


A group of graduates in black gowns and mortarboards, with one student in the foreground holding a diploma. The background is a blurred crowd of graduates.

Evergreen Valley College Student Voices

As Data Points

Five Guiding Questions for the EVC EMP

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



The Student Voice: Insights Gleaned from Surveys

CCSSE, CCSSE Race/Ethnicity Pilot
Survey, EVC & CCCCCO Covid Surveys,
NACCC



Student Engagement: EVC compared to 21 other community colleges

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



Student Challenges: EVC Compared to CCCs

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

- Academic Counseling
- Library
- Tutoring/Writing Center

EVC Students: Experience with Racism

| | In the Community | At EVC |
|-----------------------|------------------|--------|
| Believe racism exists | 83% | 31% |
| Witnessed racism | 70% | 34% |
| Experienced racism | 51% | 22% |

- 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

EVC Students: Feeling of Belonging

| | Do NOT Feel They Belong at EVC |
|--------|-----------------------------------|
| Black | 36% |
| Latinx | 21% |
| White | 21% |
| Asian | 17% |

Source: CCSSE 2021 Pilot Survey on Race & Ethnicity

EVC Student Swirl: Spring 2020

74.6%

Enrolled only at EVC

21.4%

Enrolled in at least one other community college

4.0%

Enrolled at a 4-year institution

The Student Voice: Focus Groups with EVC Students

ASG, EOPS/CARE



Why EVC?

Proximity

- Close to home
- Public Transportation

Family Influence

- Cousins, Siblings, even Parents attended EVC
- One student learned about EVC from a cousin while living in Viet Nam
“My Dad told me there were a lot of Vietnamese at EVC”

Affordability

- Promise Grant and Financial Aid

Good Experience taking EVC Classes While in High School

Internet Research

- RateMyProfessor.com
- EVC Website

Programs

EVC Strengths

Most instructors are great

“Passionate teachers make all the difference. You really feel like you are there to learn. This can be a wonderful experience. Not all teachers are like that.”

Tutoring, financial aid, and support services

Specialized support programs

- Affirm, ENLACE, Aspire, EOPS/CARE

Pandemic Response

- Vaccination requirements
- Online classes important to those not vaxed
- Instructors are more organized online/in Canvas

Barriers to Student Success

Scheduling

- Convenience
- Sequencing; 2-part classes

Inaccurate information from counseling

- Ed plans have extraneous classes
- Students who are not in special support programs do not receive enough support

Wi-Fi Not Strong/Secure

Communication

- Instructors not responding in a timely manner
- Difficult to navigate internal college communication

Advice to Incoming Students

Do your own research; don't take extraneous classes

- *“Look at the website to stay informed”*
- ASSIST.ORG was mentioned in 3 focus groups as a tool for understanding which classes are transferrable

Seek counseling and support services/programs

Go to instructor's office hours

The Student Voice: Focus Groups with High School Students

TRIO, Upward Bound, CCA, General



Reputation of EVC

Campus

- EVC *“on the richer side of town”*
- Beautiful and peaceful; an oasis from the urban world

Not a “first choice” college

- Community College is for *“dumb people”*
- Community Colleges are *“not respected”*

Community Colleges are a good choice

- *“I see no downside to community colleges”*
- More affordable way to obtain general education
- Great for students who wish to explore
- Great for students who need a soft transition to higher education

Different Community Colleges have different programs

- Programs mentioned at EVC: Nursing, Automotive, Ethnic Studies

Perceived Challenges to Attending College

Affordability

Deciding on a major

Mental health

Lack of family support (first generation college students)

Workload harder in college

Bad grades in high school

Being homesick if I go away to college

Advice to EVC Administrators

Support Students

- Promote available services and support programs
- Provide emotional support
- Offer academic and financial advice
- Respect students and see students as individuals

Provide Mentoring

- Alumni presentations
- Seasoned students sharing experiences

The Student Voice: Common Themes

EVC and High School Students



Reliance on Online Information

EVC and high school students are looking up IGETC and ASSIST.ORG online

Multiple students researched EVC through websites prior to enrollment

- RateMyProfessor.com
- EVC website

Request to have more information shared electronically

- EVC should better promote support services and events
- *“Three emails about the same thing. It means something is going on.”*

Extraneous Classes

Current and High School Students believe that EVC students are taking “*classes that don’t count*” which prolongs transfer

- One exception is EOPS/CARE students who report progressing on time

Student Government Leaders shared that they counsel fellow students with educational planning to help them identify necessary vs. unnecessary classes

Belonging, Sense of Community is Important

African American focused inquiry highlighted the importance of community and belonging

High school students' line of inquiry included student life, specifics about student clubs, and more information on campus community

Asian (specifically Vietnamese) students appreciated representation on campus (critical mass of students, bilingual staff)

Many students expressed the desire to have individual needs met