Educational Master Plan.

2022-2027

EVERGREEN
VALLEY COLLEGE

Table of Contents.

EVERGREEN VALLEY COLLEGE

Introduction.

In 2017 the California Community College Chancellor's Office (CCCCO) adopted the Vision for Success – a set of system-wide goals to improve student outcomes, reduce students' excess unit accumulations, close achievement gaps, increase degree and certificate attainment and transfers to four-year institutions, and secure gainful employment by 2022. To help community colleges implement the Vision for Success, the CCCCO also adopted the Guided Pathways framework to structure institutional changes to ensure that more students reach their academic and career goals. Unfortunately, three years later, the human and economic devastation of a global pandemic and the traumas associated with systemic racism have again impacted communities of color disproportionately and magnified existing structural inequities and challenges in California and in the communities that Evergreen Valley College serves. Income inequality, lack of affordable housing, and food insecurity continue to impact EVC students and their families as they strive to meet their academic and career goals.

Disaggregated student success metrics in five key areas show that from 2016-2017 to 2019-2020, EVC made essential strides toward meeting the Vision for Success goals aimed at improving student outcomes. These metrics include:
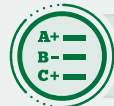
- Successful enrollment

- Completion of transfer-level math and English in the first year

- Fall-to-spring retention

- Course success

- Transition to postsecondary education, transfer, or an earned degree or certificate

Specifically, there were notable improvements for students identified as Asian, Filipino, Latinx, White, and Two or More Races in four of these five metrics. However, outcomes for American Indian/Alaska Native, Pacific Islander/Hawaiian Native, and Black/African American stagnated, decreased, or were immeasurable due to small, FERPA-suppressed numbers. Moreover, institutional outcomes for Black/African American students across all five key metrics show notable downturns. (To access Student Success metrics, visit *Cal-PASS Plus Student Success Metrics-Launch Board* and refer to the *Five Key Disaggregated Success Metrics* located in the Chapter 3 *Environmental Scan Profile: The Communities Evergreen Valley College Serves and the Student Experience.*)

The student outcomes data accumulated since 2017 underscored the need for EVC to redouble its efforts to achieve equitable opportunities for all students but requires the College to reimagine its approach to institutional planning. Consequently, this Educational Master Plan is grounded in the student voice and student experience, which contextualizes and humanizes quantitative environmental data and informs a bold, two-pronged strategic goal to shorten students' time to goal attainment and eliminate equity gaps. The EMP's supporting key actions intentionally focus on streamlining pathways, increasing students' access to programs and critical support resources, facilitating transitions, and creating a more equitable, inclusive, connected, and humanized institution.
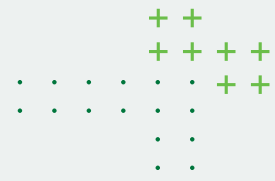
Executive Summary.

PLAN PURPOSE & FOCUS

The Evergreen Valley College Educational Master Plan 2022-2027 helps the institution navigate toward the fulfillment of its mission and vision. Furthermore, because the most crucial measure of success in educational planning is the success of all students and the achievement of equitable outcomes, the College intentionally focused the EMP processes and intended outcomes around five guiding, student-centered questions:

Q1.	Q2.	Q3.	Q4.	Q5.
Who are the students we serve now, and who will our future students be?	What are the needs of our current students, and what will students' needs be in the future?	Do our current delivery systems serve student needs? Will they serve students' future needs?	How can we best serve the educational needs of the population in our service area?	What resources (e.g., technology, facilities) and practices will best ensure equitable access and outcomes for our students?

To answer these questions and thereby inform the overarching and paramount master plan goal, the College relied upon the student's voice to understand the student experience and learn what students need to be successful. Consequently, the key actions for this Educational Master Plan's goal provide the foundation for a targeted implementation process, which will emerge from the College's annual planning and budget processes. Therefore, the EMP provides the means by which Evergreen Valley College will focus its energies and resources on student success and simultaneously support the District's core values of opportunity, equity, and social justice.

Additionally, the Evergreen Valley College Educational Master Plan 2022-2027 provides the overarching structure for all institutional planning. It aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success, guides the full development of the Guided Pathways framework, and works to address systemic racism and discrimination. Moreover, this Educational Master Plan articulates with and helps support the San José – Evergreen Community College District's Strategic Priorities (2018-2025). In sum, the alignment of the state's, District's, and College's plans provides a cohesive structure for meeting critical student success and equity metrics.

EDUCATIONAL MASTER PLANNING PRINCIPLES

Four crucial principles directed EVC's planning process:

1.	**2.**	**3.**	**4.**
Center student voices as a primary source of data	Create opportunities for student, employee, and community input	Embed opportunity, equity, and social justice as foundations for the plan's development	Make the plan actionable as a guide for the College's future direction

PROCESS AND TIMELINE

The College organized the Educational Master Plan (EMP) project activities and timeline around four thematic phases: organize, launch, investigate, and finalize.

ORGANIZE | (August-September 2021)

- Establish and publish project timeline
- Constitute augmented President's Cabinet for stewarding development: President, College Vice Presidents, Senate Presidents (Academic, Classified, Student), Research Analyst, Public Information Officer, Institutional Effectiveness Committee Chair
- Convene planning work session with consultant/outside researcher (environmental scan) to plan focus groups questions, execution, etc.

LAUNCH | (October-November 2021)

- Establish EMP Steering Committee and regular meeting schedule
- Review existing plans and goals (Strategic Plan, Student Equity Plan, AB705)
- Engage in the environmental scan
  - Compile Evergreen Valley College information, including existing student surveys (2018 #RealCollege Hope Survey, 2020 COVID Surveys, 2021 Community College Survey on Student Engagement (CCSSE), 2021 National Assessment of Collegiate Campus Climates (NACCC) and demographic and student characteristic data)
  - Examine key service area trends: demographic, economic, educational attainment, labor market trends
- Review and analyze foundational data and identify broad trends
- Plan student focus groups and stakeholder engagement opportunities

INVESTIGATE | (December 2021-March 2022)

- Conduct five student focus groups of current and future students (Associated Student Government, EOPS, TRIO, College Connection Academy programs, and general high school population)
- Analyze data, student experience feedback, and identify themes
- Conduct seven vignettes (three in-person and four via Zoom) with faculty, classified professionals, administrators, and community members to explore the mission, vision, values, and areas of focus
- Develop mission and vision statements, and the EMP strategic goal and key actions

FINALIZE | (April-May2022)

- Complete the draft of the Educational Master Plan
- Receive stakeholder feedback on the draft Educational Master Plan
- Complete participatory governance reviews of the final Educational Master Plan
- Adopt the final Educational Master Plan
- Submit the Educational Master Plan to the Governing Board for approval

PLAN ORGANIZATION

The Evergreen Valley College Educational Master Plan 2022-2027 is organized into chapters that address:

|	
CHAPTER 1	**Mission, Vision, Values, and Strategic Goal** Mission, vision, and values and the correlation to the principal strategic goal
CHAPTER 2	**Student Voices** Highlights and themes from student voices
CHAPTER 3	**Environmental Scan Profile: The Communities Evergreen Valley College Serves and the Student Experience** Key environmental conditions and trends and the student experience
CHAPTER 4	**Strategic Goal, Key Actions, and Guided Pathways Correlations** The Plan's two-pronged strategic goal, supporting key actions, and the alignment of the goal to the four Guided Pathways pillars
CHAPTER 5	**Technology and Facilities** The implications for future technology and facilities planning
CHAPTER 6	**Plan Implementation and Evaluating Progress** A protocol for the annual implementation and evaluation of the Plan

The Appendix includes links to the Educational Master Plan webpage, which archives process documents, presentations, and sources of data and information used in the development of this Educational Master Plan.

Chapter 1.

Mission, Vision, Values, and Strategic Goal
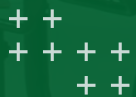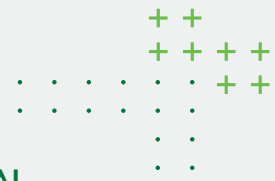
Chapter 1. | MISSION, VISION, VALUES, AND STRATEGIC GOAL

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.

VISION

To be the leading college advancing opportunity, equity, and social justice through supporting students' aspirations, education, and career attainment.

VALUES (SAN JOSÉ – EVERGREEN COMMUNITY COLLEGE DISTRICT)

Opportunity: As a District, we are constantly looking for opportunities to help enhance our commitment to students. We have established ongoing relationships with K-12 educational leaders, the San José business community, community leaders, as well as our local legislators.

Equity: San José – Evergreen Community College District recognizes that cultural diversity in the academic environment promotes academic excellence; fosters cultural, racial, and human understanding; provides positive role models for all students; and creates a race and gendered conscious educational framework where equity in student success is the definition of institutional excellence. The District keeps equitable outcomes at the center of its institutional responsibility for serving all students.

Social Justice: Social Justice is the pursuit of equity for populations who are currently and historically marginalized, underrepresented, disempowered, or violated based on their social group membership. These manifestations of oppression are pervasive existences of inequity throughout our social institutions, as well as embedded within individual consciousness. The District acknowledges these factors impede student success and calls all employees and students into action on behalf of addressing the value of social justice, both at a local and global level.

STRATEGIC GOAL: FROM MISSION AND VISION TO ACTION

To translate its mission and vision into measurable improvements in outcomes for all students, Evergreen Valley College's strategic goal and supporting key actions will be implemented annually. A full description of the *strategic goal and key actions are outlined in Chapter 4*.

EVC MISSION

EVC VISION

SJECCD VALUES

EDUCATIONAL MASTER PLAN STRATEGIC GOAL
Shorten students' time to educational goal completion and eliminate equity gaps in goal achievement.

KEY ACTIONS
To shorten students' time to educational goal completion and eliminate equity gaps in goal achievement.
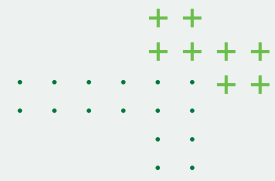
Chapter 2.

Student Voices

Chapter 2. | STUDENT VOICES

While environmental scan data presented in Chapter 2 provides valuable background about the communities that EVC serves, student voices captured here serve as the primary source of data that helped the College understand who its students are and what they need to be successful. Ultimately, student voices were critical to the College's ability to answer its Five Guiding Educational Master Plan Questions and directly informed the principal strategic goal and key actions for the EMP.

One source for the student's voice included the broad input garnered from an array of existing surveys (i.e., CCSSE, CCSSE Race/Ethnicity Pilot Survey, EVC and CCCCO COVID-19 Impact Surveys, NACCC). A second and arguably the most valuable source for understanding the student experience was a series of five focus groups conducted in the late fall of 2021 and spring of 2022. In addition, separate focus group sessions that EVC's Student Equity Committee conducted with Black/African American students provided additional insights into students' lived experiences and what they need to succeed at EVC.

Questions for these student focus groups centered on themes related to their perceptions of EVC, sources of support, sense of belongingness, the challenges associated with enrolling and completing programs of study, and advice for EVC leaders on how to help more students succeed.

PERCEPTIONS

SUPPORT

BELONGINGNESS

CHALLENGES

ADVICE

The rich collection of student experiences captured through these focus groups provided EVC with answers to its *Five Guiding Educational Master Plan Questions*.

Q1.	Q2.	Q3.	Q4.	Q5.
Who are the students we serve now, and who will our future students be?	What are the needs of our current students, and what will students' needs be in the future?	Do our current delivery systems serve student needs? Will they serve students' future needs?	How can we best serve the educational needs of the population in our service area?	What resources (e.g., technology, facilities) and practices will best ensure equitable access and outcomes for our students?

Q1. WHO ARE THE STUDENTS WE SERVE NOW, AND WHO WILL OUR FUTURE STUDENTS BE?

> *Community college is affordable because I can live at home and living with family helps financially, but it's difficult for me as first-generation to explain to my family what I'm going through.*

MANY STUDENTS SEE EVC AS A GOOD OPTION:

- Great programs (e.g., Nursing, Business, Ethnic Studies) and dedicated faculty
- "Close to home" and "affordable"
- Family is very important and also influential in decisions about college attendance
- Decisions about attending college are based on programs available and financial considerations

STUDENTS ARE UNDER MULTIPLE PRESSURES:

- Financial–juggling work and school
- Pressure from family to succeed, excel
- Mental health
- Motivational challenges
- Trying to navigate the college experience alone

Q2. WHAT ARE THE NEEDS OF OUR CURRENT STUDENTS, AND WHAT WILL STUDENTS' NEEDS BE IN THE FUTURE?

> *I have been to three other colleges, and this is the only school where I had great experiences. The dean of admissions, who was a lady, stayed late in the evening to help me. She called me after to make sure I was okay and if I needed anything else.*

STUDENTS NEED PERSONALIZED SUPPORT AND ATTENTION:

- Information and assistance with available services and support programs
- Consistent academic advice and guidance through pathways and processes for students who are not in special programs (e.g., EOPS, Umoja/AFFIRM)
- Financial advice and assistance with complex financial aid processes
- Information about options for certificate programs that prepare them for living-wage occupations
- Emotional support
- Respect and to be seen as individuals
- Mentoring
- Help from and connections with fellow students
- Connections to mental health services

Q3. DO OUR CURRENT DELIVERY SYSTEMS SERVE STUDENT NEEDS? WILL THEY SERVE STUDENTS' FUTURE NEEDS?

"

The website is not easy to navigate. And do we have a visual or map for programs? One collective list that makes it known to everybody and the centralization of everything.

STUDENTS OBSERVED:

- Difficulty navigating internal college communication ("Three emails about the same thing. It means something is going on.")

- Online classes are convenient, but this requires consistent broadband, and WiFi is not always strong or secure

- Transitioning from in-person to online courses is a "learning curve," and it takes students time to become familiar with online courses

- Both high school and current EVC students believe that EVC students are taking "classes that don't count," which prolongs transfer; they are using ASSIST.ORG or guidance from other students as the resources for understanding which classes are transferrable

- Education plans have extraneous courses, so students do their own research online or get advice from other students about education plans and which courses will count toward degrees or certificates

Q4. HOW CAN WE BEST SERVE THE EDUCATIONAL NEEDS OF THE POPULATION IN OUR SERVICE AREA?

"

I am taking classes [ESL] at EVC to better integrate into society.

BE MINDFUL AND CONSIDER WHEN PLANNING THAT:

- Students need guidance and support from their first connection to EVC all the way through their transition to postsecondary, transfer for a baccalaureate degree, or joining the workforce, which is especially the case for English language learners

- Students who have never been on the College campus or are returning to campus after a long time, especially those whose only experience has been online instruction through the pandemic, need and want guidance and personal connections

- Students want more advanced notification and access to easily accessible information regarding resources and events

- High school students are interested in student life (such as clubs and athletics) and want more information on the campus community

- Black/African American students highlighted the importance of community and belonging

- Asian (specifically Vietnamese) students – a significant segment of the population in the service area – appreciate the representation on campus (e.g., the critical mass of students, bilingual staff)

- Opportunities for the community to engage and become more aware of what EVC offers are essential to helping students feel comfortable and have a sense of belonging

Q5. WHAT RESOURCES (E.G., TECHNOLOGY, FACILITIES) AND PRACTICES WILL BEST ENSURE EQUITABLE ACCESS AND OUTCOMES FOR OUR STUDENTS?

> *My experience with work-study programs has been very good and has definitely helped me build skills in my actual work life.*

STUDENTS OBSERVED NEEDS INCLUDING:

- Expanded financial aid assistance

- Reducing financial burdens for students, such as the elimination of parking fees, book vouchers, and laptops, and access to the food pantry and other resources to help meet students' basic needs

- More information shared electronically and in ways that are centralized and easily accessed

- Human understanding of racism and the impact it has on students

- More staff to help students personally and directly with guidance, counseling, and support

STUDENT SURVEYS ECHO STUDENT FOCUS GROUP VOICES

CCSSE 2021

EVC students show *higher rates* of:

- Feeling supported by their college
- Student/Faculty Interaction

EVC students show *lower rates* of:

- Accessing Academic Counseling
- Active & Collaborative Learning
- Academic Challenge

Note: In 2021 all remote instruction.

CCCCO COVID STUDENT SURVEY, JUNE 2020

EVC students indicated notably *higher rates of challenges* in accessing the following online services:

- Academic Counseling
- Library
- Tutoring/Writing Center

2021 CCSSE PILOT SURVEY ON RACE AND ETHNICITY

All students perceive, witness, *and experience racism less at EVC* than they do in the community

African American students showed *higher rates* of perceiving, witnessing, and experiencing racism **both in the community and at EVC**

White (and to a lesser extent, Asian) students showed *lower rates* of perceiving, witnessing and experiencing racism both in the community and at EVC
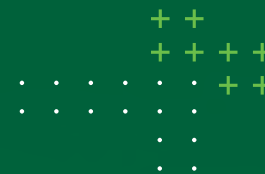
Chapter 3.

Environmental Scan Profile:
The Communities Evergreen Valley College
Serves and the Student Experience

Chapter 3. | ENVIRONMENTAL SCAN PROFILE: THE COMMUNITIES EVC SERVES AND THE STUDENT EXPERIENCE

Student voices are the bedrock foundation for the primary strategic goal and key actions for EVC's Educational Master Plan. The environmental scan data presented in this chapter, including the demographic and regional economic profile and an overview of the student experience, help contextualize what students reported about what students need to complete their education and career goals.

POPULATION

Population growth rates for the region and state were near zero in 2020. In the Silicon Valley region, this stagnation is due to both declining birth rates and a notable pattern of outward migration. The overall population of Santa Clara County is projected to grow from nearly 2 million in 2020 to about 2.4 million in 2060. However, the projected growth is due to an aging population (the number of residents aged 40 and younger is projected to remain about the same).

AGE

The population is aging, as seen in the increase of residents ages 65 and over and a decline in the number of children under the age of 18.

ETHNICITY

In 2019, residents who identified as White were the largest ethnicity of the Silicon Valley region's population, while Asian residents represented the majority (35%) of the non-White population. Black/African American residents continued to represent approximately 2% of the non-White population – a decade-long pattern. Population growth in Santa Clara County will come primarily from an increase in the Latinx and Asian people, with the White and Black/African American populations remaining relatively stable.

FOREIGN-BORN

Silicon Valley's foreign-born population stood at 39% in 2019 (considerably higher than the state rate of approximately 27%).

EDUCATIONAL ATTAINMENT

Residents' educational attainment levels continue to be exceptionally high; but most Latinx and Black/African American residents do not have undergraduate degrees, which translates to socioeconomic disparities in income, housing, health care, and other crucial metrics. Notably, 56% of San José residents have less than a bachelor's degree.

HIGH SCHOOL GRADUATION

Santa Clara Valley high school graduates are projected to decrease from 20,634 in 2020 to about 19,000 in 2033 – a drop of about 7%. EVC enrolls about 10% of local high school students the fall after graduation – around 800 annually.

OCCUPATIONS

Job losses resulting from the COVID-19 pandemic were particularly pronounced in Community Infrastructure and Services Jobs (-15% between mid-2019 and mid-2020) – more than half of which are low-skill/low-wage jobs. Other occupational areas hard hit by the pandemic were Arts, Entertainment & Recreation (-54%), Personal Services (e.g., Beauty Salons, Nail Salons, and Dry-Cleaning Services) at -54%, and Accommodation and Food Services (-41%).

UNEMPLOYMENT

By the end of 2020, Silicon Valley's unemployment rate was 5.9% (approximately 87,600 unemployed residents across Santa Clara and San Mateo Counties). However, the unemployment rates vary by ethnicity and occupation: Black/African American residents experiencing an increase in unemployment (3.4% in 2016 to 3.8% in 2019), and low-income workers who earn less than approximately $29,000 annually experience rates of up to 29%.

DIGITAL DIVIDE

While 2019 census data reports that the vast majority (97%) of Silicon Valley students had access to a computer and broadband internet at home, the pandemic laid bare existing digital inequities, as thousands of students did not have access to reliable connectivity. The shift to distance learning during the pandemic coupled with digital inequality resulted in a decline in graduation rates – an overall increase of 3% in the high school dropout rate, which disproportionately impacted unhoused students (50%), English-language learners (28%), Latinx students (16%) and socioeconomically disadvantaged students (16%).

INCOME INEQUALITY

Since 2010, income gaps between the highest- and lowest-earning households in Silicon Valley increased twice as quickly as in California or the US and reached a peak in 2019. While Santa Clara Valley is relatively affluent, the City of San José, which comprises over half the county's population and is within EVC's service area, is markedly less wealthy, with lower educational attainment and income and higher unemployment.

POVERTY AND FOOD INSECURITIES

Silicon Valley's poverty rate remains relatively low (6%) compared to California (12%); however, these poverty estimates are based on the Federal Poverty Threshold, which does not factor in the region's high cost of living. Additionally, in 2019 the Valley's most impoverished residents were young adults ages 18-34 (7.3%),

Black/African American residents (11%), and children (19%). More than a third of Silicon Valley students, ages 5-17 (134,200 students), qualified for free or reduced-price school meals (FRPM) in the 2019-2020 school year. Notably, Latinx, Black/African American, and multiple race/ethnicity residents are almost twice as likely to be in poverty as Whites. Pre-pandemic food insecurity estimates in the region vary according to source but range between 6% and 17%, and food insecurity rates quadrupled during the pandemic.

SELF-SUFFICIENCY

Self-sufficiency (i.e., the amount of income necessary to meet basic needs without public subsidies or private/informal assistance) varies by gender, ethnicity, education level, family size, citizenship status, and other factors. Overall, while the household poverty rate is generally low, nearly 30% are not self-sufficient. Additionally, 73% of households headed by single mothers were below the self-sufficiency threshold wage of $16.65/hour for a two-adult household with no children or $27.07/hour per adult in a family of four. Furthermore, 81% of Latinx non-citizen households and 84% of single parents with three or more children were below the standard in 2018 (pre-pandemic).

Sources: 2021 Silicon Valley Index, Joint Venture Silicon Valley, Inc; US Census; American Community Survey, 2015-2019, California Department of Education

REGIONAL LABOR MARKET PROFILE: FASTEST GROWING OCCUPATIONS

To close opportunity and equity gaps evident in regional demographic data, EVC must ensure that it offers career education and transfer programs that prepare students to earn a living wage. The occupational projections provided here point to areas for the College to re-examine its current programs and ensure that it aligns its offerings to future opportunities for its students.

The living-wage estimates for the occupational projections are based on the MIT Living Wage Calculator data for Santa Clara County (*MIT Living Wage Calculator–Santa Clara County*). As the average household size reported in the US Census is approximately three (i.e., 2.97), a minimum threshold of $27.64 per hour to support a household of three (2 adults, both working, 1 child) is applied in the tables below with annual salaries assumed to be full-time and 2,080 hours. This estimation of a living-wage salary also closely aligns with a self-sufficiency threshold of $27.07/hour per adult in a family of four. Occupations displaying $0.00 hourly or annual wage indicate that an estimate could not be provided or that workers may not work full-time year-round. Therefore, it is not feasible for these occupations to calculate an hourly wage; however, these occupations have been included in these data sets because occupational demand is relevant for future planning.

Table 1. San José – Sunnyvale – Santa Clara Metropolitan Statistical Area living-wage occupational projections requiring an associate degree, post-secondary non-degree award, some college/no degree, more than 20 annual job openings, 2018-2028

OCCUPATIONAL TITLE	ENTRY-LEVEL EDUCATION	2018-2028 TOTAL JOB OPENINGS	ANNUAL JOB OPENINGS	AVERAGE ANNUAL EARNINGS
DENTAL HYGIENISTS	Associate degree	1,450	145	$123,003
MECHANICAL DRAFTERS	Associate degree	390	39	$107,824
WEB DEVELOPERS	Associate degree	3,320	332	$104,443
DIAGNOSTIC MEDICAL SONOGRAPHERS	Associate degree	350	35	$103,606
ELECTRICAL & ELECTRONICS DRAFTERS	Associate degree	880	88	$100,041

Table 1. Cont'd

OCCUPATIONAL TITLE	ENTRY-LEVEL EDUCATION	2018-2028 TOTAL JOB OPENINGS	ANNUAL JOB OPENINGS	AVERAGE ANNUAL EARNINGS
RESPIRATORY THERAPISTS	Associate degree	830	83	$99,459
COMPUTER NUMERICALLY CONTROLLED MACHINE TOOL PROGRAMMERS, METAL & PLASTIC	Postsecondary non-degree award	520	52	$91,405
RADIOLOGIC TECHNOLOGISTS	Associate degree	650	65	$90,592
PARALEGALS & LEGAL ASSISTANTS	Associate degree	2,440	244	$88,549
COMPUTER NETWORK SUPPORT SPECIALISTS	Associate degree	2,140	214	$85,158
COMPUTER USER SUPPORT SPECIALISTS	Some college, no degree	13,040	1,304	$83,463
ENVIRONMENTAL ENGINEERING TECHNICIANS	Associate degree	210	21	$83,146
CIVIL ENGINEERING TECHNICIANS	Associate degree	350	35	$77,416
ELECTRICAL & ELECTRONICS ENGINEERING TECHNICIANS	Associate degree	5,440	544	$73,463
HEATING, AIR CONDITIONING, & REFRIGERATION MECHANICS & INSTALLERS	Postsecondary non-degree award	2,850	285	$73,049
LIFE, PHYSICAL, & SOCIAL SCIENCE TECHNICIANS	Associate degree	780	78	$71,992
SURGICAL TECHNOLOGISTS	Postsecondary non-degree award	540	54	$71,246

Table 1. Cont'd

OCCUPATIONAL TITLE	ENTRY-LEVEL EDUCATION	2018-2028 TOTAL JOB OPENINGS	ANNUAL JOB OPENINGS	AVERAGE ANNUAL EARNINGS
ENVIRONMENTAL SCIENCE & PROTECTION TECHNICIANS, INCLUDING HEALTH	Associate degree	610	61	$70,868
HEALTHCARE PRACTITIONERS & TECHNICAL WORKERS	Postsecondary non-degree award	210	21	$70,654
LICENSED PRACTICAL & LICENSED VOCATIONAL NURSES	Postsecondary non-degree award	2,710	271	$69,622
ARCHITECTURAL & CIVIL DRAFTERS	Associate degree	790	79	$66,476
AUDIO & VIDEO EQUIPMENT TECHNICIANS	Postsecondary non-degree award	680	68	$63,963
MEDICAL RECORDS & HEALTH INFORMATION TECHNICIANS	Postsecondary non-degree award	770	77	$62,196
HEALTH TECHNOLOGISTS & TECHNICIANS	Postsecondary non-degree award	950	95	$62,196
TELECOMMUNICATIONS EQUIPMENT INSTALLERS & REPAIRERS	Postsecondary non-degree award	2,900	290	$61,109

Source: California Economic Development Department EDD Labor Market Information Division

Table 2. San José – Sunnyvale – Santa Clara Metropolitan Statistical Area projections, fastest-growing occupations at or above a living wage, requiring a bachelor's degree, 2018-2028

OCCUPATIONAL TITLE	BASE YEAR EMPLOYMENT ESTIMATE (2018)	PROJECTED YEAR EMPLOYMENT ESTIMATE (2028)	PERCENTAGE CHANGE	MEDIAN ANNUAL WAGE
FINANCIAL MANAGERS	9,840	11,760	19.5%	$137,142
MEDICAL AND HEALTH SERVICES MANAGERS	2,880	3,540	22.9%	$134,126
BIOMEDICAL ENGINEERS	580	700	20.7%	$101,301
OPERATIONS RESEARCH ANALYSTS	1,380	1,780	29.0%	$90,645
CLINICAL LABORATORY TECHNOLOGISTS AND TECHNICIANS	2,580	3,180	23.3%	$67,643
MARKET RESEARCH ANALYSTS AND MARKETING SPECIALISTS	11,610	14,190	22.2%	$65,855
BIOLOGICAL TECHNICIANS	540	670	24.1%	$49,103
SUBSTANCE ABUSE, BEHAVIORAL DISORDER, AND MENTAL HEALTH COUNSELORS	4,270	5,420	26.9%	$48,872
SOFTWARE DEVELOPERS, APPLICATIONS	10,350	13,210	27.6%	$0
INFORMATION SECURITY ANALYSTS	770	1,010	31.2%	$0

Source: California Economic Development Department EDD Labor Market Information Division

Note: Occupations displaying $0.00 hourly or annual wage indicate that an estimate could not be provided or that workers may not work full-time all year-round. For these occupations, it is not feasible to calculate an hourly wage.

THE STUDENT EXPERIENCE

Comparative Approach to Student Data

To illustrate the distinctive characteristics of EVC's student population, the student demographic data compares the main features of students from Silicon Valley community colleges, including De Anza, Foothill, Gavilan, Mission, San José City, and West Valley. The primary source of information for this data is the California Community Colleges Chancellor's Office (CCCCO) Data Mart. In sum, this data shows where EVC is making significant progress of improving the student experience from connection with the College to goal completion and areas for focused strategies in this EMP to improve outcomes and eliminate opportunity gaps for students.
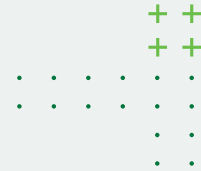
Headcount

While Foothill College and De Anza College are significantly larger than EVC and Gavilan has the smallest number of students, the headcount for all except one of the colleges in the region has decreased during the pandemic.

Table 3. Five-year student headcount for Silicon Valley colleges

COLLEGE	2016-2017	2020-2021	PERCENT CHANGE
SAN JOSÉ CITY	12,567	13,413	7%
EVERGREEN VALLEY	14,273	13,832	-3%
DE ANZA	32,255	29,619	-8%
FOOTHILL	33,689	29,113	-14%
GAVILAN	9,187	7,257	-21%
WEST VALLEY	16,526	13,012	-21%
MISSION	15,864	11,768	-26%

Gender, Age, and Ethnicity

Compared to all Silicon Valley community colleges, EVC has:

- a higher percentage of female students (nearly 60% of the student population);
- the highest proportion (32.5%) of traditionally-aged students (aged 24 and younger); and,
- the lowest percentage of White students (7.4%), making EVC the most ethnically diverse of the regional community colleges.
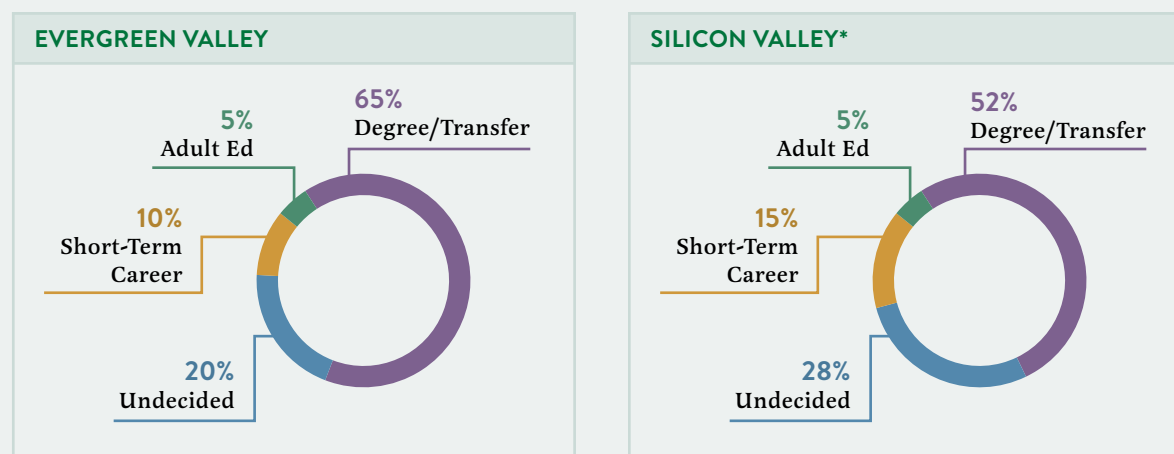
Enrollment Status and Journey Type

Comparatively, Evergreen Valley College has:

- the highest proportion of continuing students (72.7%), but the lowest percentage of first-time students (11%);
- a relatively low proportion of Special Admit students (high school concurrent enrollment);
- a higher proportion of degree/transfer students; and,
- the highest number (106) and proportion (13%) of non-degree applicable courses (basic skills).
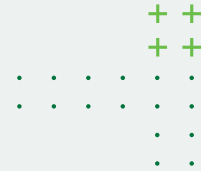
Student Journey by Educational Goal

Based on declared educational goals, EVC has a higher proportion of Degree/Transfer students (64.8%) compared to other Silicon Valley colleges (52.2%) and a lower proportion of Short Term CTE (10%) and Undecided/Other (19.4%).

Figure 1. Evergreen Valley College and Silicon Valley Community Colleges' student journey based on declared goals, 2019-2020

EVERGREEN VALLEY

- 5% Adult Ed
- 65% Degree/Transfer
- 10% Short-Term Career
- 20% Undecided

SILICON VALLEY*

- 5% Adult Ed
- 52% Degree/Transfer
- 15% Short-Term Career
- 28% Undecided

Source: CCCCO Student Success Metrics, 2019-2020

Overall EVC Retention, Graduation, and Transfer Outcomes

As illustrated by the Integrated Postsecondary Education Data System (IPEDS) outcomes in Table 3, both EVC and its sister college, San José City College, have lower completion rates at the three-year mark.

Table 4. IPEDS (Integrated Postsecondary Education Data System) three-year completion rates, 2019-2020

COLLEGE	FALL TO FALL RETENTION: FULL-TIME (19-20)	FALL TO FALL RETENTION: PART-TIME (19-20)	150% TIME GRADUATION RATE (17-19)*	150% TIME TRANSFER OUT RATE (17-19)**
DE ANZA	77%	38%	65%	4%
EVERGREEN VALLEY	77%	44%	30%	9%
FOOTHILL	100%	~	59%	11%
GAVILAN	65%	30%	36%	7%
MISSION	73%	39%	44%	11%
SAN JOSÉ CITY	58%	28%	25%	8%
WEST VALLEY	79%	44%	40%	13%

Source: Integrated Postsecondary Education Data System (IPEDS)
Note: Asterisk (*) indicates First-Time Full-Time Degree/Certificate seeking students who earn an award within 3 years, so higher numbers are better. Double asterisks (**) denote First-Time Full-Time who left EVC without earning an award and enrolled at another college or university.
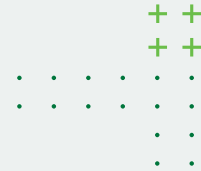
With respect to transfer, the California State University (CSU) system is the primary transfer destination for EVC students, followed by out-of-state colleges and universities, the University of California (UC), and In-State Private schools. Statewide, 90% of California community college students who apply to transfer to the CSU are accepted at one or more colleges. EVC has excelled at seeing students transfer successfully transfer with an acceptance rate of 92%.

Additionally, approximately 80% of EVC transfer students enrolling in a CSU enroll at San José State University (SJSU). In fact, EVC is the second-largest source of transfer students to SJSU, behind De Anza. After SJSU, the top CSU transfer destinations for EVC are CSU East Bay, San Francisco State, CSU Monterey Bay, and CSU Sacramento.

Moreover, regarding students transferring to a University of California campus statewide, 75% of California Community College students who apply to transfer to the University of California are accepted at one or more campuses. Here again, EVC has notably high rates for UC acceptance (78%), with the top UC transfer destinations for EVC students being Santa Cruz, Davis, Irvine, San Diego, and Santa Barbara.

For EVC students transferring to out-of-state institutions, the top transfer destinations for EVC students offer either exclusive or extensive online programs (i.e., Thunderbird, Southern New Hampshire, Western Governor's).

(Note: Data sources for transfer information include UC InfoCenter, CSU Community College Dashboard, and the CCCCO Data Mart. Links to these sources are located in the Appendix.)

LaunchBoard Student Journeys by Education Goal – Key Statistics

Educational Goal: Degree/Transfer

For students indicating a goal of Degree/Transfer, which is 65% of EVC students, compared to other Silicon Valley Community Colleges, EVC posts much lower transfer-level math and English completion rates in the first year for students who have declared a degree/transfer program of study.

Table 5. Comparative success metrics for Degree/Transfer educational goal and completion of math and English in the first year

	N	MATH IN 1ST YEAR	ENGLISH IN 1ST YEAR	BOTH IN 1ST YEAR
EVERGREEN VALLEY	8,808	25%	35%	16%
SILICON VALLEY	59,132	35%	41%	26%

Also notable for students indicting Degree/Transfer as their educational goal, while ADT earners accumulate fewer units upon degree completion than AA/AS earners, on average, EVC degree/transfer students are accumulating more units upon degree completion (i.e., 89 average units for AA/AS degree earners, 86 average units for ADT earners).

Educational Goal: Undecided/Other

For EVC students whose declared goals are "Undecided" or "Other" (i.e., 20% of the student population), these data show a divergence of experiences. Specifically, students in this cohort have experienced lower course success rates than the Silicon Valley average. Still a comparatively high proportion of EVC Undecided/Other students ultimately transfer to a four-year college or university. However, Undecided/Other students who earn an associate degree (AA/AS) accumulate a significantly large number of units upon award.

Table 6. Comparative success metrics for Undecided/Other educational goal student

	N	COURSE SUCCESS RATE	EARNED A DEGREE	TRANSFERRED TO ANY 4-YR	AVERAGE UNITS EARNED AA/AS	AVERAGE UNITS EARNED ADT
EVERGREEN VALLEY	8,808	25%	35%	16%	35%	16%
SILICON VALLEY	59,132	35%	41%	26%	41%	26%

Educational Goal: Short-Term CTE Certificate

A higher proportion earns their award at another Silicon Valley community college for students whose educational goal is to complete a Short-Term CTE certificate (10% of EVC students). Additionally, fewer EVC students report that their job is closely related to their studies and noticeably fewer attained a living wage compared to their peers at other Silicon Valley community colleges.

Table 7. Comparative success metrics for Short-Term CTE Certificate educational goal

	N	EARNED AN APPROVED CERTIFICATE	EARNED A DEGREE	JOB CLOSELY RELATED TO STUDIES	MEDIAN CHANGE IN EARNINGS	ATTAINED LIVING WAGE
EVERGREEN VALLEY	1,406	1%	7%	67%	11%	40%
SILICON VALLEY	17,272	4%	2%	84%	25%	64%

Educational Goal: Adult Education/ESL

For Adult Education/ESL students (5% of EVC's student population), a comparatively higher proportion became employed after their studies; however, EVC students posted a lower wage gain.

Table 8. Comparative success metrics for Adult Education/ESL educational goal

	N	TRANSITIONED TO POST-SECONDARY	EARNED A DEGREE	BECAME EMPLOYED	MEDIAN CHANGE IN EARNINGS
EVERGREEN VALLEY	738	~	2%	36%	8%
SILICON VALLEY	5,954	16%	1%	18%	19%

Source: CCCCO Student Success Metrics, 2019-2020

Student Outcomes Metrics by Race and Ethnicity

Because of Evergreen Valley College's intentionality around advancing student equity and social justice, no analysis would be complete without an examination of outcomes by fundamental Launchboard metrics. The *data presented in Table 4* illustrates important patterns regarding successful enrollment, transfer-level math and English completed in the first year, retained fall to spring, course success rate, and transition to a post-secondary, earned an award, or attained the Vision for Success definition of success. Notably, this data provides the following primary indicators essential as EVC develops and implements the strategic goal and identified key actions for this Educational Master Plan. The main takeaways are noted here.

Areas of improvement –

- While small in number, there are signs of some improvements for several racial and ethnic groups (e.g., American Indian/Alaska Native, Pacific Islander/Hawaiian Native) across several basic metrics.

- In four of the five metrics, there have been improvements in outcomes for Asian, Filipino, Latinx, White, and students who identify as Two or More Races.

Areas of continuing challenges –

- Over five years, across all metrics, the College has not succeeded in increasing enrollment, retention, or success for Black/African American students.

- Retention has been a challenge, especially in light of the pandemic impact in spring 2020. Still, American Indian, White, and Two or More Races are student demographics where retention increased, which illustrates the disparate effects of COVID-19 on different student populations.

- There have been immeasurable, stagnant, or decreased outcomes for American Indian/Alaska Native, Pacific Islander/Hawaiian Native, and Black/African American.

Table 9. Disaggregated student success metrics, 2016-2017 to 2019-2020

METRIC	RACE/ETHNICITY	2016-2017	2019-2020	CHANGE
SUCCESSFUL ENROLLMENT (SAME CC DISTRICT)	American Indian/Alaska Native	-	-	-
	Asian	36%	37%	1%
	Black/African American	31%	30%	-1%
	Filipino	32%	44%	12%
	Latinx	38%	49%	11%
	Pacific Islander/Hawaiian Native	-	30%	-
	White	39%	35%	-4%
	Two or More Races	38%	43%	5%

Table 9. Cont'd

METRIC	RACE/ETHNICITY	2016-2017	2019-2020	CHANGE
TRANSFER LEVEL MATH/ENGLISH 1ST YEAR	American Indian/Alaska Native	-	-	-
	Asian	6%	12%	6%
	Black/African American	-	-	-
	Filipino	7%	18%	9%
	Latinx	5%	11%	6%
	Pacific Islander/Hawaiian Native	-	-	-
	White	8%	13%	5%
	Two or More Races	18%	16%	-2%
RETAINED FALL TO SPRING	American Indian/Alaska Native	57%	61%	4%
	Asian	74%	75%	-1%
	Black/African American	61%	58%	-3%
	Filipino	73%	70%	-3%
	Latinx	66%	65%	-1%
	Pacific Islander/Hawaiian Native	71%	60%	-11%
	White	63%	66%	3%
	Two or More Races	61%	68%	7%
COURSE SUCCESS RATE	American Indian/Alaska Native	80%	84%	4%
	Asian	79%	83%	4%
	Black/African American	63%	63%	0%
	Filipino	73%	79%	6%
	Latinx	65%	69%	4%
	Pacific Islander/Hawaiian Native	70%	67%	-3%
	White	75%	78%	3%
	Two or More Races	69%	75%	6%

Table 9. Cont'd

| METRIC	RACE/ETHNICITY	2016-2017		2019-2020		CHANGE	
		DEGREE/CERT	VFS	DEGREE/CERT	VFS	% CHANGE DEGREE/CERT	% CHANGE VFS
TRANSITIONED TO POSTSECONDARY OR EARNED AWARD	American Indian/Alaska Native	-	-	-	-	-	-
	Asian	295	155	504	252	71%	56%
	Black/African American	26	15	11	11	-58%	-27%
	Filipino	84	45	122	61	45%	36%
	Latinx	475	249	587	285	24%	14%
	Pacific Islander/Hawaiian Native	-	-	-	-	-	-
	White	97	53	109	55	12%	4%
	Two or More Races	27	19	38	22	41%	16%
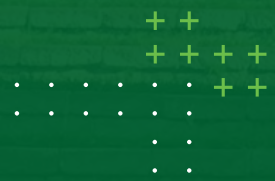
Chapter 4.

Strategic Goal, Key Actions,
and Guided Pathways Correlations
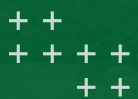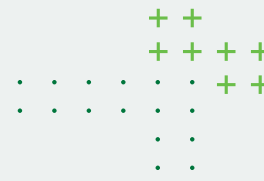
Chapter 4. | STRATEGIC GOAL, KEY ACTIONS, AND GUIDED PATHWAYS CORRELATIONS

EDUCATIONAL MASTER PLAN STRATEGIC GOAL:
Shorten students' time to educational goal completion and eliminate equity gaps in goal achievement.

KEY ACTIONS TO SHORTEN STUDENTS' TIME TO GOAL COMPLETION

- Include more students in early outreach programs and dual enrollment in the underserved communities in East San José.

- Fully implement AB705, legislation related to math and English, by markedly reducing pre-collegiate courses and adding support to students who need it in transfer-level coursework.

- Increase the percentage of students who complete transfer-level math and English in their first year.

- Implement a degree audit tool and provide training to students, faculty, and staff on its effective use.

- Support our counselors, who are critical players in guiding students through their educational pathways by providing ongoing professional development.

- Intentionally increase and sequence EVC's course offerings to allow students to complete their programs of study expeditiously.

- Offer fully online associate degrees and certificates and provide students with the support resources they need to complete online courses and programs of study successfully.

- Invest in innovation, technology, and professional development to shorten students' time to goal completion.
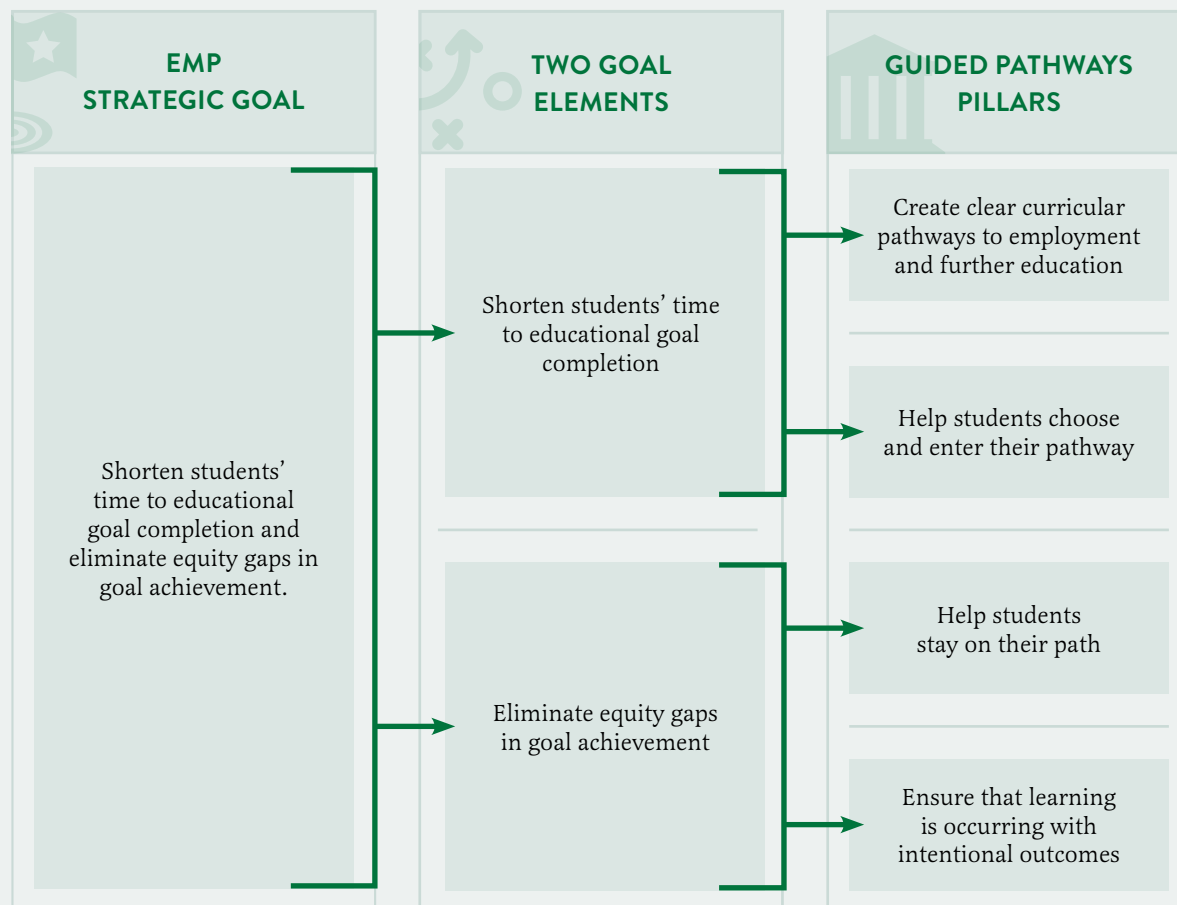
KEY ACTIONS TO ELIMINATE EQUITY GAPS

- To meet the Vision for Success and College goal, fully implement the Guided Pathways framework.

- Humanize the curriculum to include plural voices and customize the curriculum for each learner and classroom.

- Regularly review classroom and campus climates and develop a strategic action plan to implement equity-focused, anti-racist, and inclusive practices.

- Provide regular professional development opportunities and ongoing racial equity and diversity, equity, and inclusion (DEI) training and coaching for faculty, classified professionals, and administrators.

- Increase on-campus (e.g., clubs, athletics) and community-based (e.g., volunteer) student engagement opportunities to create student belonging and support.

- Increase the diversity of full-time and part-time faculty and staff by providing ongoing racial equity and DEI training to recognize and interrupt implicit and explicit bias. Analyze hiring process results at the announcement, screening, interviewing, and onboarding phases using data disaggregated by race and ethnicity.

- Examine demand for current programs based on data to redesign existing programs if needed and offer additional new instructional programs (credit and noncredit) in high-demand occupations that provide living wages.

- Increase partnerships with nonprofits and local agencies to address students' basic needs, including, but not limited to, food, housing, childcare, medical, and mental health resources.

- Provide ongoing campus-wide training on mental health and wellness issues and crisis intervention, and expand mental health support to students.

- Invest in innovation, technology, and professional development to eliminate student equity gaps.

- Increase the successful enrollment of students from our district service area, including those coming from adult education.

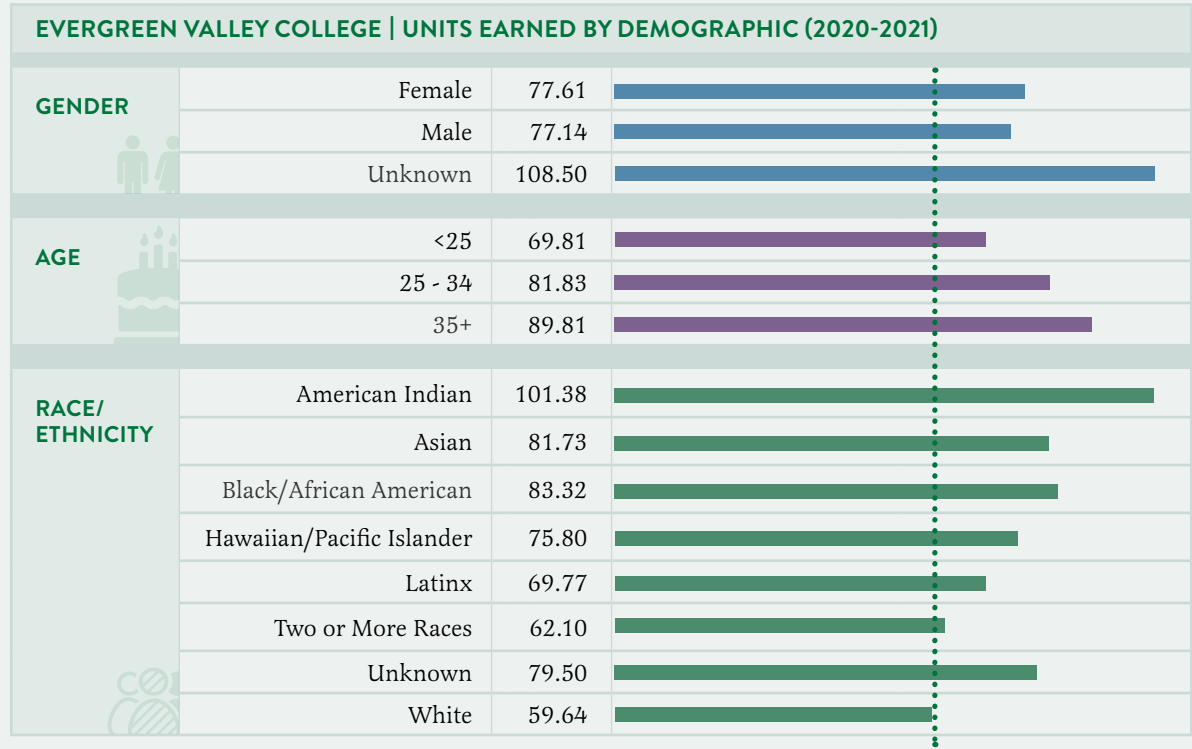## STRATEGIC GOAL AND GUIDED PATHWAYS CORRELATIONS

EMP STRATEGIC GOAL	TWO GOAL ELEMENTS	GUIDED PATHWAYS PILLARS
Shorten students' time to educational goal completion and eliminate equity gaps in goal achievement.	Shorten students' time to educational goal completion	Create clear curricular pathways to employment and further education
		Help students choose and enter their pathway
	Eliminate equity gaps in goal achievement	Help students stay on their path
		Ensure that learning is occurring with intentional outcomes

GOAL METRICS

The metrics in the table below provide to track the College's performance toward meeting its goal of shortening students' time to educational goal completion and eliminating equity gaps in goal achievement.

Table 10. Educational Master Plan goal metrics – units earned

PROGRESS TO BE MEASURED BY:	CURRENT METRIC	SHORT-TERM GOAL (BY JUNE 2024)	LONG-TERM GOAL (BY JUNE 2027)	ULTIMATE GOAL
1. AVERAGE UNITS EARNED UPON DEGREE COMPLETION	75	70	63	60
2. EQUITY GAP IN UNITS EARNED UPON DEGREE COMPLETION	23.68	18	12	fully eliminate

EVERGREEN VALLEY COLLEGE | UNITS EARNED BY DEMOGRAPHIC (2020-2021)

GENDER	Female	77.61
	Male	77.14
	Unknown	108.50
AGE	<25	69.81
	25 - 34	81.83
	35+	89.81
RACE/ ETHNICITY	American Indian	101.38
	Asian	81.73
	Black/African American	83.32
	Hawaiian/Pacific Islander	75.80
	Latinx	69.77
	Two or More Races	62.10
	Unknown	79.50
	White	59.64

60 UNITS ULTIMATE GOAL

Table 11. Educational Master Plan goal metrics – terms enrolled

| PROGRESS TO BE MEASURED BY:	CURRENT METRIC	SHORT-TERM GOAL (BY JUNE 2024)	LONG-TERM GOAL (BY JUNE 2027)	ULTIMATE GOAL
3. AVERAGE TERMS ENROLLED UPON DEGREE COMPLETION	9	8	7	6
4. EQUITY GAP IN TERMS ENROLLED UPON DEGREE COMPLETION	3	2	1	fully eliminate

EVERGREEN VALLEY COLLEGE | TERMS ENROLLED BY DEMOGRAPHIC (2020-2021)

GENDER	Female	8.52
	Male	8.61
	Unknown	19
AGE	<25	8.08
	25 - 34	9.34
	35+	9.31
RACE/ ETHNICITY	American Indian	11.38
	Asian	8.66
	Black/African American	9.71
	Hawaiian/Pacific Islander	8.40
	Latinx	8.53
	Two or More Races	6.85
	Unknown	9.72
	White	6.86

6 TERMS ULTIMATE GOAL
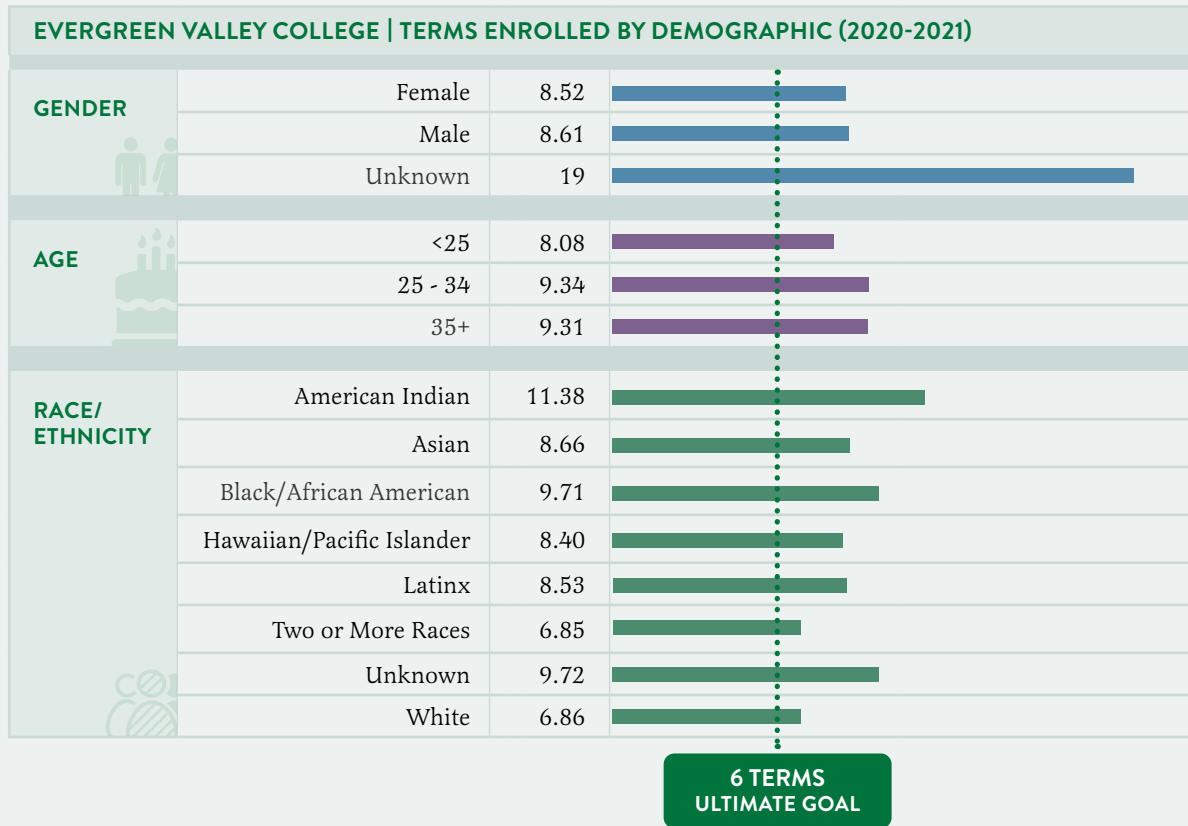
Note: Metrics based on internal College CROA data. Equity gaps are based on EVC's highest primary subgroup populations. As certificates have varied unit requirements, they are not included in these goals, but are included in the Dashboards for disaggregation and monitoring. Equity gaps are based on EVC's highest primary subgroup populations.

Chapter 5.

Technology and Facilities
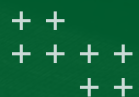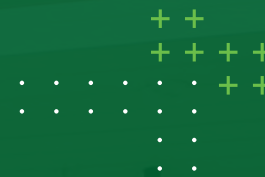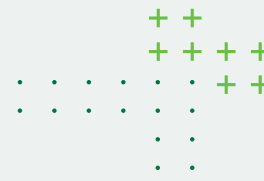
Chapter 5. | TECHNOLOGY AND FACILITIES

FUTURE TECHNOLOGY PLANNING CRITERIA AND TOTAL COST OF OWNERSHIP

The total cost of ownership (TCO) represents the sum of all direct and indirect costs and expenses related to acquiring, implementing, and managing information technology over time. For example, TCO includes hardware and software, management, support, communications, end-user expenses, the costs of downtime, training, and other sources of productivity losses. Because of the significant investment of fiscal and human resources in acquiring information technology, applying a total cost of ownership analysis will help the College assess both the immediate and long-range value of technology-related expenditures.

To determine information technology resource investments, EVC will begin with an assessment of which potential expenditures and products directly relate to and support the achievement of the College's mission, vision, and EMP strategic goal. After considering the correlation to the mission, vision, and EMP, the College will engage in a total cost of ownership analysis applying the following assessment calculation model:

1. Determine how many and which activities or products to use in a comparative analysis and gather information about the estimated useful life and its end-of-life cycle (e.g., donated, disposed of, recycled).

2. For products, determine any discounts applied to the initial costs to arrive at the net purchase price per unit.

3. For information technology systems, determine the total initial costs, such as:

- Hardware;
- Software; functionality; architecture; scalability;
- Data architecture;
- Time to implementation;
- User training;
- Support and maintenance;
- Service Contract/s;
- Set-up and Installation;
- Administrative costs;
- Testing; and,
- Licenses.
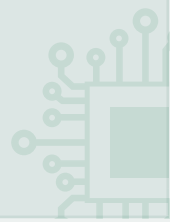
4. Add initial and ongoing training and assistance expenses to the initial outlay; add comprehensive training and assistance costs to the calculated per unit cost. In addition, estimate and add any costs for IT staff based on hours required and staff salaries.

5. Allocate and add to total costs expenditures for maintenance and support per unit.

6. Calculate the average annual energy consumption per unit connected to the power grid and then add to the initial cost of each product.

7. Estimate any potential additional cost of purchases or acquisitions needed to manage power consumption.

8. Add the cost of upgrades, including price per upgrade and staff (i.e., IT, property management) labor costs required.

9. Calculate the costs involved in carrying out the methods of disposition for the product's end-of-life cycle:

Determine administrative expenses related to inventory management, paperwork, payment processing, selection of recipients (e.g., recycling contractor, charitable organization) or "take-back" programs, and any costs associated with support provided to recipients, including –

- installation;
- removal of equipment;
- backing up the hard drive;
- sanitation of items;
- recycling fees;
- packaging and transporting; and,
- trade-in value, if any.

10. Extract the overall total cost of ownership to the purchase price for the activity or product in the comparative analysis.

ASSESSING FUTURE PROGRAM SPACE NEEDS

The qualitative and quantitative elements described here establish an overarching framework to inform future program space needs.

Assess current and future facilities via central questions, including, but not limited to:

- How do current facilities support Vision for Success and Student Equity and Achievement goals?

- Over the previous five years, which program(s) are growing, stable, or shrinking?

- How has distance learning impacted the space needs of instructional programs?

- What new instructional approaches, such as "flipped classrooms" and hy-flex modalities, will impact space needs?

- What new programs will the College develop over the next five to ten years, and what facilities will be needed to support the delivery of instruction in these programs?

- For Career Education Programs:

  - What have industry advisory boards indicated as high priorities for Career Education programs?

  - What impact will efforts to meet industry demands have on program and space needs?

- What technology or facilities have been in program reviews that may have significant implications for the future?

- What enhancements to existing facilities and technology will improve accessibility?

- How will the College address the need for the remote delivery of support services?
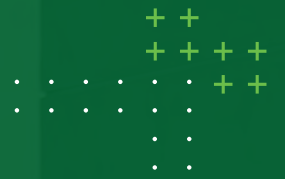
Chapter 6.

Plan Implementation and Evaluating Progress

Chapter 6. | PLAN IMPLEMENTATION AND EVALUATING PROGRESS

To ensure that the EMP's strategic goal and key actions are executed, EVC will engage in an annual implementation process, which aligns with the annual planning and budget development cycle, and establishes specific, detailed activities and tasks for the upcoming academic year.

STEP 1 | ANNUAL IMPLEMENTATION REPORT

EMP Action Process Owners will each complete an *Annual Educational Master Plan Implementation Report*, including:

- progress on each EMP Key Action and the associated tasks were undertaken;
- outcomes for completed EMP Key Actions and associated tasks; and,
- additional pending tasks and the anticipated completion deadline(s).

STEP 2 | ANNUAL PLANNING SUMMIT

The College will annually review the Educational Master Plan strategic goal and Key Actions accomplished and provide input on the tasks needed to achieve the strategic goal and key actions for the following academic year. In addition to reviewing the prior year's EMP activities, tasks, and outcomes, the College will review its progress on meeting the *four EMP goal metrics noted in Chapter 4*.

STEP 3 | DEVELOP

The Institutional Effectiveness Committee will review the college community's input from the Annual Planning Summit and creates the ***Annual Educational Master Plan Implementation Action Guide*** for the following academic year that identifies:

a. **activities and tasks** needed to achieve specific EMP Key Actions associated with the overarching EMP strategic goal;

b. the **EMP Action Process Owner** responsible for overseeing the completion of the activity;

c. **the outcome(s)** for each activity; and,

d. **resource(s) needed**.

STEP 4 | REVIEW AND FINALIZE

The Institutional Effectiveness Committee will present the ***Annual Educational Master Plan Implementation Action Guide*** to College Council for input, approval, and recommendation to the President.

STEP 5 | PUBLISH AND DISSEMINATE

The ***Annual Educational Master Plan Implementation Action Guide*** is posted on the College's website and distributed to the College community.
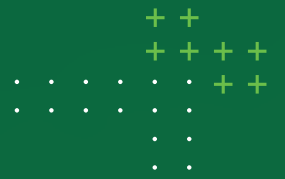
Chapter 7.

Conclusion
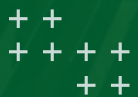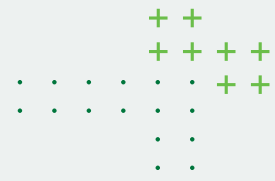
Conclusion.

The *Evergreen Valley College Educational Master Plan 2022-2027* serves as the navigational tool to guide the College toward accomplishing its mission and vision. Moreover, this EMP reflects EVC's collective resolution to move forward courageously and continuously to achieve its principal goal over the next five years, despite any current obstacles or challenges that arise in the future.

Evergreen Valley College has a long record and well-earned reputation as a community college that demonstrates its authentic commitment to fostering a dynamic and innovative environment where students can thrive as they progress in their educational and career journeys. This Educational Master Plan represents EVC's renewed pledge to the diverse communities it serves. In addition, it helps to focus the College's resources, energies, and skills on actualizing its opportunity, equity, and social justice values.

Acknowledgements.
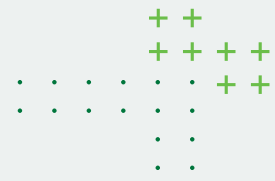
Acknowledgements.

Adopting a new Educational Master Plan is no small feat. It serves as the culmination of months of planning, inquiry-driven assessment, and thought-provoking discussions based on current data, regional trends, and the voices of our students and community. Special thanks to the Educational Master Plan Steering Committee for visioning and executing a process that embedded opportunity, equity, and social justice as foundational to the plan's development, with student voices, centered as a primary source of data and opportunities for input from employees, students, and community members.

EDUCATIONAL MASTER PLAN STEERING COMMITTEE

- Dr. Tammeil Gilkerson, President
- Dr. Garry Johnson, Academic Senate President
- Ms. Sarai Minjares, Classified Senate President
- Ms. Fernanda Torres, Student Senate President
- Dr. Matais Pouncil, Vice President, Academic Affairs
- Ms. Andrea Alexander, Vice President, Administrative Services
- Mr. Howard Willis, Vice President, Student Affairs
- Dr. Fahmida Fakhruddin, Chair, Institutional Effectiveness Committee
- Mr. Josh Russell, Director, Marketing and Public Relations
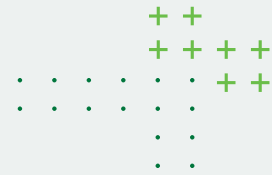- Dr. Hazel De Ausen, Research Analyst II

Appendix.

Appendix.

LINKS AND RESOURCES

Evergreen Valley College Educational Master Plan – archive of EMP process documents, EMP Steering Committee meeting documents, presentations, essential data, surveys, and other information used in the development of the mission and vision and Educational Master Plan.

California Department of Education – Data and Statistics

California Employment Development Department (EDD) Labor Market Information

Cal-PASS Plus Student Success Metrics – LaunchBoard

CCCCO Data Mart

CCCCO Guided Pathways

CCCCO Vision for Success

CSU Community College Dashboard

Integrated Postsecondary Education Data System (IPEDS)

2021 Joint Venture – Silicon Valley Index

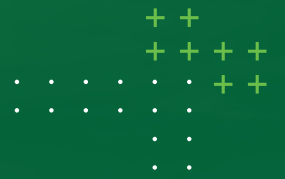*MIT Living Wage Calculator – Santa Clara County*

San José – Evergreen Community College District Strategic Planning

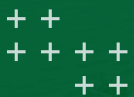*University of California Information Center (UC Info Center)*

US Census American Community Survey 2015-2019

EVERGREEN
VALLEY COLLEGE

3095 Yerba Buena Road

San José, CA 95135

(408) 274-7900

www.evc.edu