

# Evergreen Valley College



**Key Planning Data to Inform EVC's  
Mission, Vision, Values, and Goals**

**March 2022**



# Key Planning Information

For Additional Information, please see Handout: ***Highlights from Student Voices and Other Relevant Planning Data***



# 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?





# Environmental Scan Overview

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# Current Students: Characteristics

What makes the EVC student population unique, compared to the other Silicon Valley community colleges?

60% female students

Most ethnic diversity

Highest proportion of:

- Traditionally aged (24 and under)
- Continuing
- Degree/Transfer seeking

# Future Students: Changing Demographics

How is the population of Santa Clara County projected to change?

- Overall population is projected to grow somewhat
- But – growth will be due to an aging population, not due to birth rates
- The high school aged population is projected to decrease, slightly
- Population will continue to be diverse, with growth in the Latinx and Asian population
- 15% of Santa Clara County residents have less than a high school diploma

# EVC Student Outcomes

## Transfer

- EVC students transfer to:
  - California State University System (primarily SJSU)
    - EVC is the second largest source of transfer students to SJSU
  - Out of State Colleges and Universities (primarily online)
  - University of California
  - In-State Private Colleges
- CSU Acceptance rate: 92% for EVC; 90% for all CCCs
- UC Acceptance rate: 78% for EVC; 75% for all CCCs

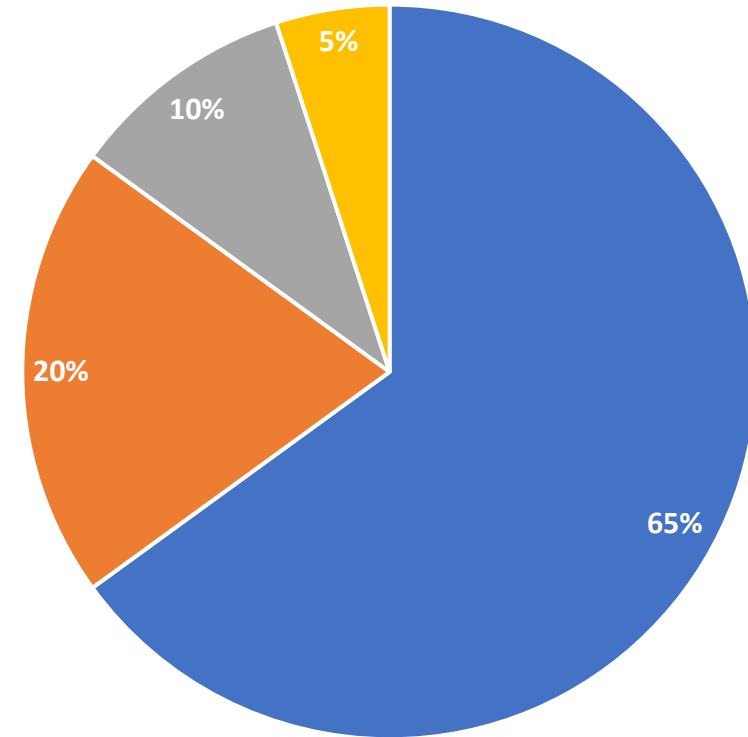


# EVC Student Journeys

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- Outcome areas of interest:
- Time to degree/Transfer; unit accumulation
- Completion of transfer level math and English in Year 1
- Living Wage earnings for Short Term Career students
- Adult Education transition to post-secondary

EVC Students by Educational Goal




■ Degree/Transfer   ■ Undecided   ■ Short Term Career   ■ Adult Ed/ESL



A group of students in graduation gowns and caps, seen from behind, walking in a procession. The image is a low-resolution, pixelated photograph. The students are wearing black gowns and black mortarboard caps with white tassels. They are walking in a line, and the background is a bright, overexposed outdoor setting.

# Student Voices

As Data Points



# The Student Voice: Insights Gleaned from Surveys

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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





# 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

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Affordability

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Deciding on a major

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Mental health

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Lack of family support (first generation college students)

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Workload harder in college

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Bad grades in high school

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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