QuickFacts](#)

Milpitas, San José, and Santa Clara County all declined in population at a faster rate than the state or the nation between 2020 and 2023.

The population is much denser in Santa Clara, San José, and Milpitas than the state or the nation.

The educational attainment level (% of adults with a Bachelor degree or higher) is much higher in Milpitas, Santa Clara County, and San José than it is in the state or nation.

Demographics: Ethnicity and Nativity

Fact	Milpitas	San José	Santa Clara County	California	United States
Hispanic or Latino*	13.4%	31.0%	25.0%	40.4%	19.5%
American Indian and Alaska Native alone	0.3%	1.0%	1.2%	1.7%	1.3%
Asian alone	71.9%	38.6%	41.9%	16.5%	6.4%
Native HI and Other Pac Islander alone	0.1%	0.5%	0.5%	0.5%	0.3%
Two or More Races	6.7%	14.4%	4.4%	4.3%	3.1%
White alone	9.6%	23.2%	27.6%	34.3%	58.4%
Black alone, percent	2.0%	2.9%	2.9%	6.5%	13.7%
Foreign-born persons	54.3%	41.6%	41.0%	26.7%	13.9%
Language other than English spoken at home	68.9%	58.6%	54.7%	44.1%	22.0%

*Note: percentages do not add up to 100% because Latinos can be of any race, per US Census

Source: US Census [QuickFacts](#)

The population of San José, Santa Clara County, and particularly Milpitas, is far more diverse (lower percentage of Whites) than the nation and even the state.

There is a much higher percentage of foreign-born, and individuals speaking a language other than English, in the region than in the state or nation.

Demographics: Socioeconomic Status

Fact	Milpitas	San José	Santa Clara County	California	United States
Owner-occupied housing unit rate	59.3%	55.9%	55.3%	55.8%	65.0%
Median home value	\$1,180,000	\$1,187,800	\$1,382,800	\$695,400	\$303,400
Median gross rent	\$3,112	\$2,617	\$2,814	\$1,956	\$1,348
Median household income	\$176,822	\$141,565	\$159,674	\$96,334	\$78,538
Per capita income	\$67,448	\$63,253	\$77,018	\$47,977	\$43,289
Persons in poverty	5.4%	7.8%	7.6%	12.0%	11.1%
Households with a computer	98.5%	97.4%	97.8%	96.4%	94.8%
Households with broadband Internet	97.1%	94.7%	95.1%	92.5%	89.7%
Mean travel time to work	26.4	28.1	27	29	26.6

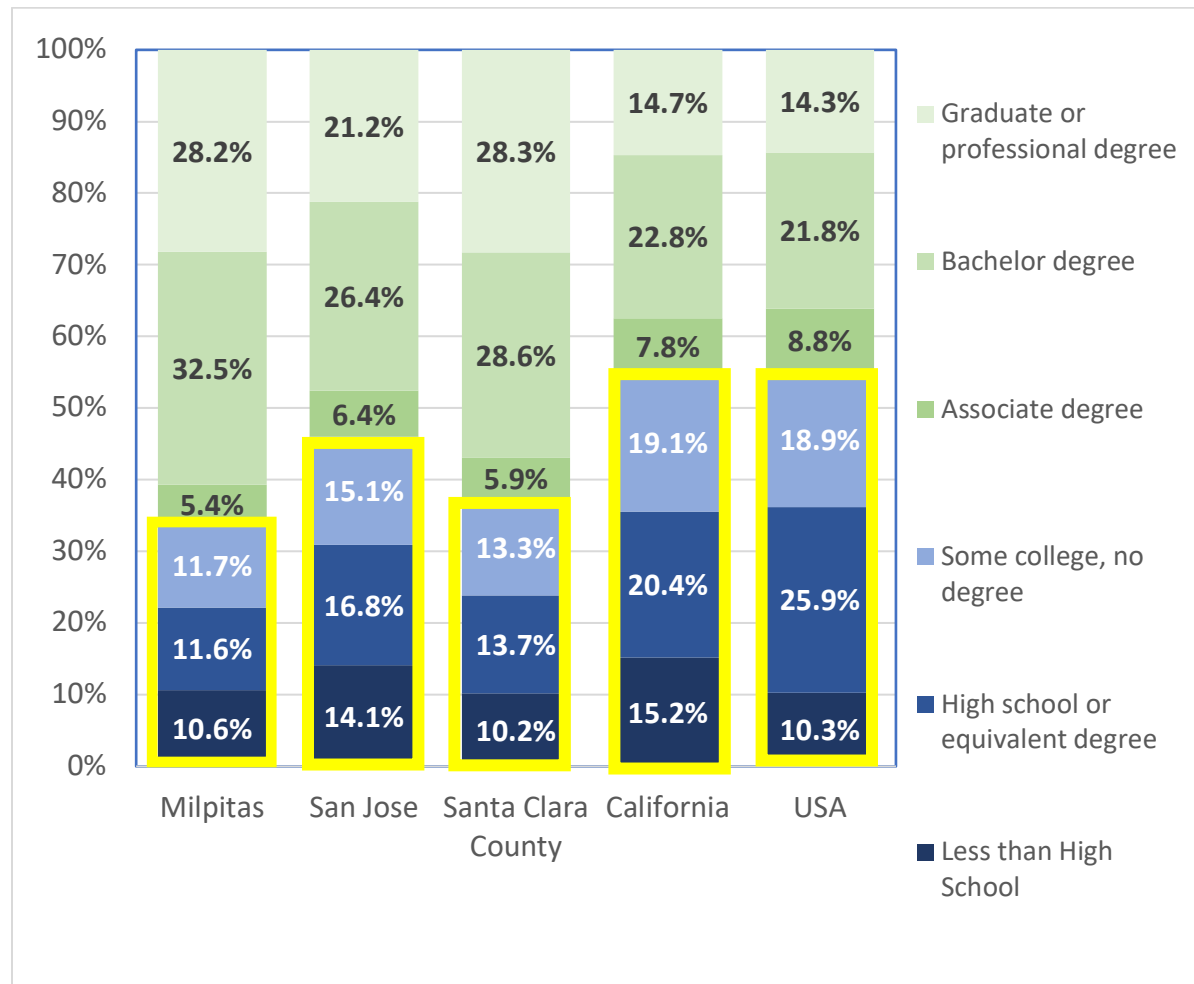
Source: US Census [QuickFacts](#)

Milpitas, Santa Clara County, and San José have higher rates of income, rent, and home values than the state or nation, as well as lower poverty rates.

A higher percentage of households in the region have a computer and broadband internet.

The population living in the region has a similar mean travel time to work as the state and nation.

Demographics: Educational Attainment



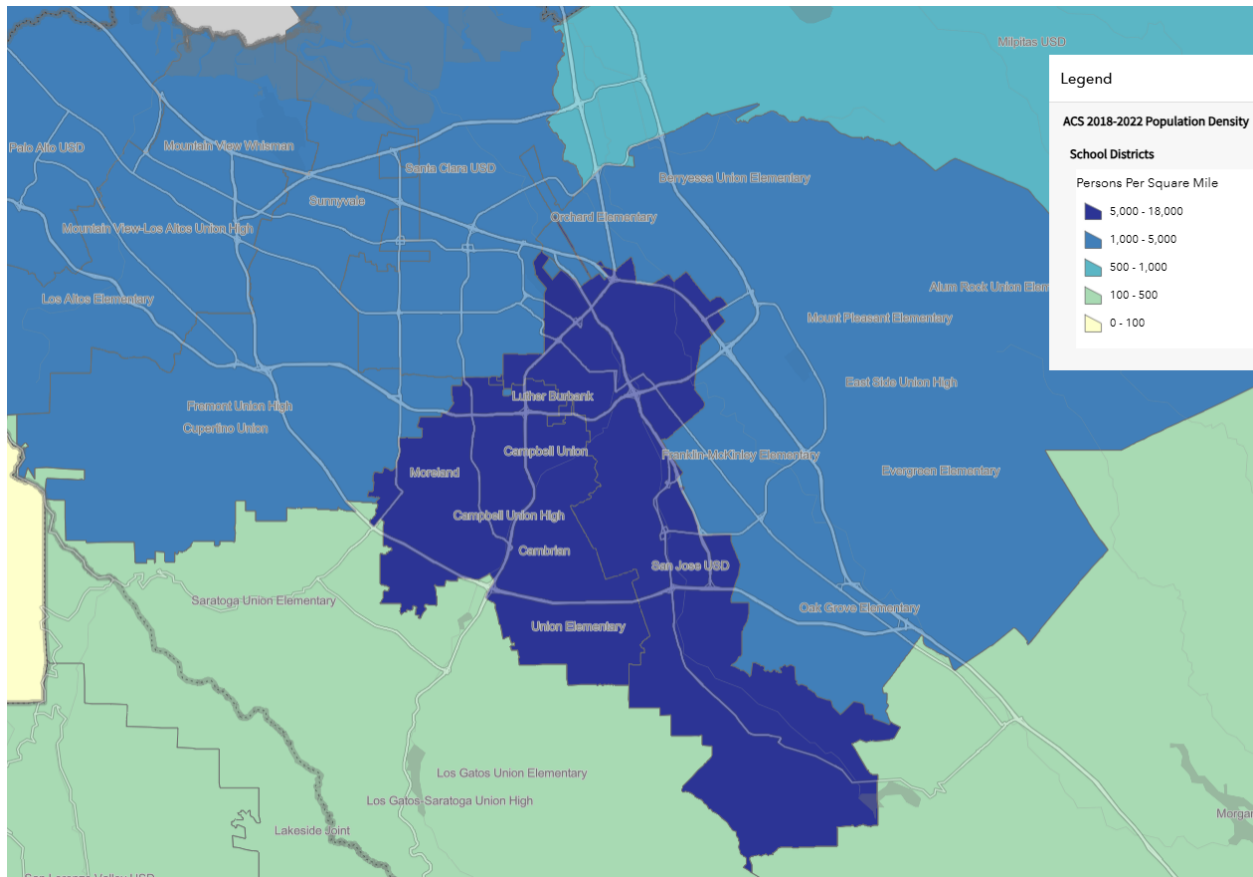
Source: US Census, *Data Profiles*

While the Educational Attainment level of Santa Clara County and included cities is relatively high, there is still a large proportion of residents with less than an Associate Degree, who could benefit from SJECCD courses and training.

- 33.9% of Milpitas residents have less than an Associate Degree
- 37.9% of Santa Clara County residents have less than an Associate Degree
- 46.0% of San José residents have less than an Associate Degree

TK-12 School Districts

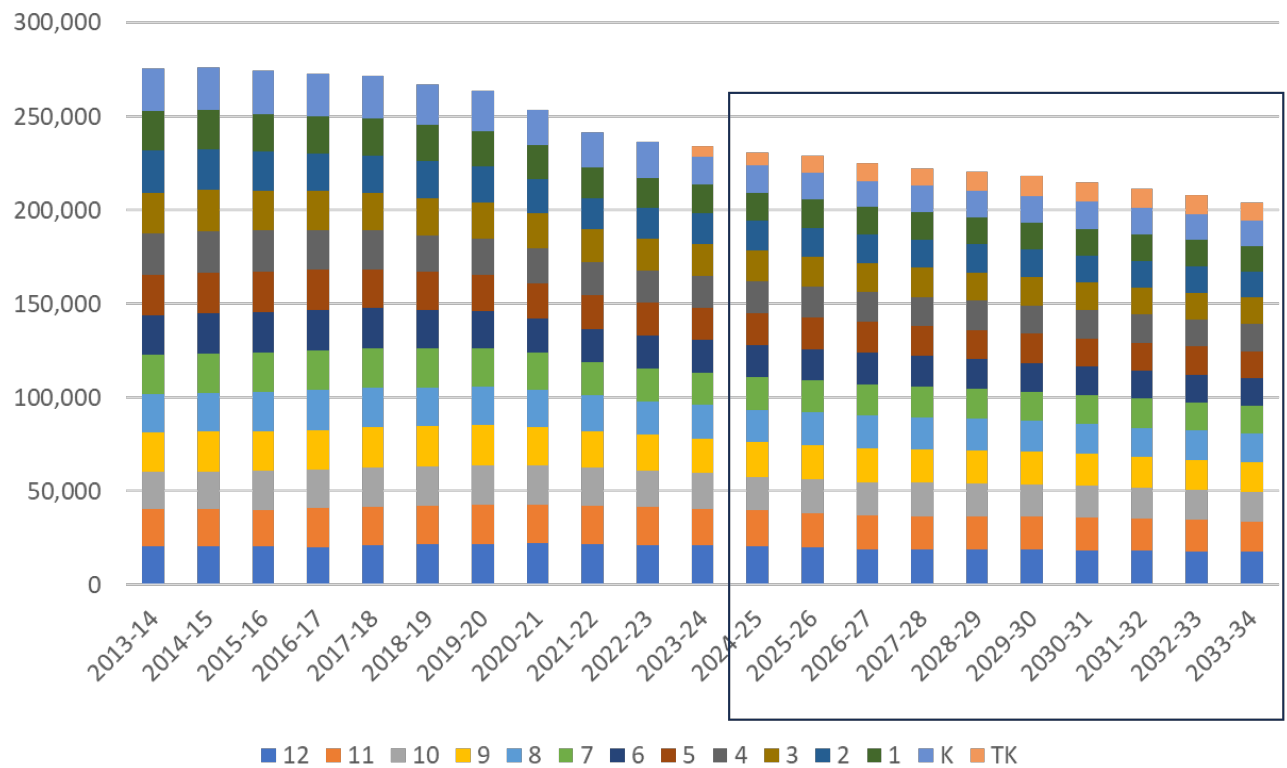
School Districts and Population Density



Source: CA Dept of Finance

The SJECCED comprises all of Milpitas and most of the city of San José, which is a densely populated area. It is made up of the following school districts: Milpitas USD, San José USD, and East Side UHSD.

Historic and Projected Enrollment, Santa Clara County

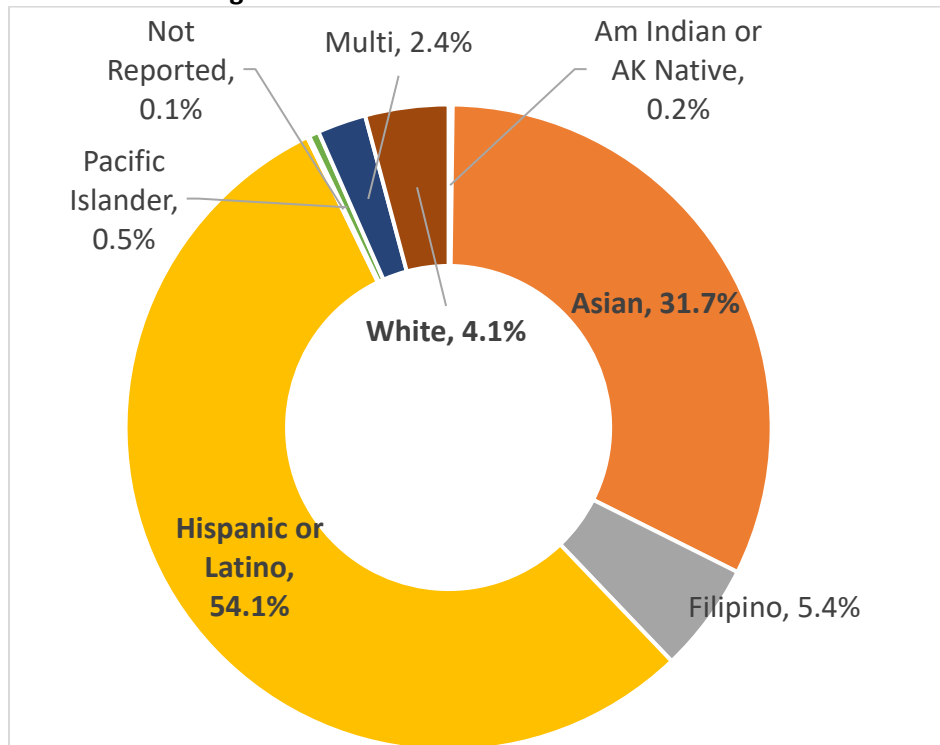


Source: CA Dept Finance

In the 2023-24 school year, there were 234,027 students enrolled in Santa Clara County Public Schools. That number is projected to decrease 12.8% to 203,994 by 2033-34.

Enrollment by Ethnicity, and ELL Language

East Side Union High School District



Source: CDE DataQuest

23,350 students were enrolled in East Side Union High District in 2024-25.

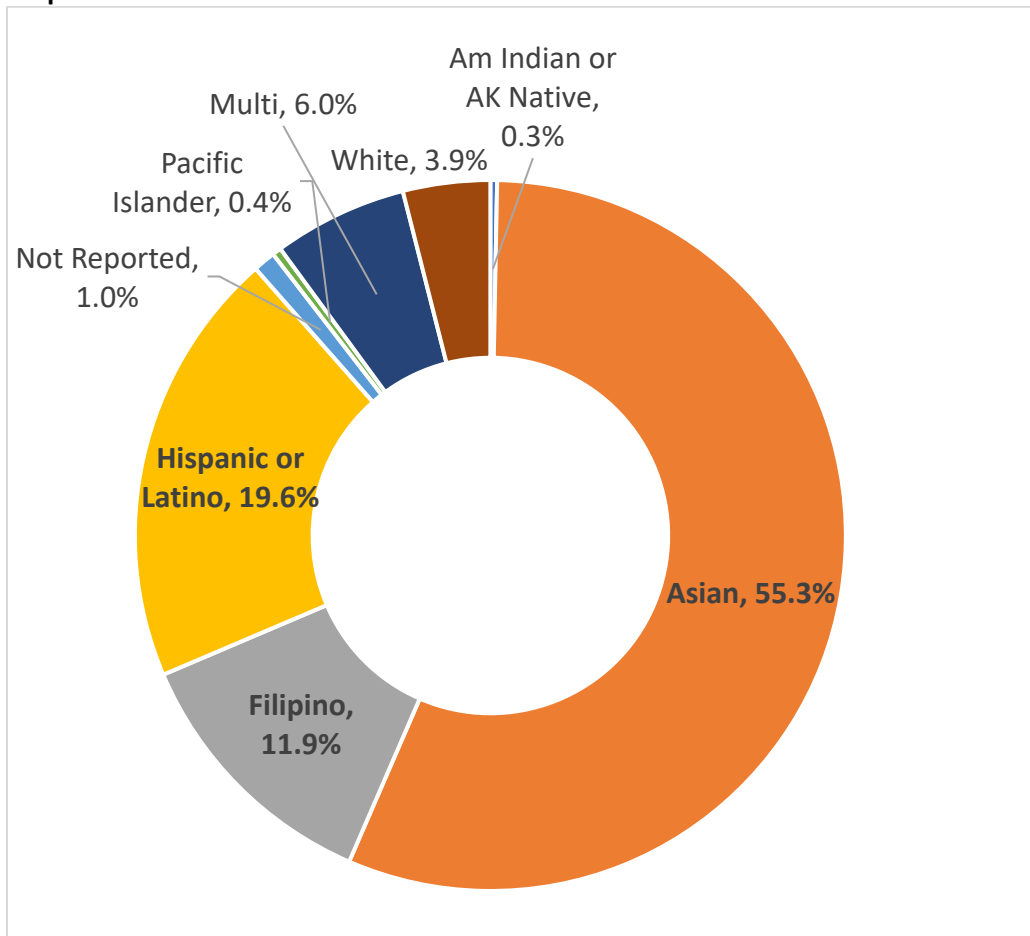
The majority were Latino (54.1%), followed by Asian (31.7%) – all other ethnicities combined total 14.2%.

An average of 22.9% of East Side Union High students were English Language Learners.

Over 60 different languages were spoken by ELL students, with the largest groups being:

- Spanish (37.3%)
- Vietnamese (17.9%)
- Mandarin (1.9%)
- Philippine Languages (1.8%)
- Cantonese (1.2%)
- Panjabi/Punjabi (1.1%)

Milpitas Unified



Source: CDE DataQuest

10,086 students were enrolled in Milpitas Unified (TK-12) in 2024-25.

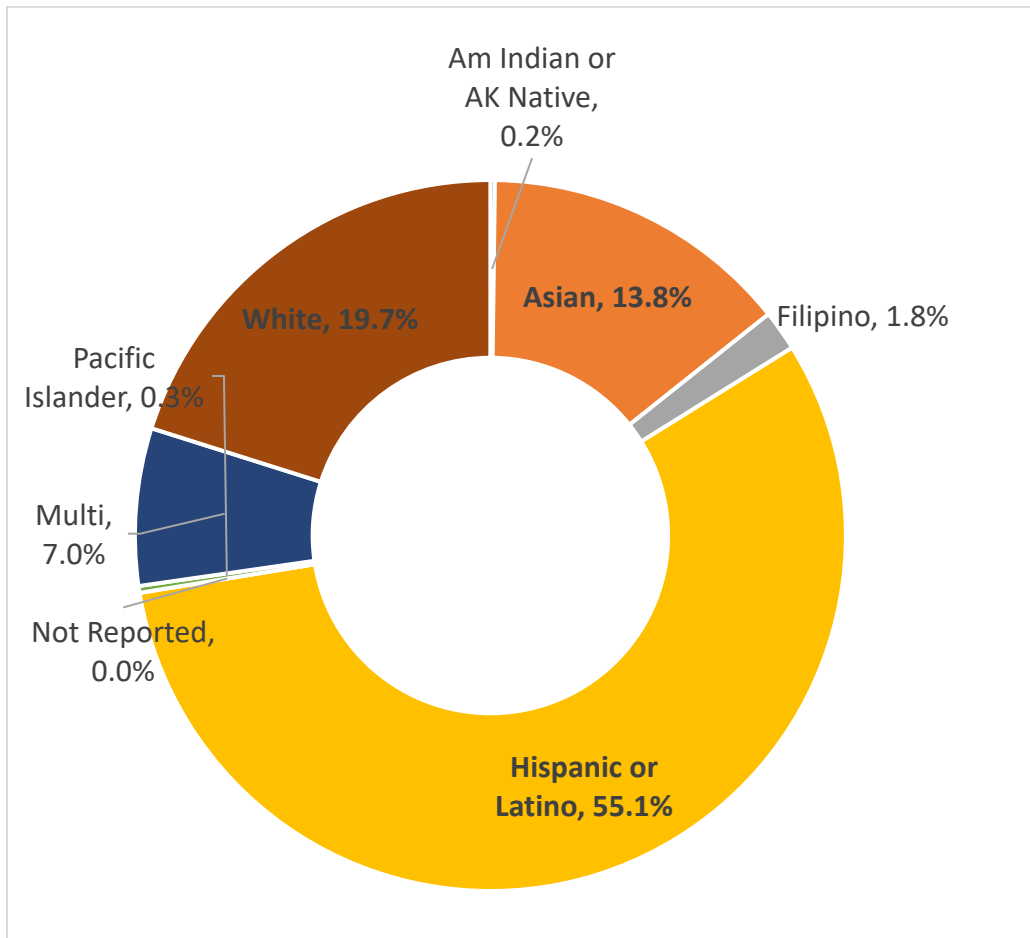
The majority were Asian (55.3%), followed by Latino (19.6%) and Filipino (11.9%) – all other ethnicities combined total 13.2%.

An average of 20.5% of Milpitas Unified K-12 students were English Language Learners (the percentage ranges from 34.7 in Kindergarten to 12.8 in 12th grade).

Over 60 different languages were spoken by ELL students, with the largest groups being:

- Spanish (9.7%)
- Vietnamese (9.3%)
- Mandarin (6.2%)
- Hindi (3.7%)
- Philippine languages (3.7%)
- Telugu (3.1%)
- Cantonese (3.1%)
- Tamil (2.6%)

San Jose Unified



Source: CDE DataQuest

25,409 students were enrolled in San Jose Unified (TK-12) in 2024-25.

The majority were Latino (55.1%), followed by White (19.7%) and Asian (13.8%) – all other ethnicities combined total 11.4%.

An average of 23.1% of San Jose Unified K-12 students were English Language Learners (the percentage ranges from 32.1 in Kindergarten to 16.2 in 12th grade).

Over 70 different languages were spoken by ELL students, with the largest groups being:

- Spanish (33.1%)
- Mandarin (2.2%)
- Vietnamese (1.7%)
- Korean (1.2%)
- Persian/Farsi (0.8%)

Service Area High School Outcomes

2023-24	Twelfth Grade Cohort	Regular HS Diploma Graduate	Cohort Grad Rate	% Meeting UC/CSU Requirements
East Side Union High	6,467	5,205	80.5%	53.4%
Milpitas Unified	882	824	93.4%	60.9%
San Jose Unified	2,359	2,182	92.5%	48.3%
Santa Clara County	20,922	18,376	87.8%	63.0%
California	506,803	438,065	86.4%	51.9%

Source: CDE DataQuest

Santa Clara County High Schools post higher graduation rates than the statewide average, and higher rates of students meeting UC/CSU requirements.

Milpitas Unified and San José Unified post higher graduation rates than East Side Union and higher graduation rates than the county or statewide averages.

East Side Unified High, Milpitas Unified, and San José Unified post lower rates of students meeting UC/CSU requirements than the county average.

Service Area College Going Rates

2021-22	High School Completers	College Going Rate	% Enrolled at a California Community College	% Enrolled at UC	% Enrolled at CSU	% Enrolled at other college or university
East Side Union High	5,902	72.2%	40.4%	9.8%	15.0%	7.1%
Milpitas Unified	789	79.2%	43.6%	14.7%	14.4%	6.5%
San Jose Unified	2,390	73.8%	35.5%	10.2%	14.1%	13.9%
Santa Clara County	19,934	75.0%	31.7%	12.7%	13.0%	17.7%
California	456,167	62.0%	32.5%	7.6%	11.9%	10.1%

Source: CDE DataQuest

Santa Clara County High Schools and the three high school districts within the SJECCD Service Area post significantly higher college-going rates than the state average.

Compared to the county and state, a higher percentage of students from East Side Union High, Milpitas Unified, and San Jose Unified enroll at a California Community College.

Labor Market Information

Socioeconomic Indicators, Compared

Fact	Milpitas	San José	Santa Clara County	California	United States
Median home value	\$1,180,000	\$1,187,800	\$1,382,800	\$695,400	\$303,400
Median gross rent	\$3,112	\$2,617	\$2,814	\$1,956	\$1,348
Median household income	\$176,822	\$141,565	\$159,674	\$96,334	\$78,538
Per capita income	\$67,448	\$63,253	\$77,018	\$47,977	\$43,289
Persons in poverty	5.4%	7.8%	7.6%	12.0%	11.1%

Source: *US Census QuickFacts*

Milpitas, Santa Clara County, and San José have higher rates of income, rent, and home values than the state or nation, and lower poverty rates.

Minimum and Living Wage

Living Wage, Santa Clara County and California, 2025

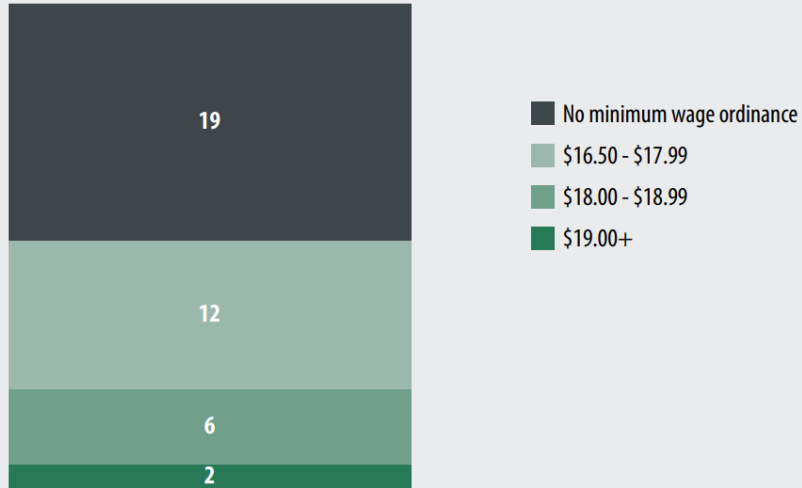
Living Wage	Santa Clara County	California
One Adult, no children	\$35.44	\$28.72
Minimum Wage	\$16.50	\$16.50

Source: *MIT Living Wage Calculator*

WAGES

Number of Cities by 2025 Minimum Wage

Silicon Valley



Source: Silicon Valley Index

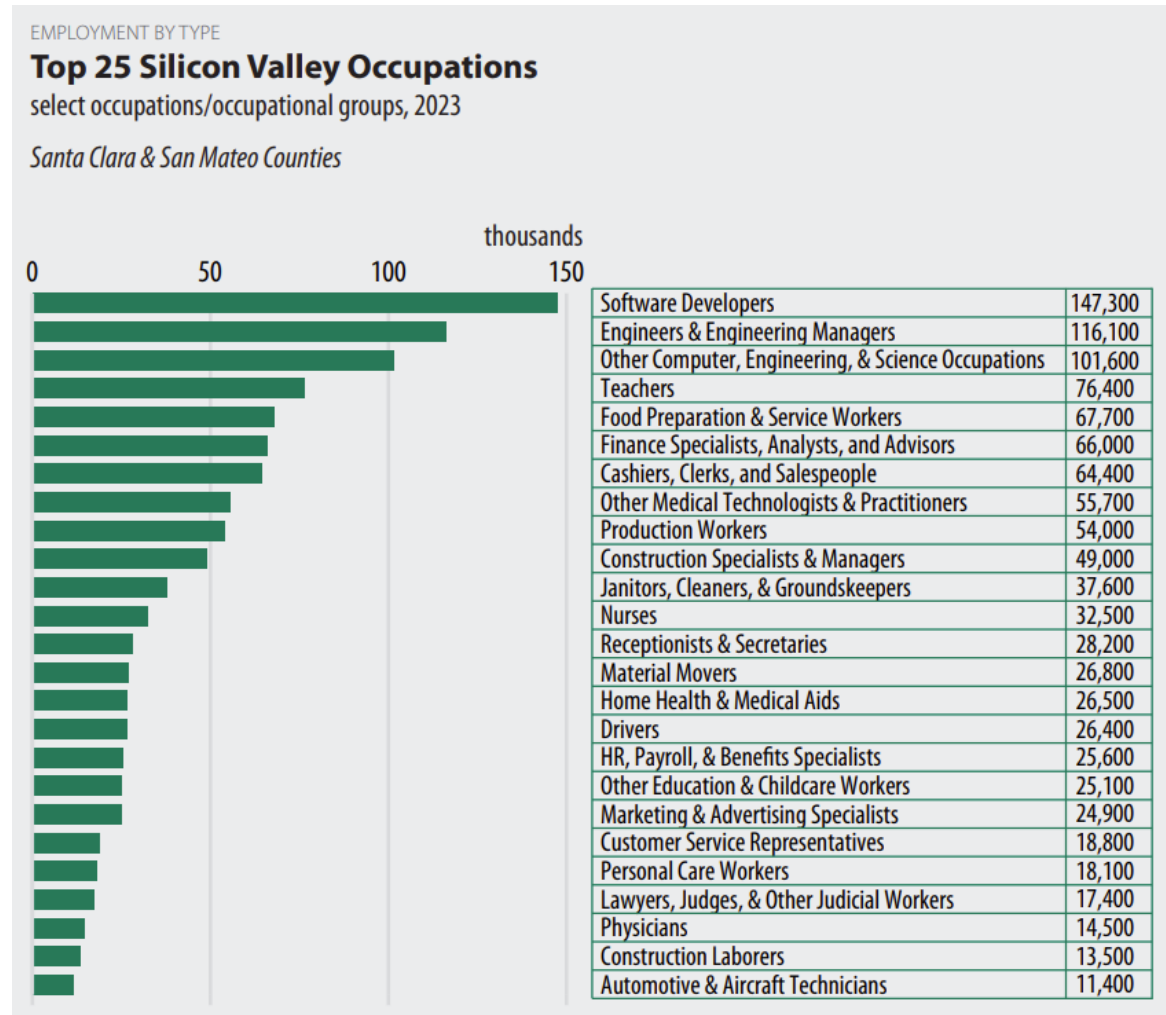
While some cities in Silicon Valley have local minimum wage ordinances above the state, half do not, and none come close to the living wage of \$35.44 for a single adult, no children.

Employment Snapshot, Santa Clara County, July 2025

Labor Force	Employed	Unemployed	Unemployment Rate
1,035,300	985,500	49,700	4.8%

Source: CA EDD

Top 25 Silicon Valley Occupations, 2023



Source: *Silicon Valley Index*

According to the Silicon Valley Index, approximately 1 in 10 adult Silicon Valley residents was a software developer in 2023.

Industry Employment, Projections and Pay, 2024-29

Industry	2024 Jobs	2029 Jobs	5-Year % Change	Average Salary
Professional, Scientific, and Technical Services	173,548	181,680	5%	\$312,224
Health Care and Social Assistance	159,065	180,403	13%	\$103,876
Manufacturing	124,654	119,659	-4%	\$359,376
Government	102,967	106,866	4%	\$143,950
Information	94,375	98,339	4%	\$531,808
Accommodation and Food Services	85,269	90,887	7%	\$44,317
Retail Trade	73,733	68,629	-7%	\$71,698
Educational Services	64,575	70,285	9%	\$102,613
Admin/Support & Waste Management and Remediation Svcs	62,390	62,071	-1%	\$80,437
Management of Companies and Enterprises	60,200	79,804	33%	\$524,921
Construction	59,382	61,566	4%	\$139,000
Other Services (except Public Administration)	53,498	55,262	3%	\$48,140
Wholesale Trade	27,882	25,214	-10%	\$207,796
Finance and Insurance	23,768	24,084	1%	\$231,853
Arts, Entertainment, and Recreation	20,970	23,617	13%	\$72,537
Real Estate and Rental and Leasing	19,609	19,774	1%	\$120,065
Transportation and Warehousing	17,965	18,939	5%	\$80,631

Source: Lightcast

The largest industry in Santa Clara County is Professional, Scientific, and Tech Services, with 173,548 jobs in 2024, with an anticipated growth rate of 5% by 2029 which would add 8,132 additional jobs.

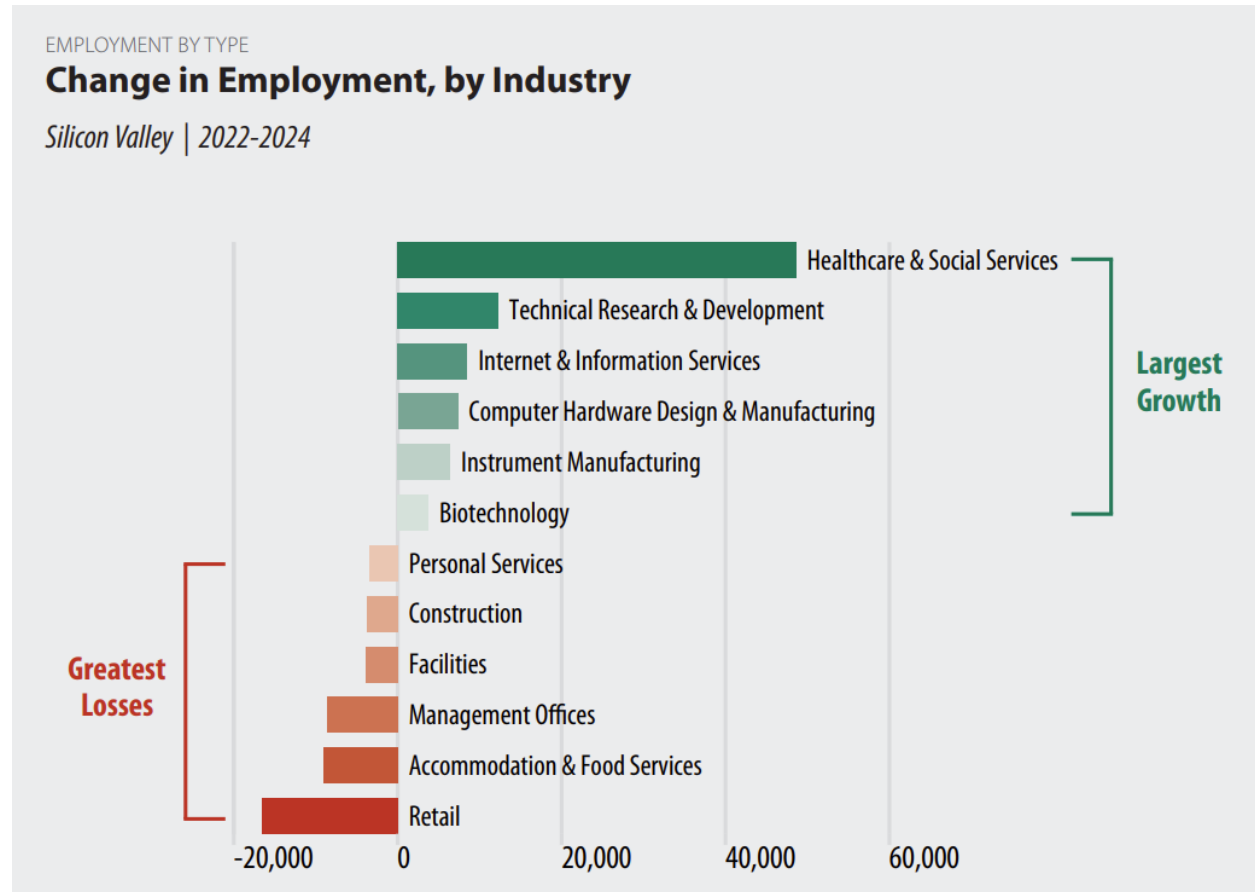
The second largest industry is Health, followed by Manufacturing, Government and Information. All of these industries have high salaries – but many jobs in these industries require a Bachelor degree or higher.

Notes:

Living Wage of \$35.44 equates to an annual salary of about \$74K

Only showing industries with more than 10,000 jobs

Change in Employment, by Industry, 2022-2024



Source: Silicon Valley Index

In recent years, there have been significant shifts in employment by industry in Silicon Valley, with Healthcare & Social Services growing rapidly, and retail/accommodation & food service/management offices shrinking.

Occupational Family Employment, Projections, and Pay, 2024-2029

Occupational Family	2024 Jobs	2029 Jobs	5-Year % Change	Avg. Annual Openings	Median Hourly Wages
Computer and Mathematical	157,432	166,511	6%	10,609	\$92.05
Management	127,138	135,503	7%	11,395	\$94.13
Office and Administrative Support	104,591	107,051	2%	12,387	\$30.78
Business and Financial	103,732	109,857	6%	9,671	\$57.59
Sales and Related	83,166	80,571	-3%	10,204	\$25.03
Food Preparation and Serving Related	80,659	85,944	7%	16,747	\$20.89
Healthcare Support	71,017	83,016	17%	13,403	\$17.80
Educational Instruction and Library	64,513	68,102	6%	6,897	\$38.47
Healthcare Practitioners and Technical	58,810	65,102	11%	4,543	\$74.04
Transportation and Material Moving	54,205	54,942	1%	7,130	\$23.14
Production	45,509	45,504	0%	5,114	\$25.31
Architecture and Engineering	43,821	44,036	0%	2,825	\$75.55
Construction and Extraction	42,716	44,554	4%	3,971	\$37.87
Building and Grounds Cleaning and Maintenance	40,901	42,519	4%	6,046	\$21.45
Personal Care and Service	33,852	36,392	8%	6,773	\$20.63
Installation, Maintenance, and Repair	28,232	28,804	2%	2,716	\$34.92
Arts, Design, Entertainment, Sports, and Media	22,003	22,888	4%	2,302	\$38.27
Protective Service	20,865	22,099	6%	3,026	\$26.84
Community and Social Service	19,356	21,333	10%	2,148	\$37.75
Life, Physical, and Social Science	12,165	13,074	7%	1,216	\$52.78
Legal	10,672	10,643	0%	577	\$89.98

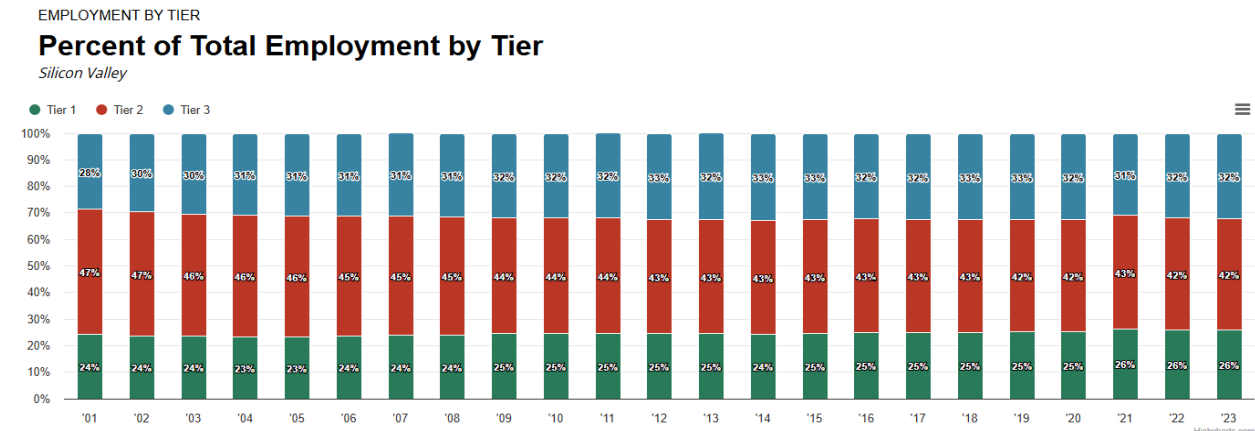
Source: Lightcast

The largest occupational family in Santa Clara County is Computer and Mathematical, with 157,432 jobs in 2024, with an anticipated growth rate of 6% by 2029, which would add 10,609 additional jobs.

The second largest industry is Management, followed by Office and Administrative Support (which on average does not pay a Living Wage).

Note: Showing occupational families with more than 10,000 jobs

Employment by Tier, 2001-23



Source: Silicon Valley Index

Nearly half (42%) of jobs in Silicon Valley are Tier 2, or middle skills occupations (more than HS, less than Bachelor), which is down from 47% in 2001.

Note:

Tier 1 (high-skill/high-wage), Tier 2 (mid-skill/mid-wage), and Tier 3 (low-skill/low-wage)

Top High-Demand, High-Wage Middle Skill Occupations, 2024

1. **General and Operations Managers**, 1,734 job openings, \$77.88/hour
2. **Registered Nurses**, 1,688 job openings, \$100.60/hour
3. **Business Operations Specialists, All Other**, 1,343 job openings, \$57.15/hour
4. **Managers, All Other**, 1,333 job openings, \$97.01/hour
5. **Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel**, 1,307 job openings, \$49.86/hour
6. **Computer Occupations, All Other**, 1,034 job openings, \$80.36/hour
7. **Human Resource Specialists**, 945 job openings, \$54.79/hour
8. **First-Line Supervisors of Office and Administrative Support Workers**, 884 job openings, \$44.50/hour
9. **Project Management Specialist**, 815 job openings, \$65.48/hour
10. **Electricians**, 713 job openings, \$45.43/hour

Source: *Lightcast*

Supply and Demand, Middle-Skill Occupations

TAXONOMY OF PROGRAMS TITLE-CODE	Job Openings DEMAND	Community College Awards SUPPLY	Undersupply of workers GAP
Business and Management-05	19,143	1.481	17,662
Health-12	18,616	935	17,681
Family and Consumer Sciences-13	7,512	582	6,930
Engineering and Industrial Technologies-09	7,993	976	7,017
Information Technology-07	3,165	645	2,520
Education-08	2,180	200	1,980
Commercial Services-30	1,712	141	1,571
Public and Protective Services-21	1,182	124	1,058
Media and Communications-06	1,033	129	904
Agriculture and Natural Resources-01	611	56	555
Fine and Applied Arts-10	366	249	117
Architecture and Related Technologies-02	136	12	124
Biological Sciences-04	102	209	(107)
Environmental Sciences and Technologies-03	53	21	32
TOTAL	63,803	5,760	58,043

Source: CCCCO DataMart and Lightcast

Analysis of demand for middle-skill occupations (requiring more education than high school but less than a Bachelor degree) shows areas of need for more trained workers (DEMAND).

Silicon Valley Community Colleges provide Career Education training and programs that can help to meet the demand, as measured in awards (SUPPLY).

The TOP code area with the highest unmet demand for middle-skill workers is Business and Management, followed by Health.

Baccalaureate Level Employment Projections and Pay

TOP Title-Code	2024 Jobs	5-Year % Change	Ave. Annual Openings	Median Hourly Wages
Information Technology-07	134,757	5%	8,890	\$87.90
Business and Management-05	91,813	6%	8,131	\$74.31
Education-08	25,857	3%	1,628	\$75.48
Engineering and Industrial Technologies-09	25,562	4%	2,293	\$43.31
Health-12	8,091	17%	912	\$47.54
Public and Protective Services-21	6,149	0%	397	\$72.37
Media and Communications-06	5,052	6%	475	\$60.07
Architecture and Related Technologies-02	4,216	14%	506	\$45.57
Family and Consumer Sciences-13	2,093	9%	212	\$38.01
Environmental Sciences-03	1,730	8%	165	\$72.52
Biological Sciences-04	1,215	6%	103	\$59.07
Physical Sciences-19	1,139	6%	96	\$64.61
Agriculture and Natural Resources-01	637	9%	59	\$48.83
Social Sciences-22	105	13%	12	\$44.15
Mathematics-17	44	9%	3	\$93.25

Source: CCCCO DataMart and *Lightcast*

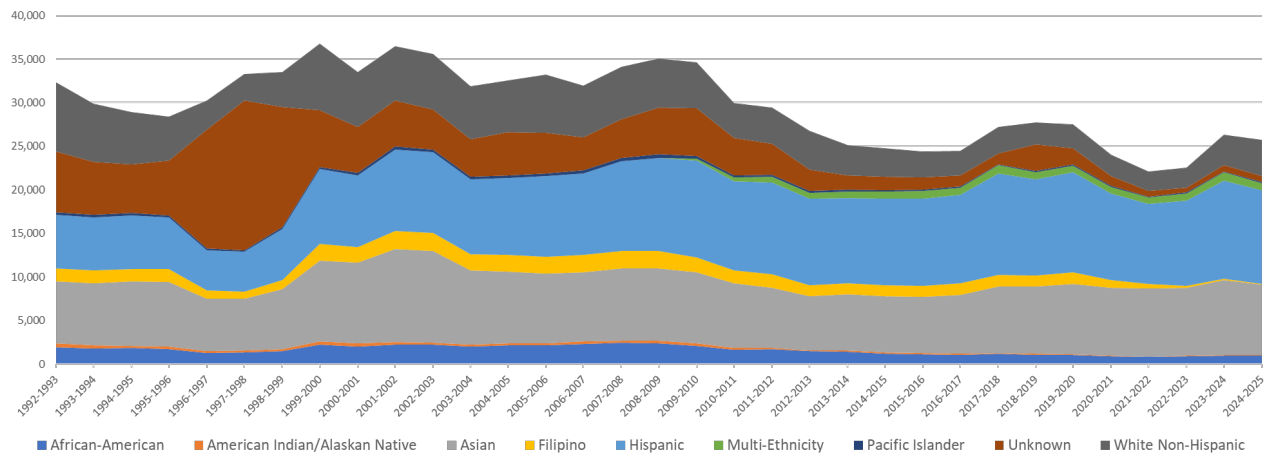
As community colleges prepare students for transfer, it is important to understand occupational demand for jobs generally requiring a Bachelor Degree.

- Information Technology has the largest number of jobs and the most projected annual openings at the baccalaureate level. 134,757, and 8,890, respectively.
- The Business and Management program area has the next highest number of jobs, 91,893, and annual openings, 8,131.
- Education is next, although significantly smaller, with 25,857 jobs and 1,628 annual openings.
- Health is projected to have the highest growth rate at 17%.

Appendix F: Internal Data Scan

Enrollment Trends

SJECCD Historic Enrollment, by Ethnicity

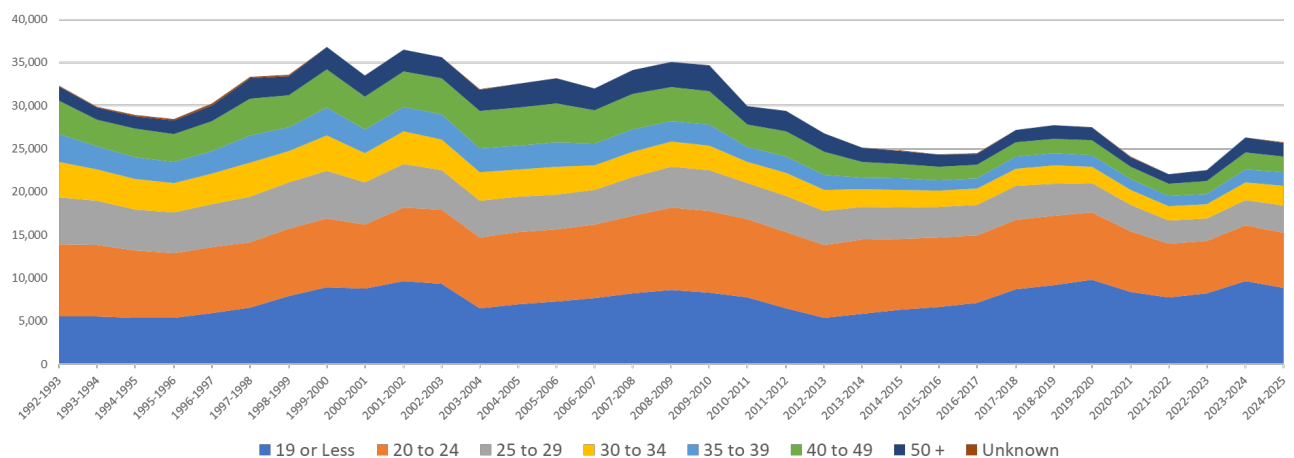


Source: CCCCO [DataMart](#)

Total enrollment in the SJECCD has fluctuated over the years, from a peak in the early 2000s to a low point during the COVID-19 Pandemic. Post-Pandemic, enrollment began rebounding in 2023.

Over time, the ethnic breakdown of the student population has shifted to being primarily Latino and Asian.

SJECCD Historic Enrollment, by Age



Source: CCCCO [DataMart](#)

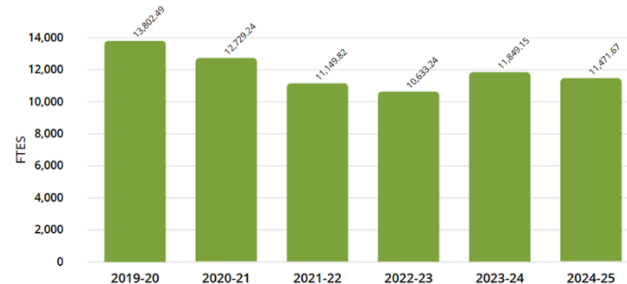
In past decades, the proportion of students aged 19 or younger has increased, likely due to dual/concurrent enrollment.

SJECCD Headcount and FTES, 2019-25

(EOT) Headcount by Year | SJECCD District



(EOT) FTES by Year | SJECCD District

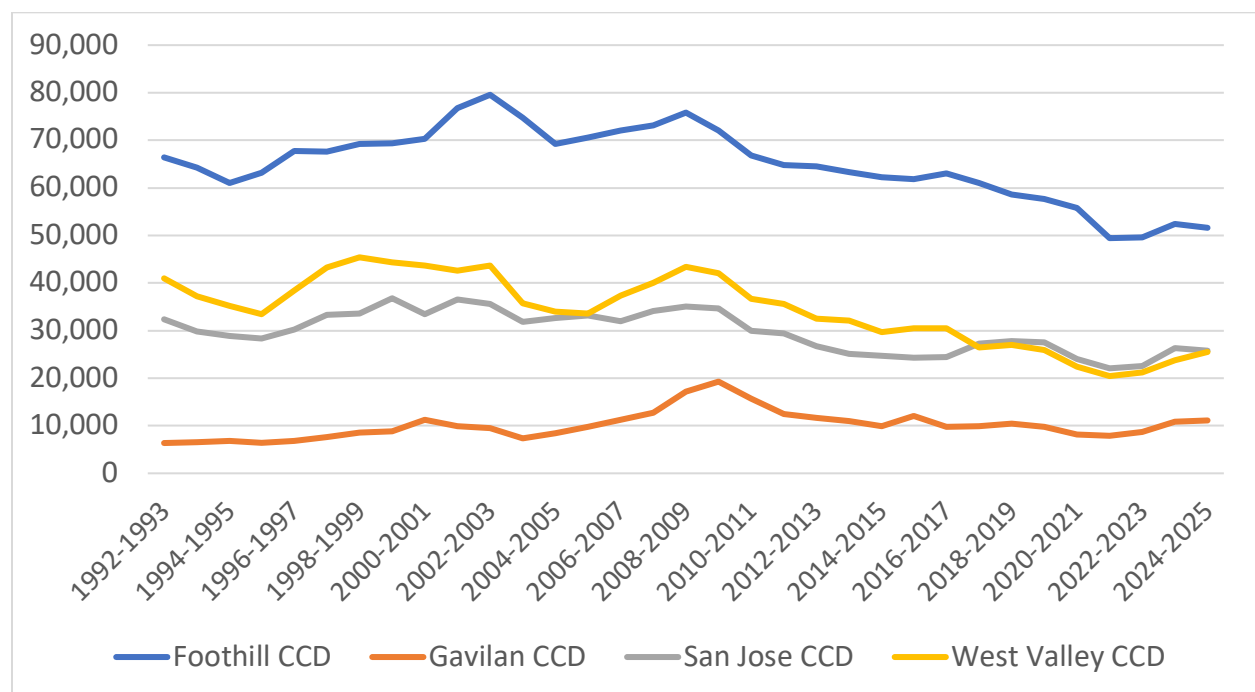


Source: SJECCD Internal Data, Precision Campus

Student headcount decreased during the pandemic, but began increasing in 2023, and has been flat for the past two academic years.

FTES followed this pattern, with the exception of a slight decrease from 23-24 to 24-25.

Historic Enrollment, Silicon Valley Community Colleges



Source: CCCCO DataMart

Enrollment at Silicon Valley CCs has trended downward, particularly during the past 15 years, but has trended upward in the past few years, with Gavilan showing the most growth over the decades.

Foothill/De Anza is the largest community college district in Silicon Valley, Gavilan is the smallest, and SJECCD and West Valley/Mission are in the middle.

SJECCD Enrollment by ZIP Code, Fall 2023

Home ZIP Code	# Students Enrolled
San José	13,987
Milpitas	540
Santa Clara	440
Morgan Hill	257
Campbell	212
Gilroy	205
Sunnyvale	183
Freemont	157
Hollister	108
Hayward	68
Los Gatos	59
Mountain View	57
Cupertino	54

Source: [CCCCO](#)

This table shows SJECCD enrollment by ZIP Code.

The vast majority of SJECCD students enrolled live within the district boundaries, in San José and Milpitas.

Many students enroll from outside the service area, including:

- Santa Clara (Mission College)
- Morgan Hill (Gavilan College)
- Campbell (West Valley College)
- Gilroy (Gavilan College)
- Sunnyvale (De Anza College)
- Freemont (Ohlone College)
- Hollister (Gavilan College)

Enrollment by ZIP Code of San José/Milpitas Residents, Fall 2023

College	# Enrolled from San José/Milpitas
De Anza*	8,295
Evergreen Valley	7,528
San José City	6,999
West Valley*	4,765
Mission	3,717
Foothill	3,092
Ohlone	698
Gavilán*	332

**District boundaries include a small portion of San José*

Source: CCCCO

This table shows community college enrollment of all students with home addresses in San José or Milpitas.

While not all of the city of San José falls within SJECCD boundaries, most does.

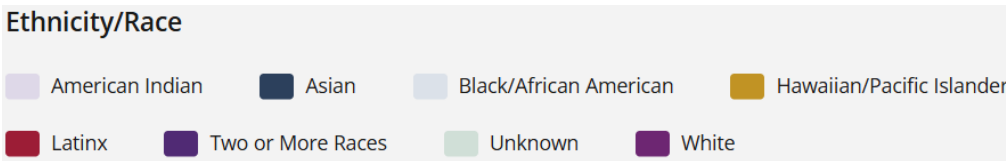
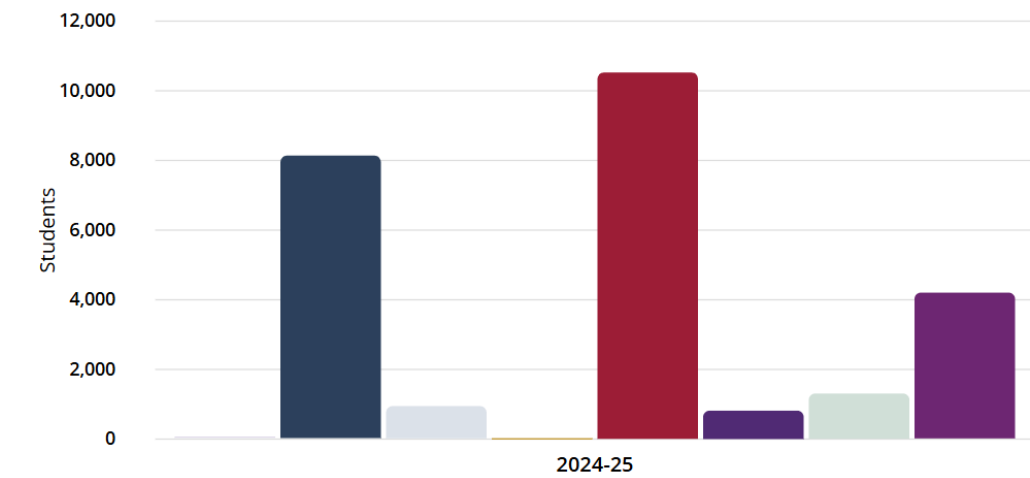
Based on the numbers, the most popular community colleges for students living in San José or Milpitas are:

- De Anza
- Evergreen Valley
- San José City

Student Demographics

Snapshot: Students by Ethnicity, 2024-25

(EOT) Headcount by Year | SJECCD District



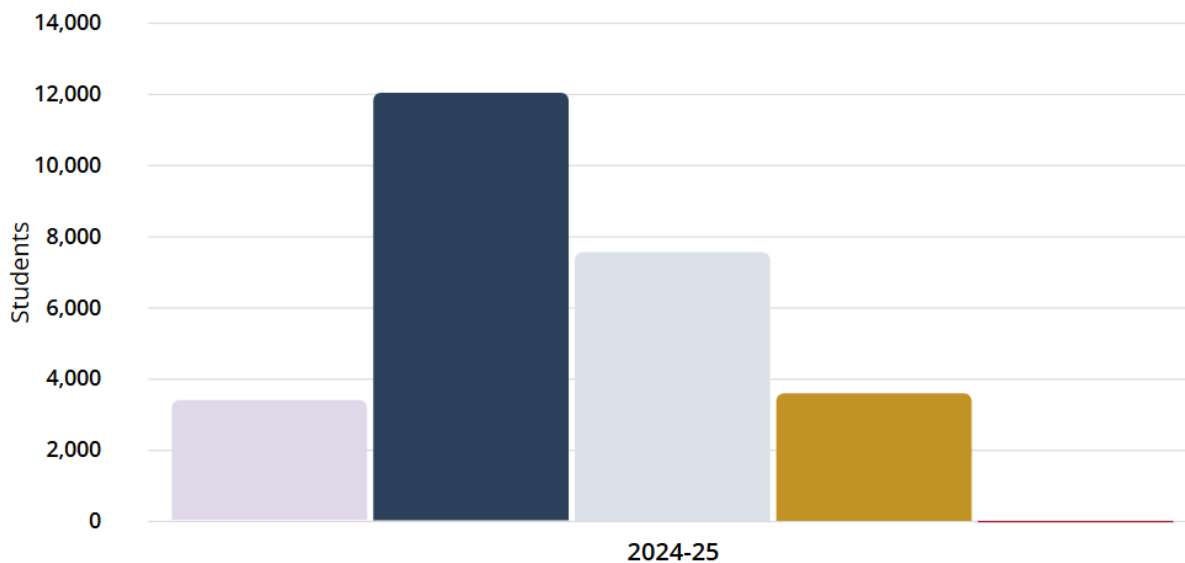
Ethnicity/Race	2024-25
American Indian	0%
Asian	31%
Black/African American	4%
Hawaiian/Pacific Islander	0%
Latinx	41%
Two or More Races	3%
Unknown	5%
White	16%

Source: SJECCD Internal Data, Precision Campus

The largest ethnic group amongst students is Latinx (41%), followed by Asian (31%) and White (16%).

Snapshot: Students by Age, 2024-25

(EOT) Headcount by Year



Age



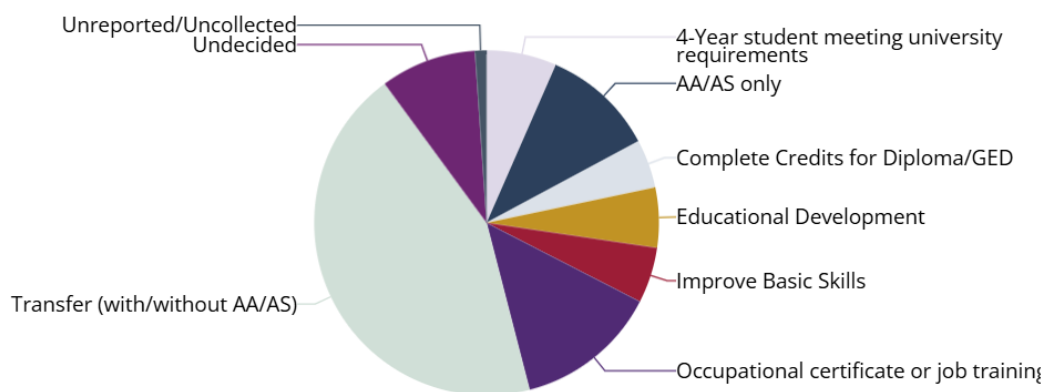
Source: SJECCD Internal Data, Precision Campus

The largest age group amongst students is 18-24 (46%), followed by 25-39 (29%). The youngest and oldest age groups are proportionally much smaller.

Snapshot: Students by Educational Goal, 2024-25

(EOT) Headcount by Year

2024-25



Original Ed Goal	2024-25
4-Year student meeting university requirements	7%
AA/AS only	11%
Complete Credits for Diploma/GED	5%
Educational Development	6%
Improve Basic Skills	5%
Occupational certificate or job training	14%
Transfer (with/without AA/AS)	44%
Undecided	9%
Unreported/Uncollected	1%

Source: SJECCD Internal Data, Precision Campus

Nearly half (44%) of incoming students have transfer as their educational goal, followed by career education (14%), Associate Degree only (11%), and undecided (9%). It is Important to note that 7% of students are university students.

Distance vs. Face-to-Face FTES



Source: CCCCO [DataMart](#)

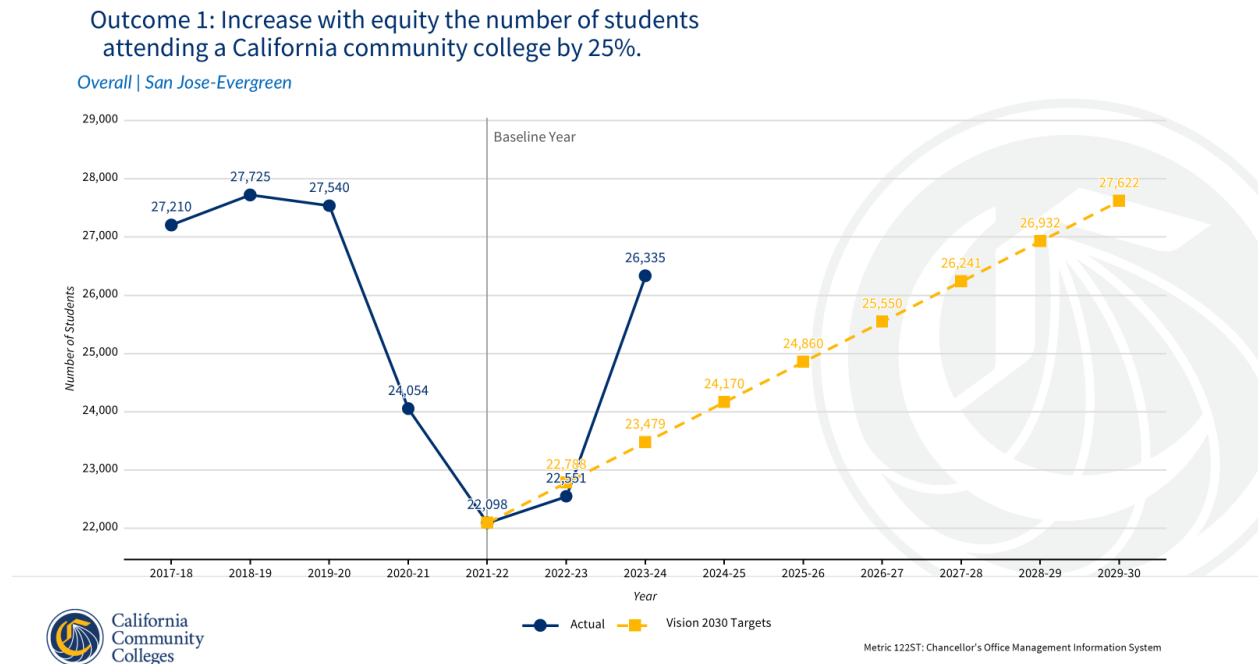
As with education across the nation, colleges pivoted to teaching online during the COVID-19 pandemic.

Between 2020 and 2022, SJECCD garnered more FTES from Distance Education than from In-Person. That trend flipped beginning in 2023.

In recent years, nearly half of FTES still comes from Distance Education.

Student Outcomes

Vision 2030: Equity in Access



Source: CCCC, via SJECCD Institutional Effectiveness

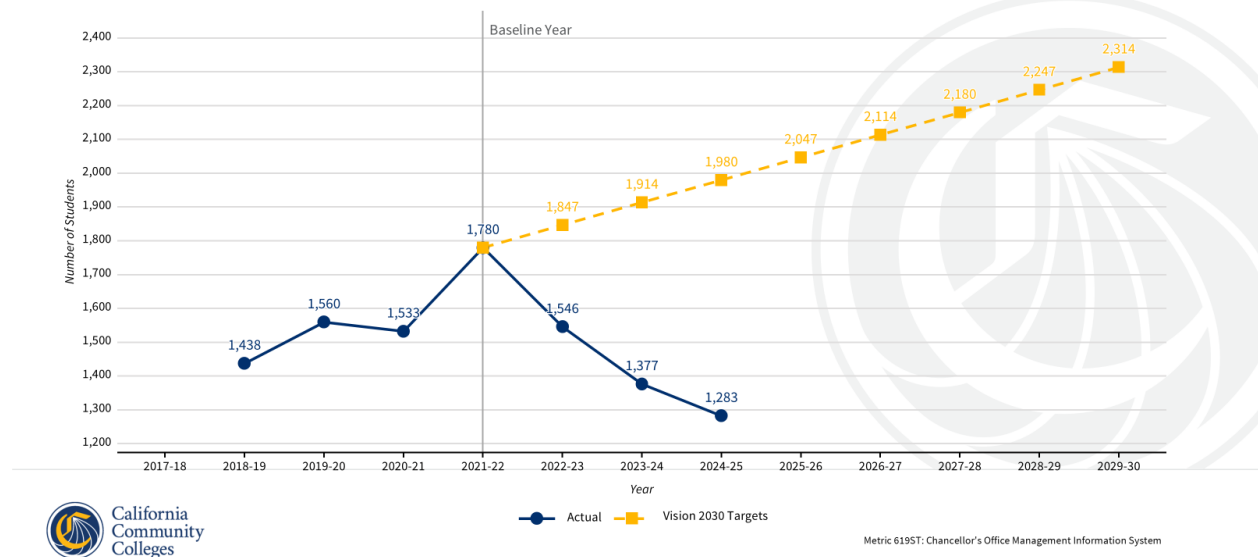
SJECCD has nearly reached its goal for Equity in Access (enrollment).

Note that the benchmark was in 2021-2022, when enrollment was at a low point.

Vision 2030: Equity in Success

Outcome 2: Increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

Overall | San Jose-Evergreen



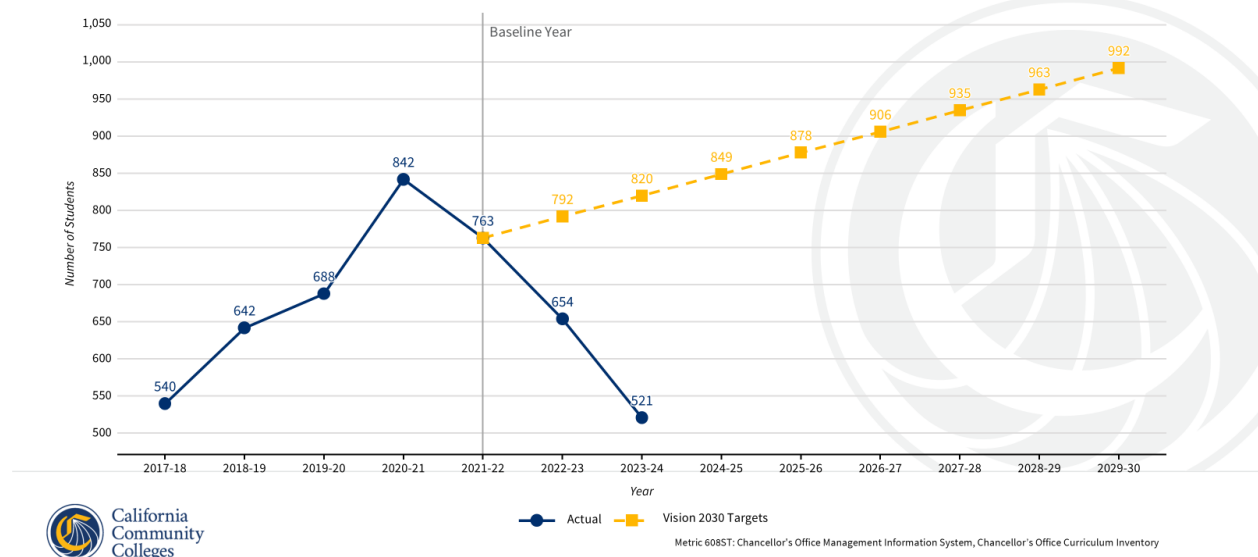
Source: CCCC, via SJECCD Institutional Effectiveness

The number of SJECCD students completing a certificate or degree has been declining since 2021-2022, the benchmark year for Vision 2030.

Vision 2030: Earn Associate Degree for Transfer

Outcome 3a: Increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Overall | San Jose-Evergreen



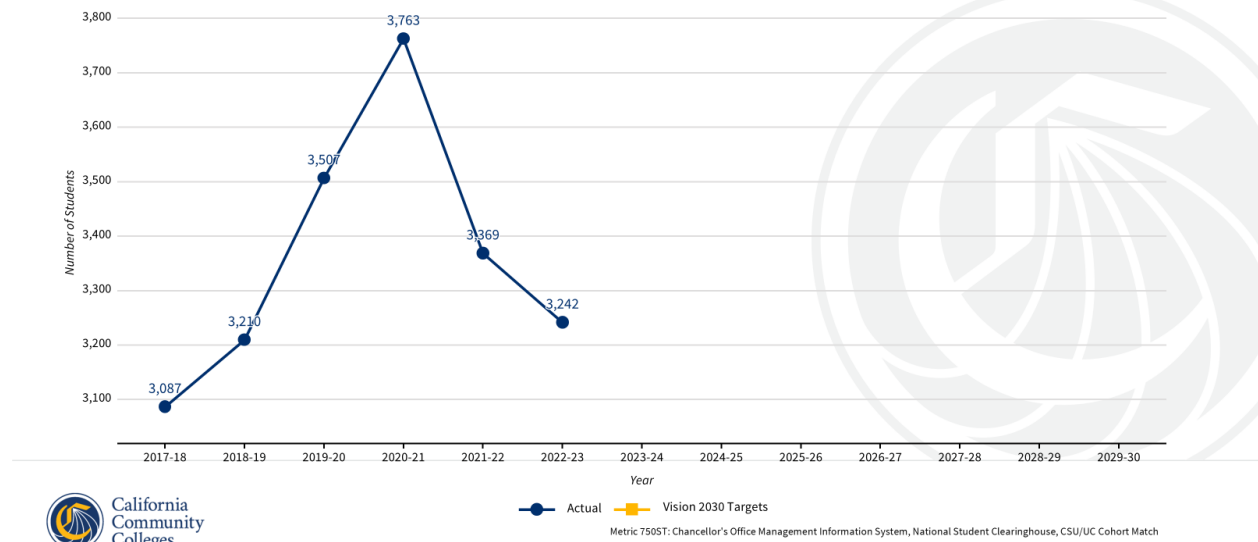
Source: CCCC, via SJECCD Institutional Effectiveness

The number of SJECCD students earning an ADT has been declining since 2020-2021.

Vision 2030: Transfer

Outcome 3c: Increase with equity the number of California community college students who transfer to a 4-year institution.

Overall | San Jose-Evergreen



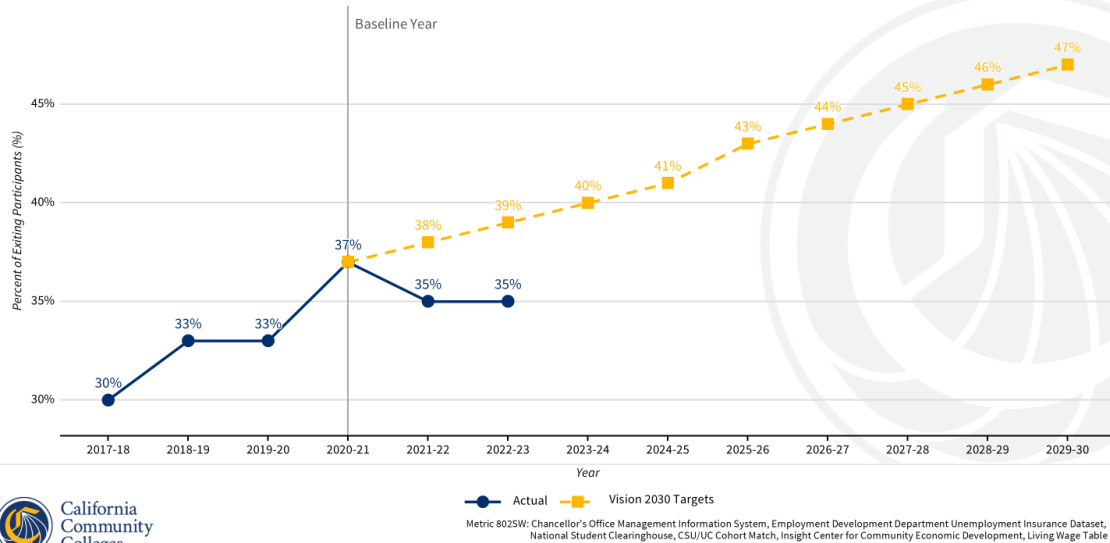
Source: CCCCC, via SJECCD Institutional Effectiveness

The number of SJECCD students transferring to a four-year institution has been declining since 2020-2021.

Vision 2030: Attain Living Wage

Outcome 4: Increase with equity the percentage of California community college students who earn a living wage for their region after exiting higher education by 10 percentage points.

Overall | San Jose-Evergreen



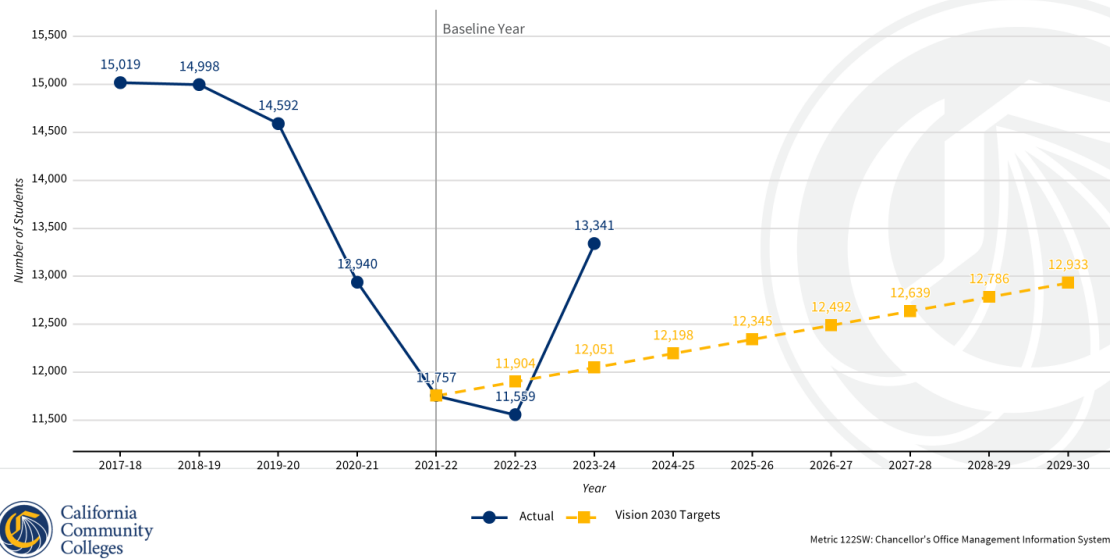
Source: CCCCCO, via SJECCD Institutional Effectiveness

The percentage of SJECCD students earning a living wage has declined slightly 2020-2021.

Vision 2030: Equity in Support

Outcome 5: Increase with equity the number of California community college students receiving California College Promise Grants by 10%.

College Promise Grant/BOG Recipient | San Jose-Evergreen



Source: CCCCCO, via SJECCD Institutional Effectiveness

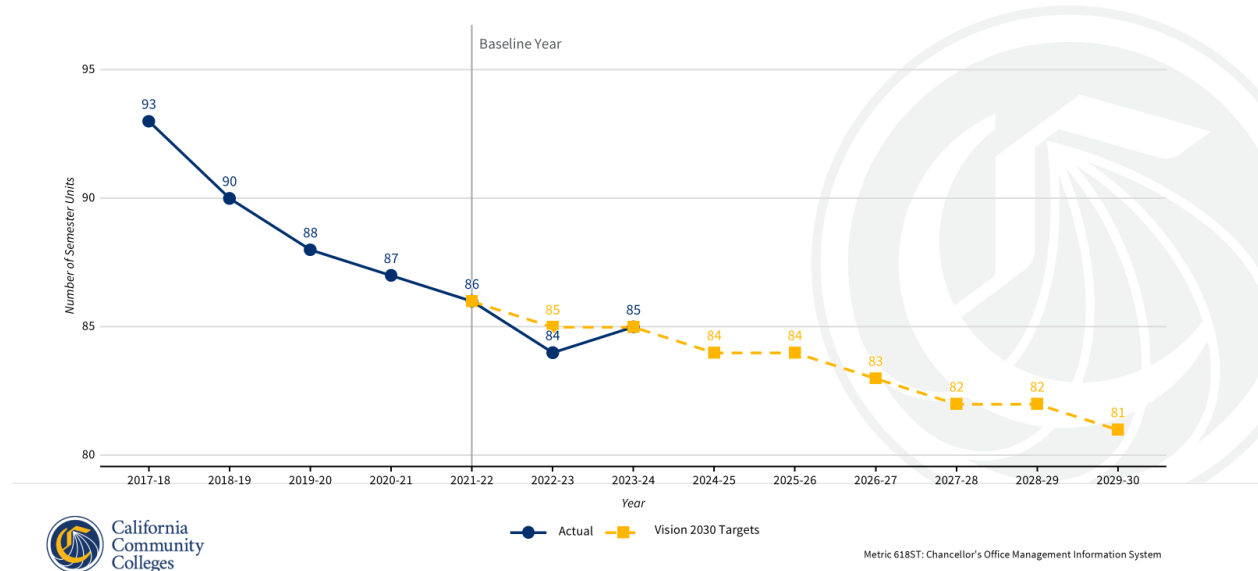
SJECCD has nearly exceeded its goal for Promise Grants.

Note that the benchmark was in 2021-2022, when enrollment was at a Promise Grant receipt was at a low point.

Vision 2030: Units Upon Degree Completion

Outcome 6: Reduce with equity the average number of units in excess of 60 units to complete students' first Associate Degree for Transfer by 20%.

Overall | San Jose-Evergreen



Source: CCCC, via SJECCD Institutional Effectiveness

Total units accumulated upon degree completion has been decreasing for SJECCD students and is on target to meet Vision 2030 Goals.

In 2023-2024, units accumulated upon degree completion for SJECCD was 84. By comparison (not shown in chart):

- 81 for all CCCs
- 81 for Silicon Valley CCCs
 - Note: Foothill/De Anza not included as they are on quarter system
- 79 for West Valley/Mission
- 77 for Gavilan

Strong Workforce Outcomes, Compared

Metric	Bay Area (Macro Region)	Silicon Valley (Micro Region)	San Jose - Evergreen CCD
Strong Workforce Program Students	183,515	56,681	10,212
Students Who Earned 9 or More Career Education Units in the District in a Single Year	17%	18%	17%
Students Who Completed a Noncredit CTE or Workforce Preparation Course	72%	81%	61%
Job Closely Related to Field of Study	75%	78%	75%
Median Annual Earnings	\$57,036	\$65,386	\$53,084
Median Change in Earnings	31%	37%	34%
Attained a Living Wage	49%	51%	39%

Source: CCCC [DataVista](#)

Compared to the micro and the macro regions, SJECCD has mixed workforce outcomes, according to strong workforce metrics.

SJECCD posts the same or higher as the macro regional average, but lower than the micro regional average, on the following:

- 9+ CTE units earned
- Job closely related to field of study
- Median change in earnings

SJECCD posts the same or lower than the macro or micro regional average on the following:

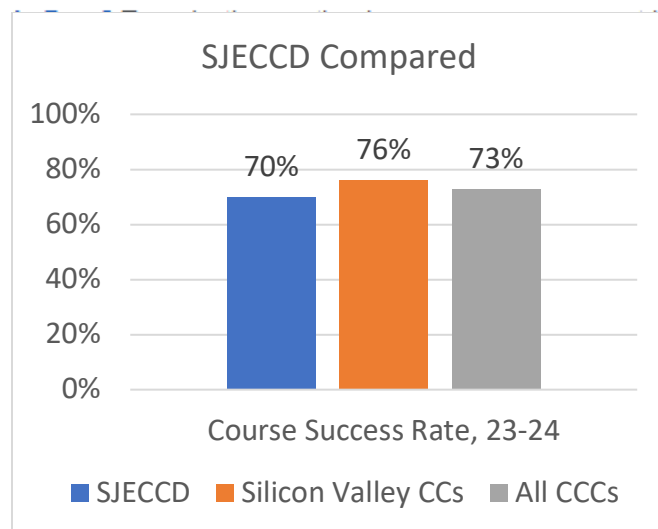
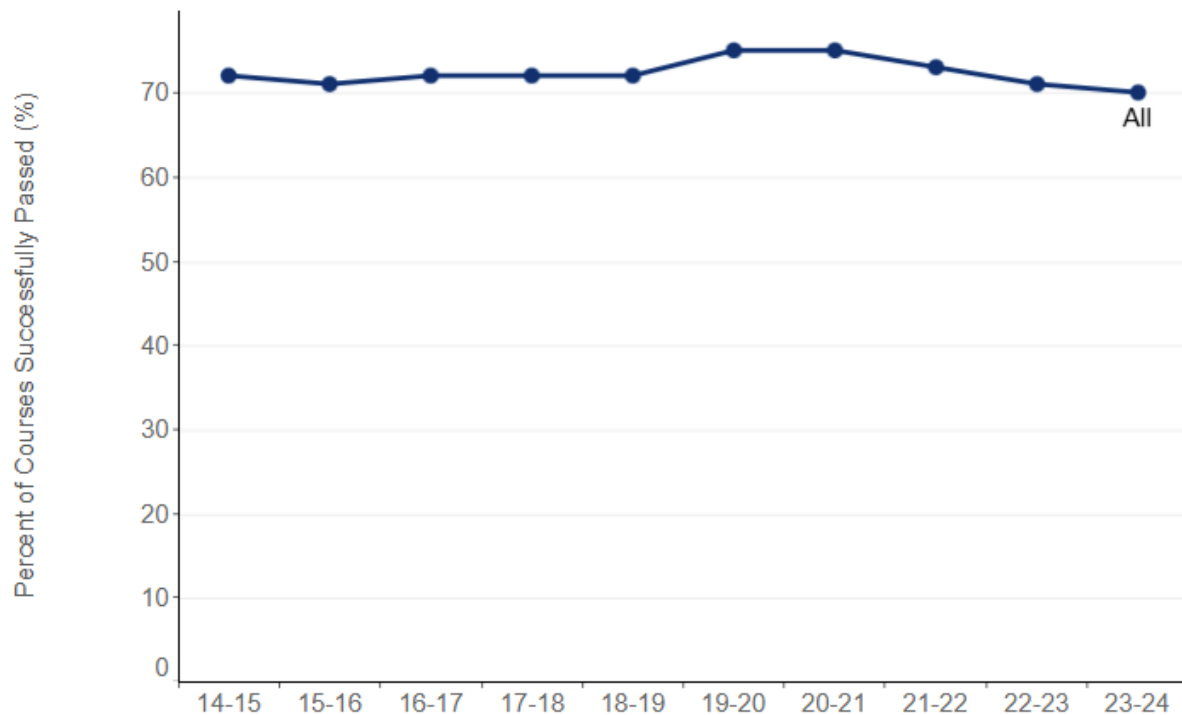
- Completion of Noncredit CTE or Workforce Prep Course
- Attainment of Living Wage

Student Success Leading Indicators

Course Success Rate

Course Success Rate by Overall

All General Admit Students in All Programs at San Jose-Evergreen (District)



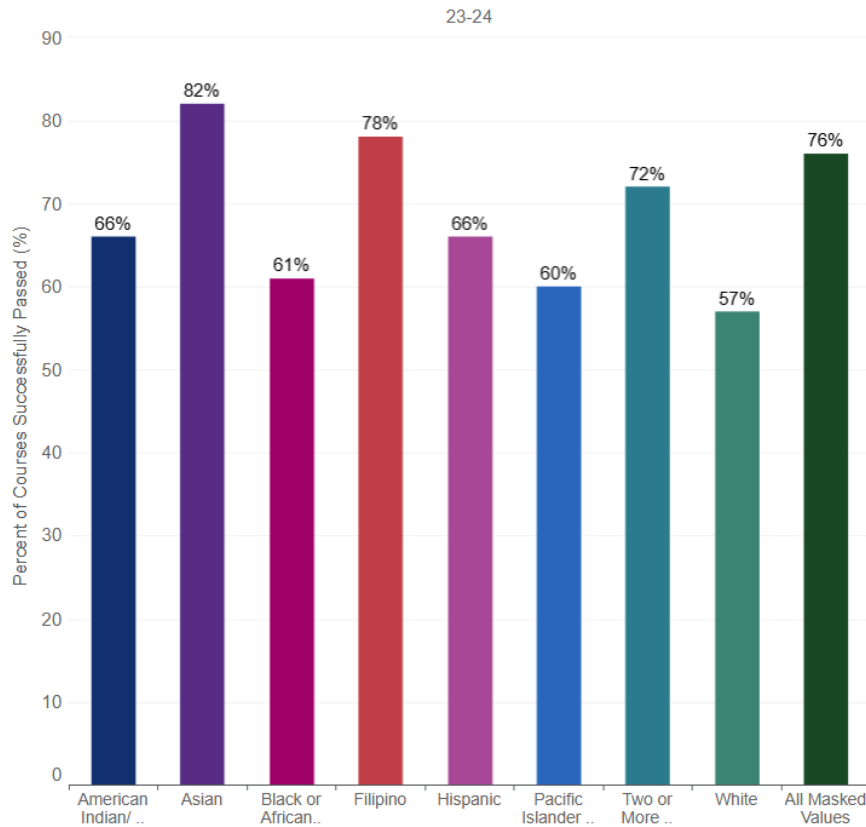
Source: CCCCO [DataVista](#)

Course success rates have been trending slightly downward.

The course success rate for SJECCD in 23-24 was 70%, which is below the statewide average of 73% and the regional average of 76%.

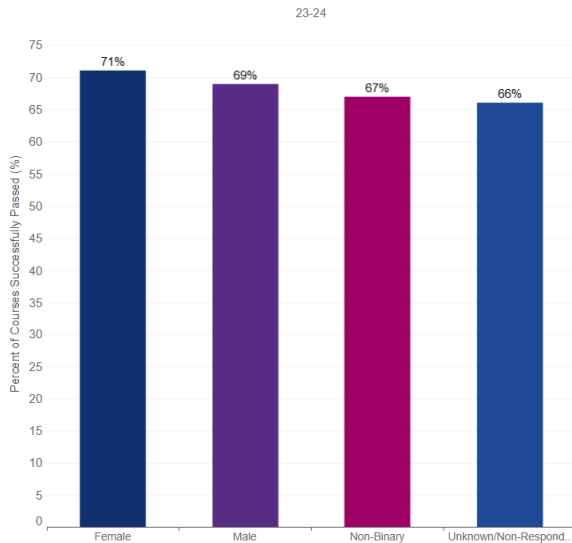
Course Success Rate by Ethnicity

All General Admit Students in All Programs at San Jose-Evergreen (District)



Course Success Rate by Gender

All General Admit Students in All Programs at San Jose-Evergreen (District)



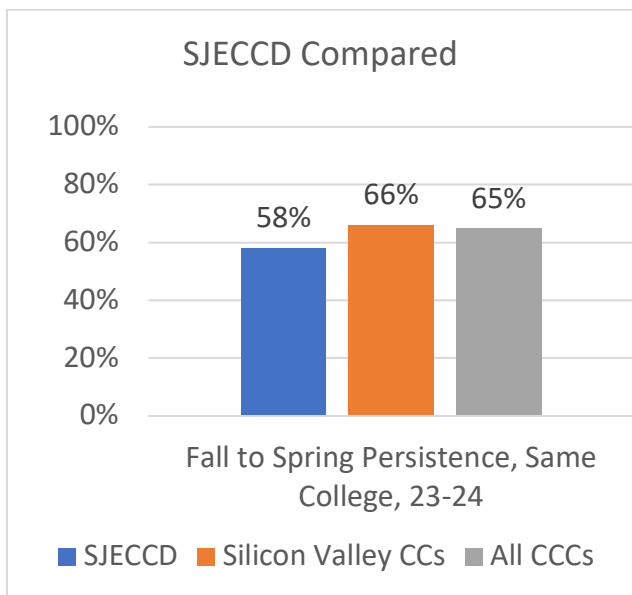
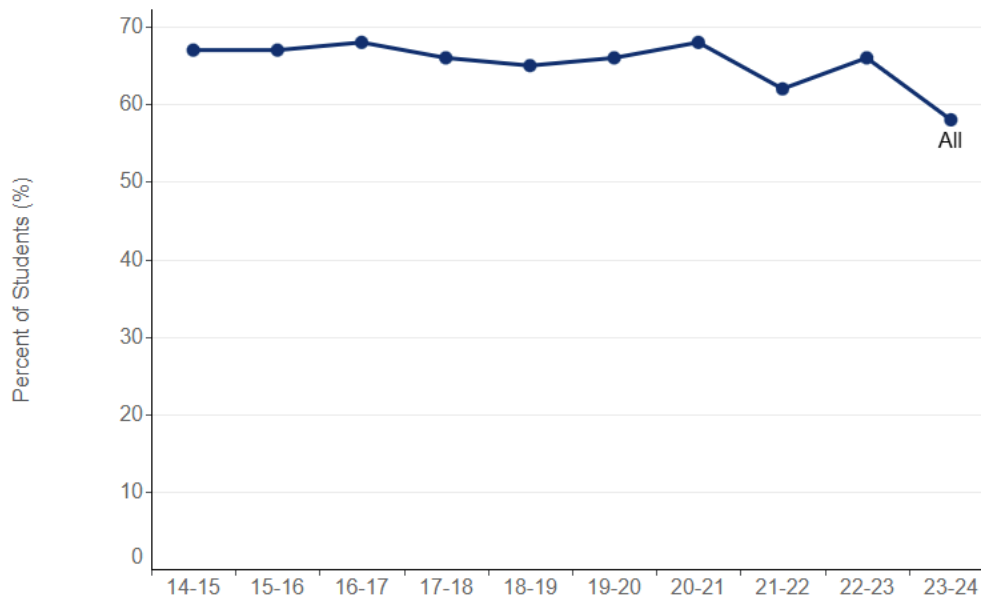
Source: CCCCO DataVista

Course success rates are higher for Asian, Filipino, and Multi-Ethnic students, and for Females.

Persistence at Same College

Persisted from Fall to Spring, At the Same College by Overall

All General Admit Students in All Programs at San Jose-Evergreen (District)



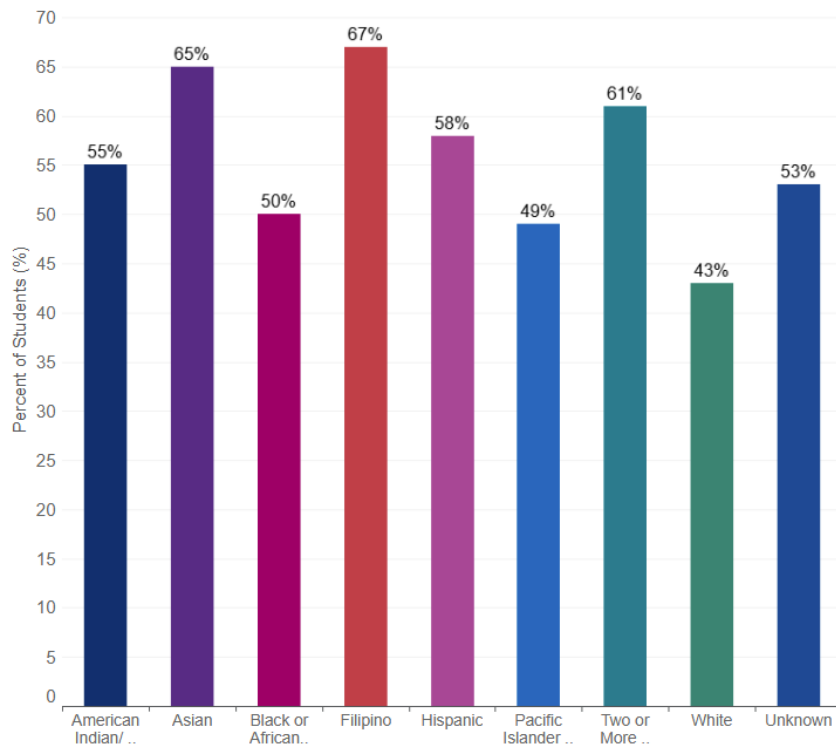
Source: CCCCO [DataVista](#):

Persistence from Fall to Spring at the same college has been trending down, and is lower at SJECCD than in the region or the state.

Persisted from Fall to Spring, At the Same College by Ethnicity

All General Admit Students in All Programs at San Jose-Evergreen (District)

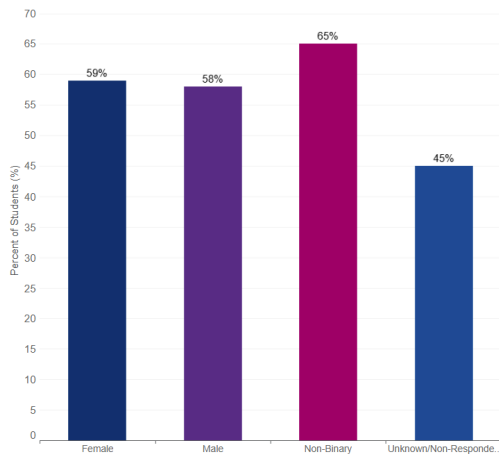
23-24



Persisted from Fall to Spring, At the Same College by Gender

All General Admit Students in All Programs at San Jose-Evergreen (District)

23-24



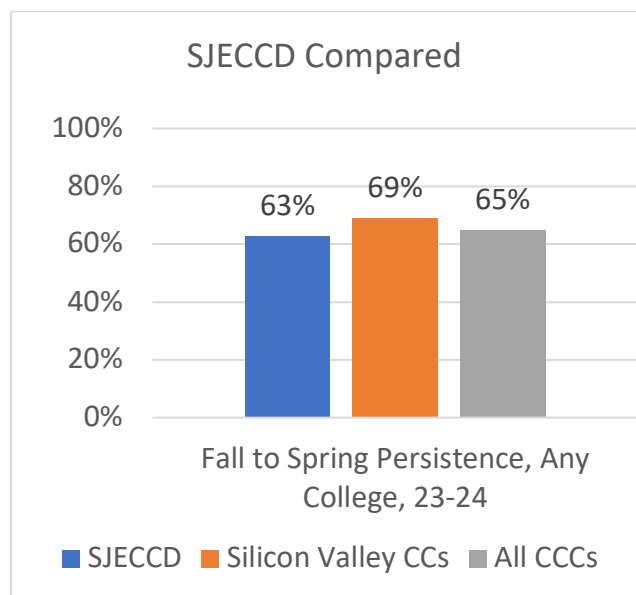
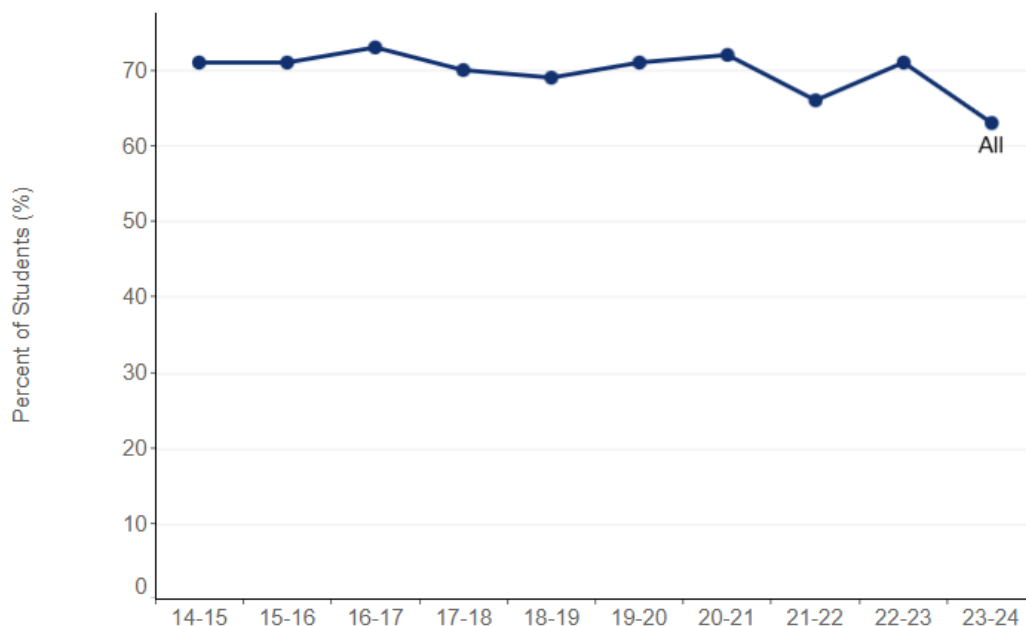
Source: CCCCO [DataVista](#)

Persistence from Fall to Spring at the same college is higher for Filipino, Asian, and Multi-Ethnic students, and Females.

Persistence at any Community College

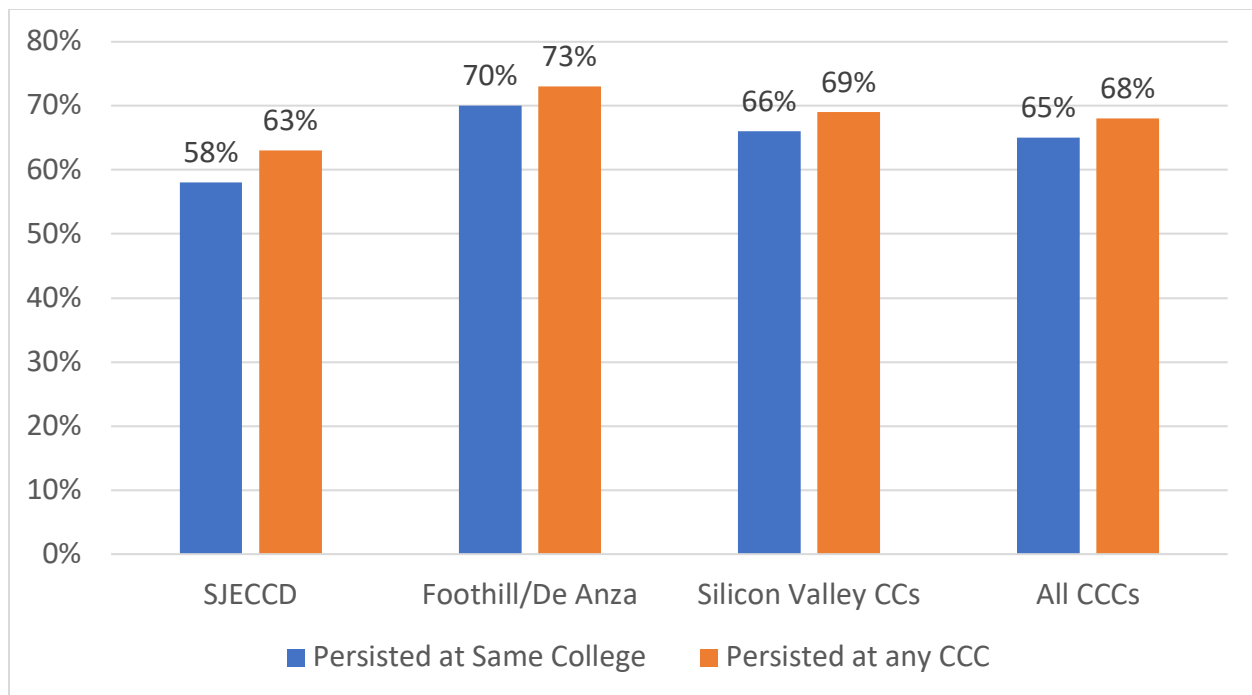
Persisted from Fall to Spring, At Any College by Overall

All General Admit Students in All Programs at San Jose-Evergreen (District)



Source: CCCCO [DataVista](#)

Persistence from Fall to Spring at any CC has been trending down and is lower at SJECCD than average for the region or state.



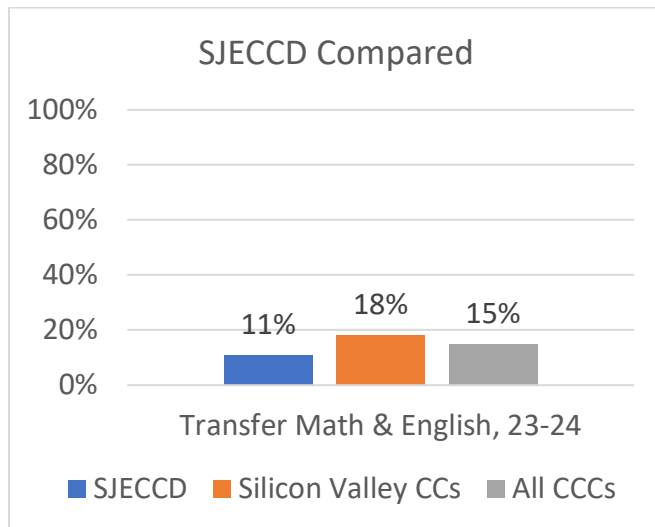
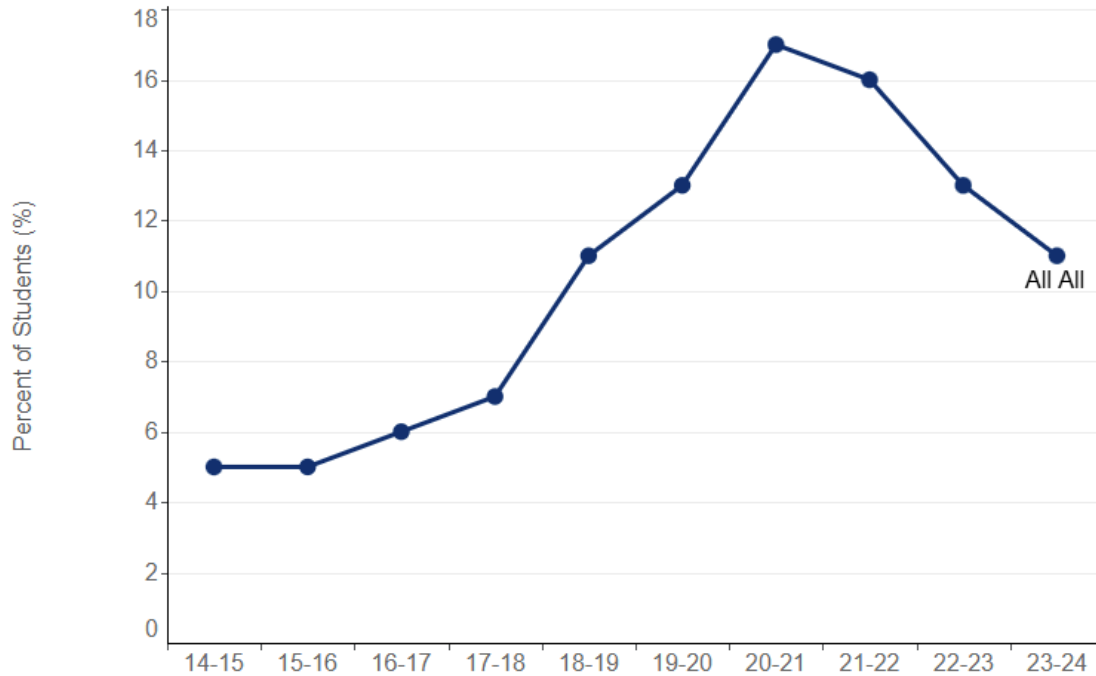
Source: CCCC DataVista

SJECCD posts lower rates of Fall to Spring Persistence at the same college and at any CCC.ferent college.
Note: The gap between persisting at the same college, and persisting at any community college, shows the students who are leaving to attend a different CC. That percentage is higher for SJECCD than for the regional or the statewide averages – it is 5% at SJECCD.

Completion of Transfer Level Math and English in Year 1

Completed Transfer-Level Math and English: Aligned with Student Centered Funding Formula by Overall (Overall)

1 year Cohort in All Programs at San Jose-Evergreen



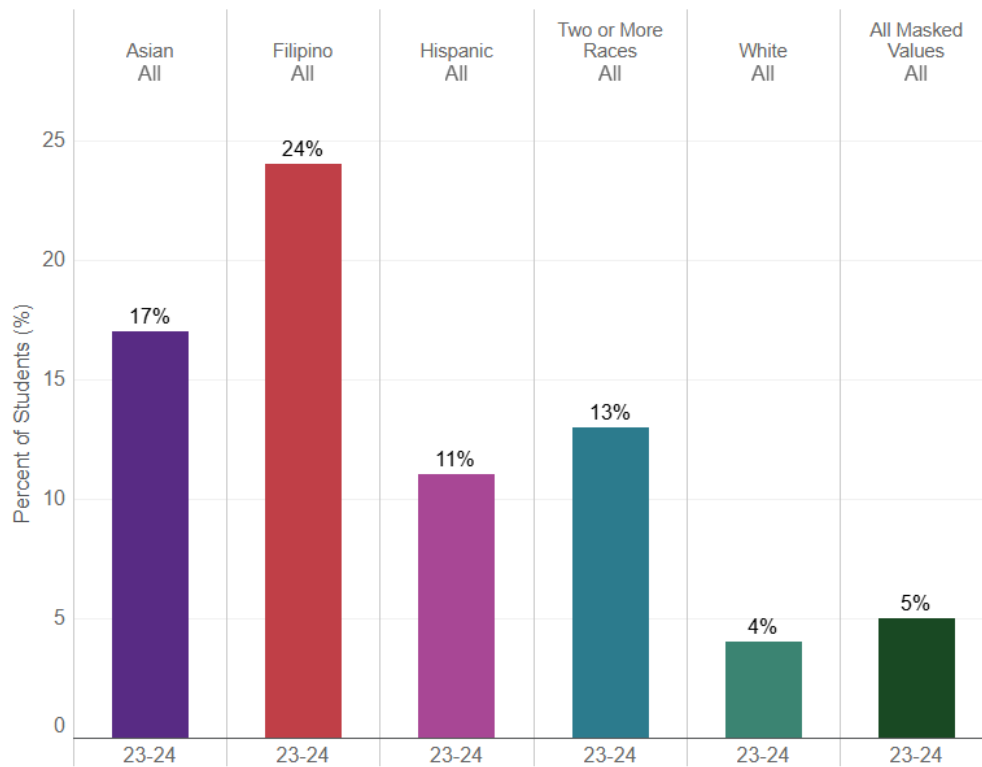
Source: CCCC DataVista

The percentage of SJECCD students completing math and English in their first year increased up until 20-21, and has been decreasing since.

The rate for SJECCD is lower than it is for the state or the region.

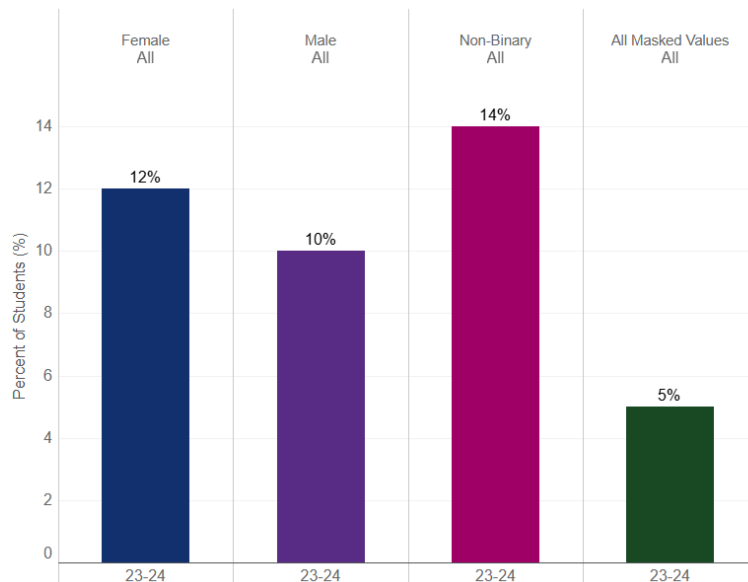
Completed Transfer-Level Math and English: Aligned with Student Centered Funding Formula by Ethnicity (Overall)

1 year Cohort in All Programs at San Jose-Evergreen



Completed Transfer-Level Math and English: Aligned with Student Centered Funding Formula by Gender (Overall)

1 year Cohort in All Programs at San Jose-Evergreen

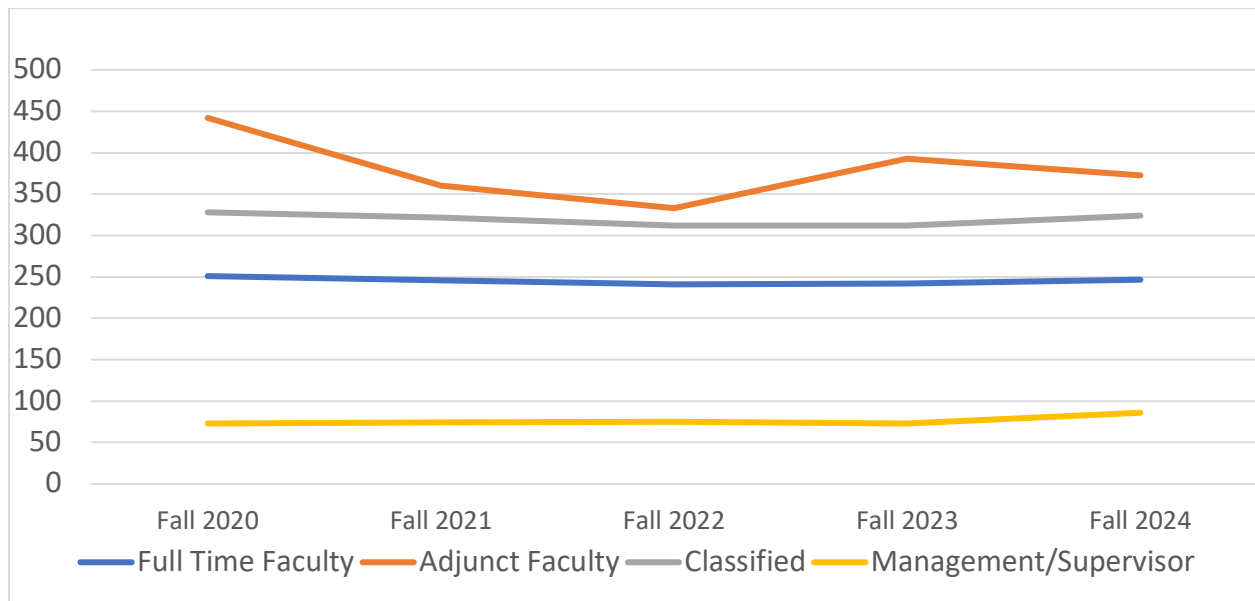


Source: CCCC DataVista

Rates for completing math and English are higher for Filipino, and Asian students, and for Females (Non-Binary numbers are very low)

SJECCD Staffing

Employment by Classification

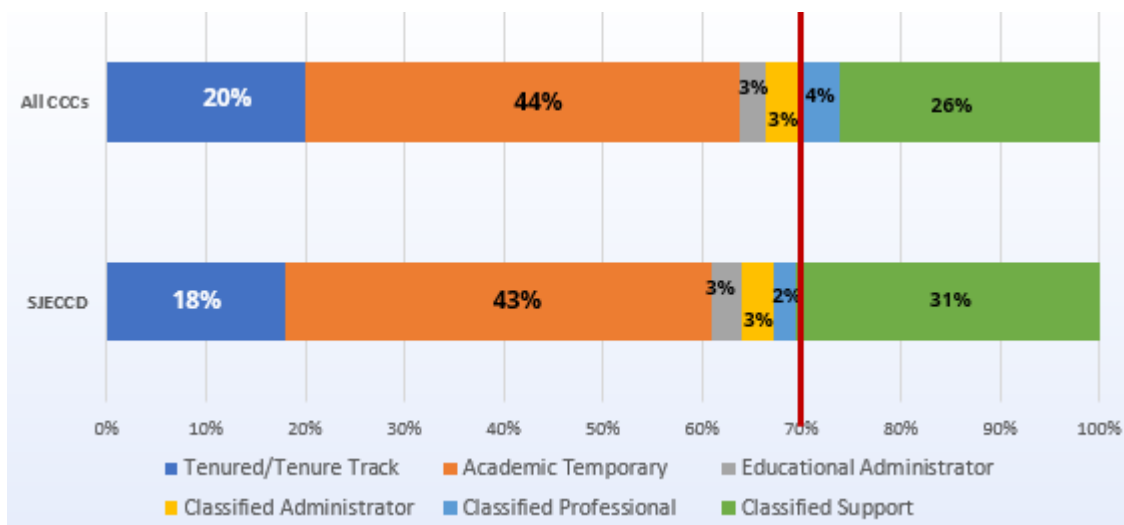


Source: Internal SJECCD Data

Over the past five years, employment numbers by job classification have been relatively stable for Full Time Faculty and Classified.

In the same time period, the number of adjuncts has decreased, and the number of Managers/Supervisors has increased slightly.

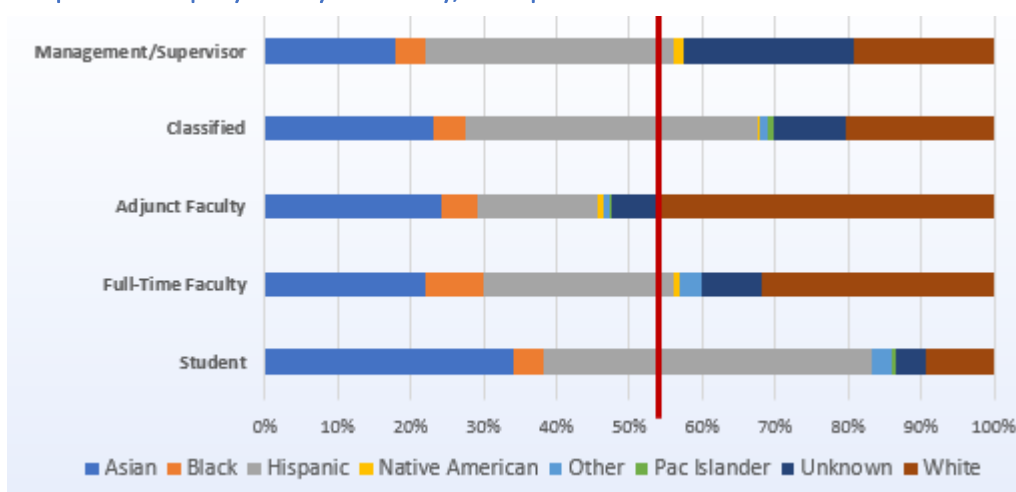
Snapshot: Employees by Category, Compared to State



Source: CCCCO DataMart

Compared to the state, SJECCD has a slightly lower proportion of faculty (both contract and temporary), similar rates of administrators, and higher rates of classified.

Snapshot: Employees by Ethnicity, Compared to Students

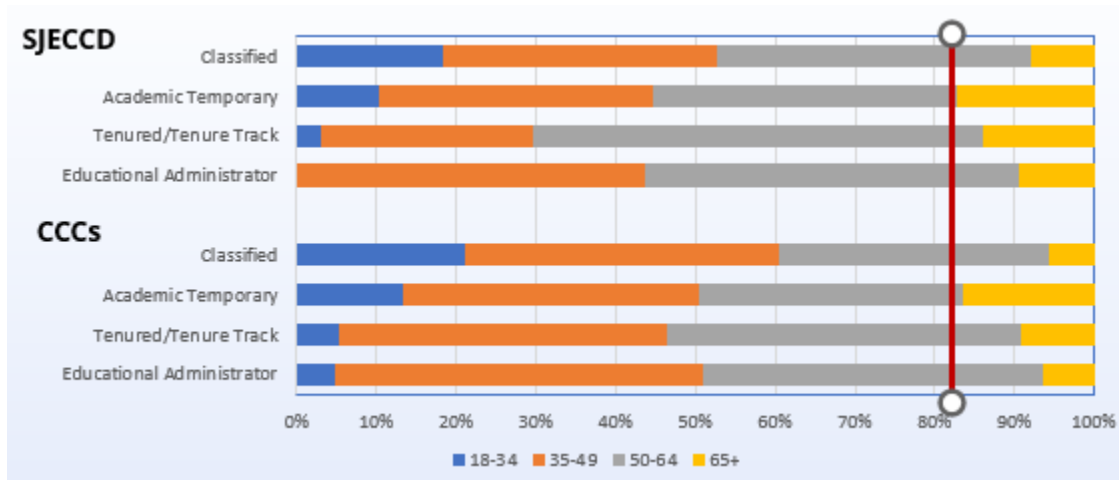


Source: Internal SJECCD Data

The student population in the SJECCD shows higher proportions of Asian and Hispanic than any employee group.

Adjunct Faculty, followed by Full-Time Faculty, show the highest proportion of Whites.

Snapshot: Employees by Age, Compared to State



Source: CCCCO [DataMart](#)

SJECCD has a larger proportion of employees aged 65+ than the state, in every employee category.

67 employees are aged 70+

- 13 faculty
- 44 adjunct
- 10 classified

Note: Classified Administrators are included in Classified in this data set

Appendix G: Board of Trustees Vision Session Themes and Insights

Student Success, Access, and Measurable Outcomes

- Trustees reaffirm that student success must remain the District's top priority, with emphasis on increasing access, retention, completion, and transfer outcomes through clear academic and career pathways.
- Reducing barriers such as complex enrollment processes, limited childcare, and insufficient student support services.
- Using data-informed metrics to measure student progress and success milestones over time.
- Embedding accountability and progress monitoring directly into the new Strategic Plan to ensure ongoing review of outcomes.

Long-Term Vision, Strategic Alignment, and Intentional Planning

- There is consensus on the need for a methodical, intentional, and forward-looking vision that aligns Board, Chancellor, and College efforts.
- Trustees desire a comprehensive 8-year Strategic Plan with defined milestones, performance indicators, and progress tracking.
- Planning must be tied directly to budgeting, resource allocation, and staffing priorities.
- The Board encourages transitioning from 'Strategic Priorities' to 'Institutional Priorities' within a unified Districtwide framework.
- Planning should reflect community and regional partnerships, especially with other local community colleges and workforce boards.

Fiscal Responsibility, Stability, and Participatory Budgeting

- Fiscal prudence is a recurring theme, emphasizing the importance of creating a sustainable, transparent budgeting process that ties financial decisions to strategic goals and measurable outcomes.
- Implementing participatory budgeting practices that engage faculty, staff, and administrators in shared fiscal decision-making.
- Rebuilding financial structures with a focus on Total Cost of Ownership (TCO), reserves, and long-term Basic Aid planning.
- Re-envisioning the budget process as iterative and adaptive—"funds are not unlimited"—to promote stability and trust.

Technology Modernization and Digital Experience

- Trustees repeatedly cited outdated systems as major barriers to efficiency and student service.
- Modernization of ERP and enrollment platforms, as well as the implementation of a CRM, is essential to improve student onboarding, data accuracy, and scheduling.
- The revamp of the District and Colleges' websites was highlighted as a high priority for accessibility, usability, and public perception.
- Investments should focus on long-term digital infrastructure that supports analytics, online learning, and real-time data dashboards.

Employee Experience, Working Conditions, and Organizational Culture

- Trustees emphasized that student success depends on staff success.
- Focus on employee morale, working conditions, compensation equity, and opportunities for professional growth.
- Rebuild a culture of trust, respect, and service, particularly following years of leadership transition and fiscal instability.
- Foster accountability at all levels through clear goals, transparent communication, and recognition of excellence.
- Encourage internal collaboration and leadership development aligned with the Chancellor's vision.

Workforce Alignment, Industry Partnerships, and Regional Collaboration

- Trustees see workforce alignment as a key pillar for student and community success.
- Strengthen regional partnerships with industry, labor, and nearby community colleges.
- Focus on high-demand sectors such as technology, healthcare, and green energy.
- Expand apprenticeships, internships, and career education that lead to upward mobility and address local talent gaps.
- Emphasize regional collaboration rather than competition—building pipelines that respond to Silicon Valley's evolving economy.

Communication, Visibility, and Community Trust

- Trustees recognize the need for greater visibility and trust with both internal and external communities.
- Expand the District's presence through social media, town halls, chambers, city councils, and community organizations.
- Strengthen collaboration with TK–12 districts, universities, libraries, and nonprofit partners.
- Utilize Trustee participation in American Leadership Forum (ALF) and similar networks to expand civic and business engagement.
- Promote a shared District identity that resonates across diverse communities.

Equity, Safety, and Social Responsibility

- Equity and inclusion remain foundational values.
- Continue efforts to support vulnerable student populations, including undocumented students, low-income families, and parenting students.
- Maintain safe, welcoming environments and revisit sanctuary policies as needed.
- Expand wraparound services (e.g., housing, mental health, food security) as part of the District's social responsibility.
- The revamp of the District and Colleges' websites was highlighted as a high priority for accessibility, usability, and public perception.
- Investments should focus on long-term digital infrastructure that supports analytics, online learning, and real-time data dashboards.

Appendix H: Listening Session Themes and Insights

Student Success, Access, and Completion

- Effective enrollment management plans are needed that include measurable outcomes.
- Need to close racial and socioeconomic equity gaps in persistence and completion.
- Fully implement Guided Pathways across all programs/disciplines to reduce time to completion and minimize excess units beyond degree requirements.
- Regularly update educational program maps and career pathways in collaboration with industry and educational partners to ensure accuracy and relevance.
- Develop curricula for marketable certificates and degrees.
- Utilize advanced scheduling software to optimize course scheduling, increase flexibility, and strengthen alignment with student needs to promote equitable access.
- Implement degree audit, automatic degree awarding, and early alert systems for proactive student support.
- Enhance wraparound services, including tutoring, mental health, and financial aid access to enhance student success.
- Explore initiatives to reduce financial barriers and enhance affordability for students.
- Expand dual and concurrent enrollment programs to strengthen seamless transfer pathways.
- Provide onboarding for dual enrollment students to understand college expectations and training for faculty to effectively teach dual enrollment courses at the high school level.
- TK-12 partners seek to expand dual enrollment by enabling qualified high school teachers who meet College credential requirements to teach courses.
- Dual enrollment course offerings lack intentional design and sequencing to effectively support students' transfer pathways.
- Enhance dual credit processes and communication to strengthen alignment, collaboration, and engagement among teachers and administrators, including consideration of a designated SJECCD liaison to support coordination with partner high schools.
- Develop more in-person English as Second Language (ESL) courses and resources to address challenges faced by non-native speaking students.
- Explore establishing an on-campus GED program to expand educational opportunities for adult learners.
- Promote resources more effectively and simplify access, especially for students who may be unaware of the tools and services available to them.
- Create family-centered college awareness programs that engage parents alongside students, fostering shared learning, goal-setting, and empowerment for families with limited prior access to higher education.
- Expand access to housing resources and support services to address students' housing needs.
- The campus environment feels quieter and less vibrant, with reduced activity levels in the post-COVID period.

Districtwide Alignment, Equity, and Continuous Improvement

- Integrate Strategic, Educational, Facilities, and Technology Master Plans planning processes and timelines.
- Embed equity-centered practices in planning, budgeting, and evaluation.

- Standardize metrics and outcomes reporting across the District.
- Promote transparency and open data sharing to strengthen accountability.
- Strengthen internal collaboration between colleges and the District to ensure unified messaging and shared goals to meet the needs of students.
- Encourage cross-campus collaboration to share innovations and best practices.
- Maintain a continuous improvement cycle informed by evidence and reflection.
- Standardize student processes across the District to eliminate duplication between colleges (i.e., allowing a single disabled student accommodation request to be honored at both colleges, rather than requiring students to reapply at each college).
- Implement automated solutions to streamline planning and align processes with districtwide goals.
- Address challenges with automating processes, aligning planning systems, and streamlining operations between the District's colleges.
- Ensure the new Strategic Plan leads to actionable outcomes through consistent follow-through and implementation.
- Provide inclusive and safe spaces for diverse student populations, such as LGBTQ+ and international.
- Explore initiatives to reduce financial barriers for students, such as the proposed free tuition program.

Total Work Environment and Institutional Culture

- Foster a culture of collaboration and inclusion, ensuring all voices are represented in decision-making.
- Encourage participatory governance and collaborative decision-making.
- Address workload challenges through strategic staffing and flexible work options.
- Explore workplace flexibility to accommodate long commutes and support employee well-being.
- Expand leadership development and mentoring programs across all employee groups.
- Prioritize and better fund professional development and opportunities, including campus retreats (i.e., Artificial Intelligence, emerging fields).
- Enhance and align professional development across the District by ensuring equitable funding, consistent access for all employee groups, needs-based programming, release time for participation, and coordinated technology training.
- Strengthen Caring Campus and professional learning programs.
- Enhance recognition for staff, faculty, and administrators at all levels.
- Establish and maintain formal onboarding and offboarding processes to ensure consistent communication, smooth transitions, and successful integration within the District.

Workforce and Economic Development

- Strengthen partnerships with Silicon Valley employers, workforce boards, and educational partners.
- Reestablish a Workforce Institute to coordinate employer engagement and training.
- Expand work-based learning opportunities (i.e., apprenticeships, internships) and industry-aligned programs (i.e., healthcare, AI, green energy).
- Introduce stackable credentials and micro-certifications for adult learners.
- Expand Bachelor degree offerings to support advanced workforce needs.
- Pursue regional funding for emerging industries and technology programs.
- Build continuous feedback loops between advisory boards, employers, and faculty.

- Increase contract education offerings in collaboration with local employers
- Increase opportunities for short-term and rapid-skill workforce programs.
- Expand Career Center activities, student preparation for the workplace, workforce placement, and ensure students are aware of the resources.
- Proactively address generational changes in the workforce by fostering adaptability and strengthening students' interpersonal and in-person professional skills.
- Strengthen, renew, and expand partnership opportunities between the District and *Work2Future*.
- Students expressed a desire for increased short-term training to obtain better jobs.

Communication, Outreach, and Community Engagement

- Implement a districtwide communication plan to ensure timely, two-way information flow.
- Develop a liaison structure for partnerships with employers, educational partners, and nonprofits.
- Strengthen ties with TK-12 districts and civic organizations for student pipelines.
- Focus on expanding TK-12 partnerships to ensure alignment between education pipelines and future workforce demands.
- Increase Foundation funding, focusing on local partnerships to support scholarships and fundraising initiatives beyond grants.
- Expand alumni and donor engagement through the Foundation's outreach strategy.
- Update the Economic Impact Study for District and community members.
- Highlight student and community success stories through coordinated marketing.
- Publish annual District report and scorecards to promote transparency and accountability.
- Foster deeper engagement with students, staff, and community stakeholders through dedicated forums and initiatives.
- Marketing offices need sustainable budgets to ensure consistent outreach and visibility.
- A formalized, districtwide process for gathering and integrating community feedback has not yet been developed.
- Opportunities exist to streamline student processes and strengthen communication and coordination between the District and Colleges.

Organizational Effectiveness and Fiscal Sustainability

- Implement a transparent Resource Allocation Model (RAM) tied to student success outcomes.
- Adopt multi-year budgeting and Total Cost of Ownership principles.
- Improve collaboration between District and College leadership teams.
- Address workload imbalances and staffing gaps for efficiency and morale.
- Scale up process automation for administrative efficiency, including digitizing records and leveraging Artificial Intelligence (AI).
- Develop a coordinated approach to assess and eliminate duplication in technology hardware, software, and services, ensuring greater efficiency through system integration, process improvement, and user training.
- Establish performance dashboards for fiscal and operational accountability.
- Establish a Budget Allocation Resource process to align with student plans and success.
- Grow external revenue through grants, philanthropy, and partnerships.
- Colleges should take the lead in securing and managing grants while actively mentoring employees to build their grant development and management skills.

- Expand Foundation funding through targeted fundraising, local partnerships, and increased support for scholarships beyond grant sources.
- Enhance the Foundation's investment policies to ensure stronger stewardship and long-term sustainability.
- Focus on securing sustainable funding for workforce initiatives beyond grant timelines.
- Ensure managers are responsible for the effective and efficient use of resources.
- Overall operation efficiency needs to be improved.

Technology, Data Systems, and Innovation

- Modernize ERP, acquire and implement a District-wide Customer Relationship Manager (CRM) system to enhance data usability and reporting.
- Develop a centralized student success and operations dashboard.
- Improve data collection systems to build a culture of evidence.
- Establish data-sharing and governance agreements with universities to create a regional success dashboard that supports data-informed decision-making.
- Provide digital literacy and system training for all employees.
- Explore AI for predictive analytics, enrollment forecasting, and outreach.
- Identify and reduce duplication of technology hardware, software, and services by improving processes to optimize the use of existing systems through consolidation and enhanced training.
- Improve Wi-Fi reliability, cybersecurity, and IT infrastructure Districtwide.
- Create technology-enabled classrooms and office spaces that support hybrid and multi-functional use.
- Improve student access to technology and digital resources to ensure equity.
- Use hybrid and livestream technology to increase course access and flexibility.
- Need to create multi-functional classrooms and workspaces that support diverse instructional methods and employee collaboration.
- Partners emphasized the need for the District and its Colleges to empower staff and students with the skills to lead and innovate as AI and automation reshape the modern workforce.

Facilities, Infrastructure, and Sustainability

- Align modernization projects with instructional and workforce program needs.
- Ensure full alignment between Facilities and the Colleges' Educational Master Plans.
- Consider future bond projects and ensure timely completion of current bond commitments.
- Enhance ADA accessibility, safety, and emergency preparedness across campuses.
- Integrate sustainability and energy efficiency goals into facilities planning.
- Expand technology-enabled learning spaces and hybrid classrooms.
- Leverage state and federal funding for sustainability and infrastructure projects.
- Track Total Cost of Ownership for proactive facilities maintenance.
- Ensure consistent operational updates for elevators and facilities to maintain ADA compliance and reliability.
- Prioritize maintenance and modernization of older facilities (i.e., restrooms, elevators, event spaces) to ensure functionality and an inviting campus environment.
- Improve community access to campus spaces and streamline rental/use processes.