Evergreen Valley College

Mission, Vision, Values, and Goals

March 2022

Welcome and Introductions

Dr. Tammeil Gilkerson

President, Evergreen Valley College

- The Project and Purpose of Vignette Sessions
- Integrated Academic Solutions Team
  - Dr. Sally Montemayor Lenz
  - Dr. KC Greaney
  - Diane White, IAS Principal

Project and Session Purpose

Project

Project: Updated Educational Master Plan informed by the student voice.

Vignette

Vignette Session Purpose:

· Review the existing Mission, Vision, Values statements
· Explore goals for the new College's Educational Master Plan

Integrated Academic Solutions Team

Dr. Sally Montemayor Lenz

- Nearly 35 years in the California Community College system, with 30 of those years at the state Chancellor's Office serving in student services, academic affairs, management information systems and governmental affairs
- Served as a counseling faculty member and Associate Vice Chancellor of Educational Services
- Consulting services with Integrated Academic Solutions, the College Brain Trust and WestEd

Dr. KC Greaney

- PhD from UCLA; dissertation examined how college mediates upward mobility
- Over two decades experience leading Research and Planning Efforts in California Community Colleges
- Honored with the RP Group 2022 Lifetime Achievement Award

Diane White, IAS Principal

- Proud "First-Gen" community college student
- 30+ years in community college – faculty member/leader, administrator
- Strategic and Master Planning consultant since 2015

Attendees

Introductions: Your Name?

Role at Evergreen Valley College? How long at EVC?

Session Goals

- To share your ideas and perspectives:

  - What's great about Evergreen Valley College – what are its assets?

  - What are Evergreen Valley College's challenges – issues and gaps?

  - What do you need to see in the next plan – the 2022-2027 Evergreen Valley College Educational Master Plan – that reflects the college and community mission, vision, values and goals?

  - How can EVC best support students and close equity gaps?

Overview of Session Activities

Any questions before we start?
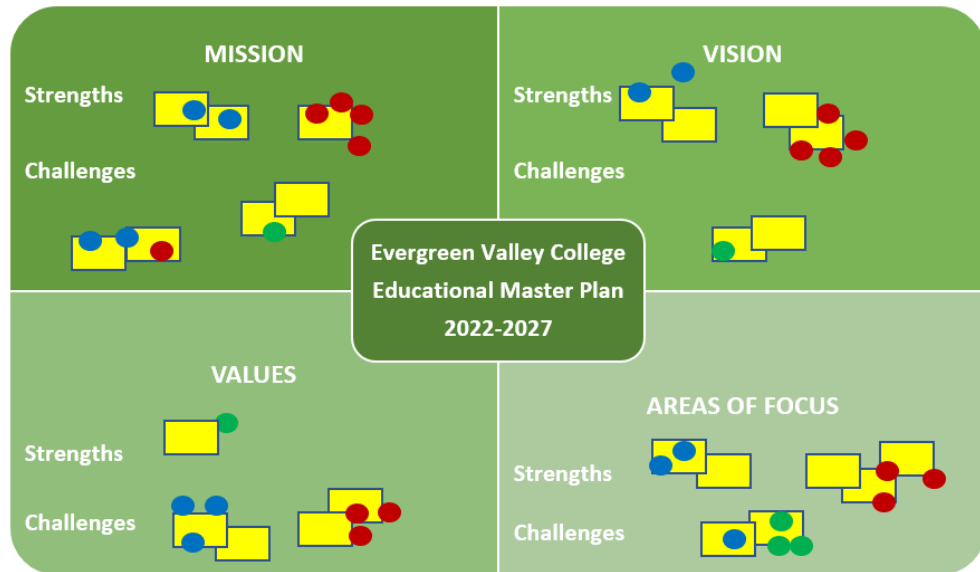
Activity 1: Mission, Vision, Values

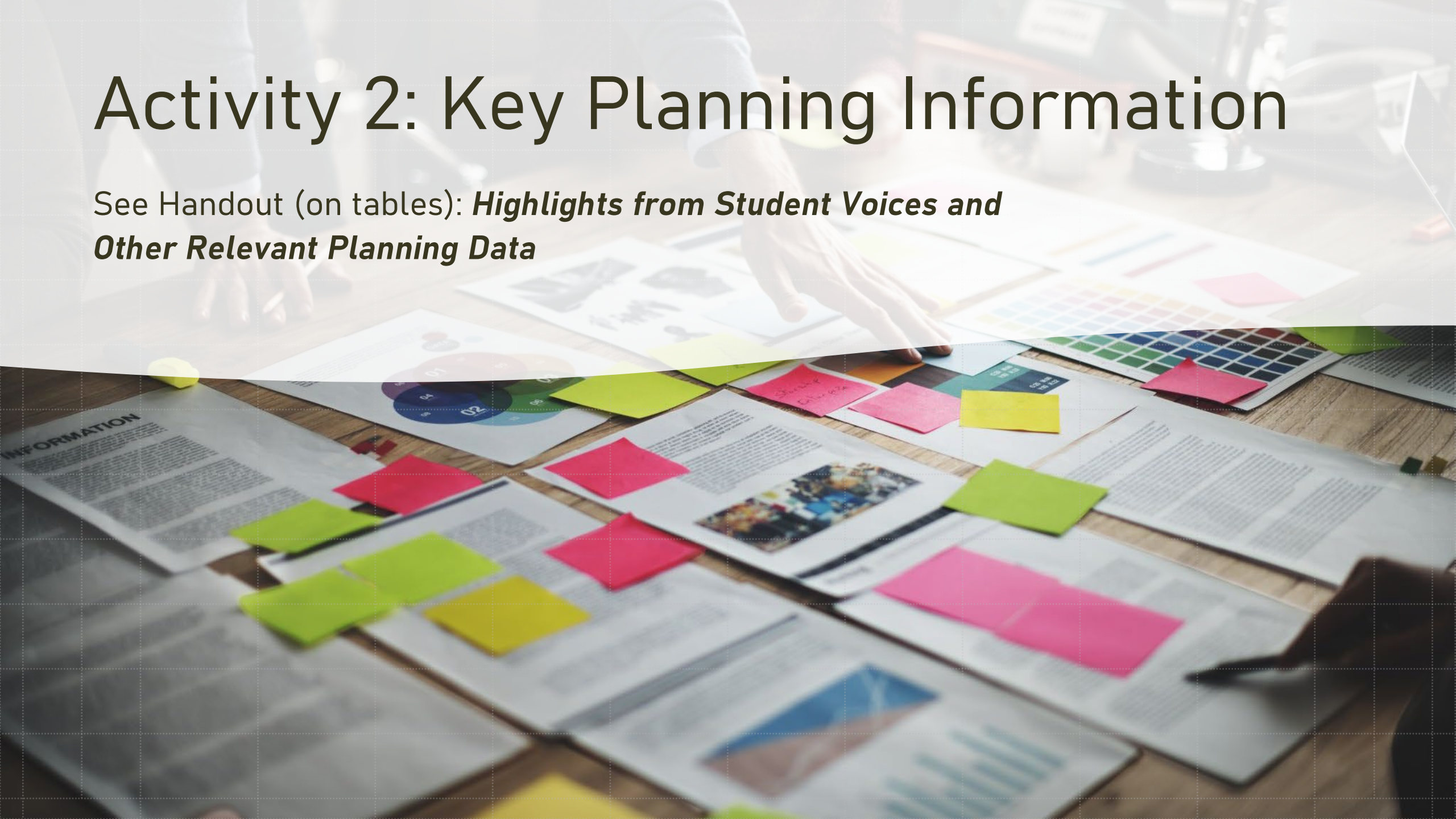See Handout (on tables):
Mission, Vision, Values

Definitions and Functions

EVC's Current Statements

Activity 2: Key Planning Information

See Handout (on tables): *Highlights from Student Voices and Other Relevant Planning Data*

Student Voices

As Data Points

Five Guiding Questions for the EVC EMP

1) Who are the students we serve <u>now</u> and who will our <u>future</u> students be?

2) What are the needs of our <u>current</u> students and what will students' needs be in the <u>future</u>?

3) Do our <u>current</u> delivery systems serve student needs? Will they serve students' <u>future</u> 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 & CCCCO 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
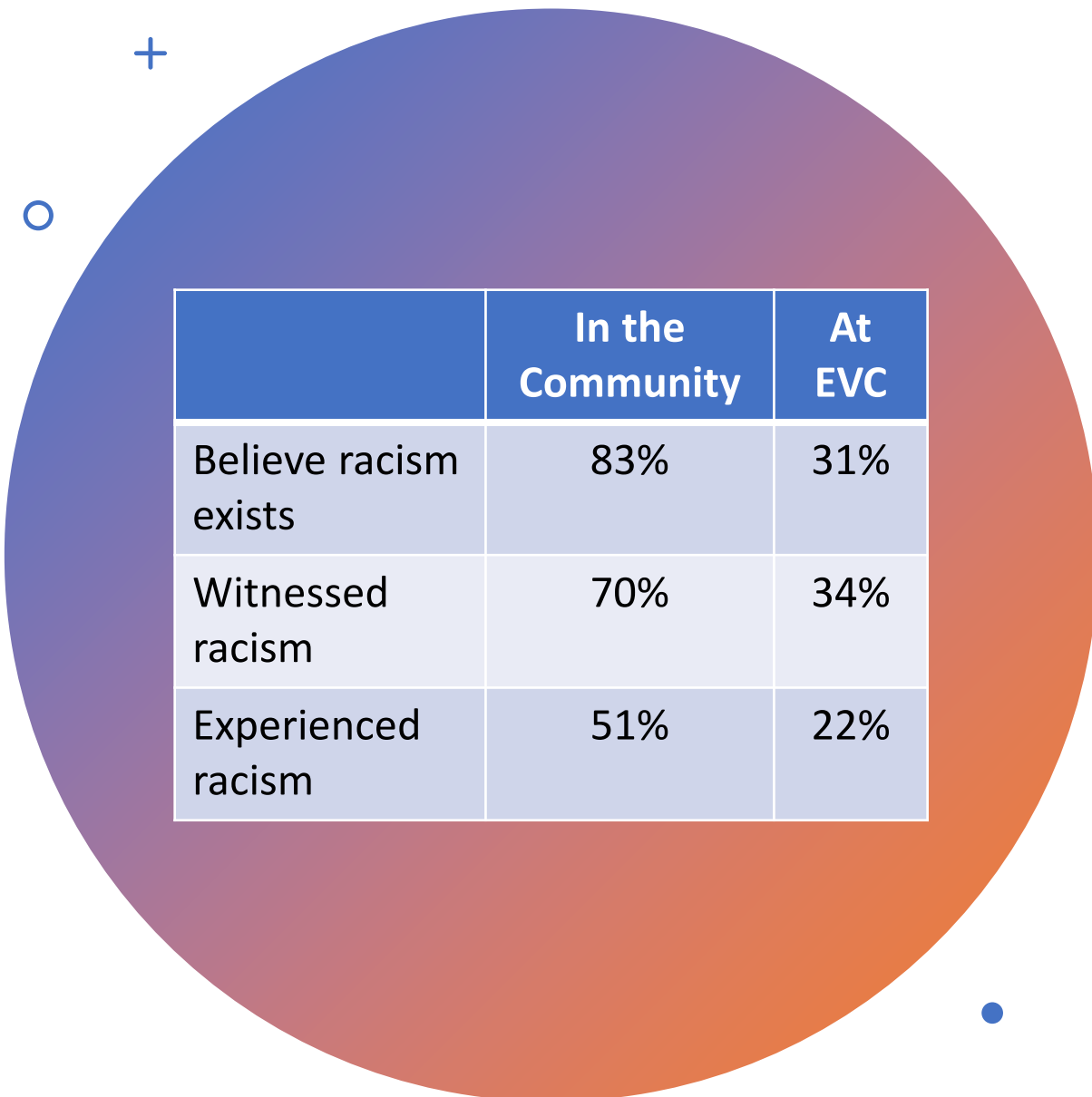- Active & Collaborative Learning
- Academic Challenge

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

Source: CCCCO Covid Student Survey, June 2020

EVC Students: Experience with Racism

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

Source: CCSSE 2021 pilot survey on race & 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

EVC Students: Feeling of Belonging

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

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

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

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

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."*

The Student Voice:
Focus Groups with High School Students

TRIO, Upward Bound, CCA, General

The Student Voice: Common Themes

EVC and High School Students

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

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

Activity 3: Perspectives, Opinions, and Insights

- See Handout (on tables): **Guiding Questions for Mission, Vision, Values, and Goals**

- Does the **current mission** explain who EVC serves, its central educational purpose, its intended outcomes for students?
  - Strengths or weaknesses of the current statement, if any?

- Does the **current vision** statement clearly describe what EVC intends to become in the future?
  - Strengths or weaknesses of the current statement, if any?

- Does the **District's values statements** capture timeless principles that explain what EVC stands for?
  - Strengths or weaknesses of the current statement, if any?

- Considering the data presented, what are areas of focus ("must-have items or goals") in the next EVC Educational Master Plan?

Gather and Share Ideas

+ means…

– means…

Step 1: Gather Initial Ideas

1a. Starting with the mission statement – take a few minutes to write a strength, challenge, and a recommendation for an area of focus (must–haves). Post the notes to "strength, challenge, recommendations for areas of focus" the flip charts.

1b. Next review the vision statement – take a few minutes to write a strength, challenge, and a recommendation for an area of focus (must–haves). Post the notes to "strength, challenge, recommendations for areas of focus" the flip charts.

1c. Next review the values statement – take a few minutes to write a strength, challenge, and a recommendation for an area of focus (must–haves). Post the notes to "strength, challenge, recommendations for areas of focus" the flip charts.

1d. Recommendations for Areas of Focus – take a few minutes to write areas of focus (the must–haves) in the next educational master plan.
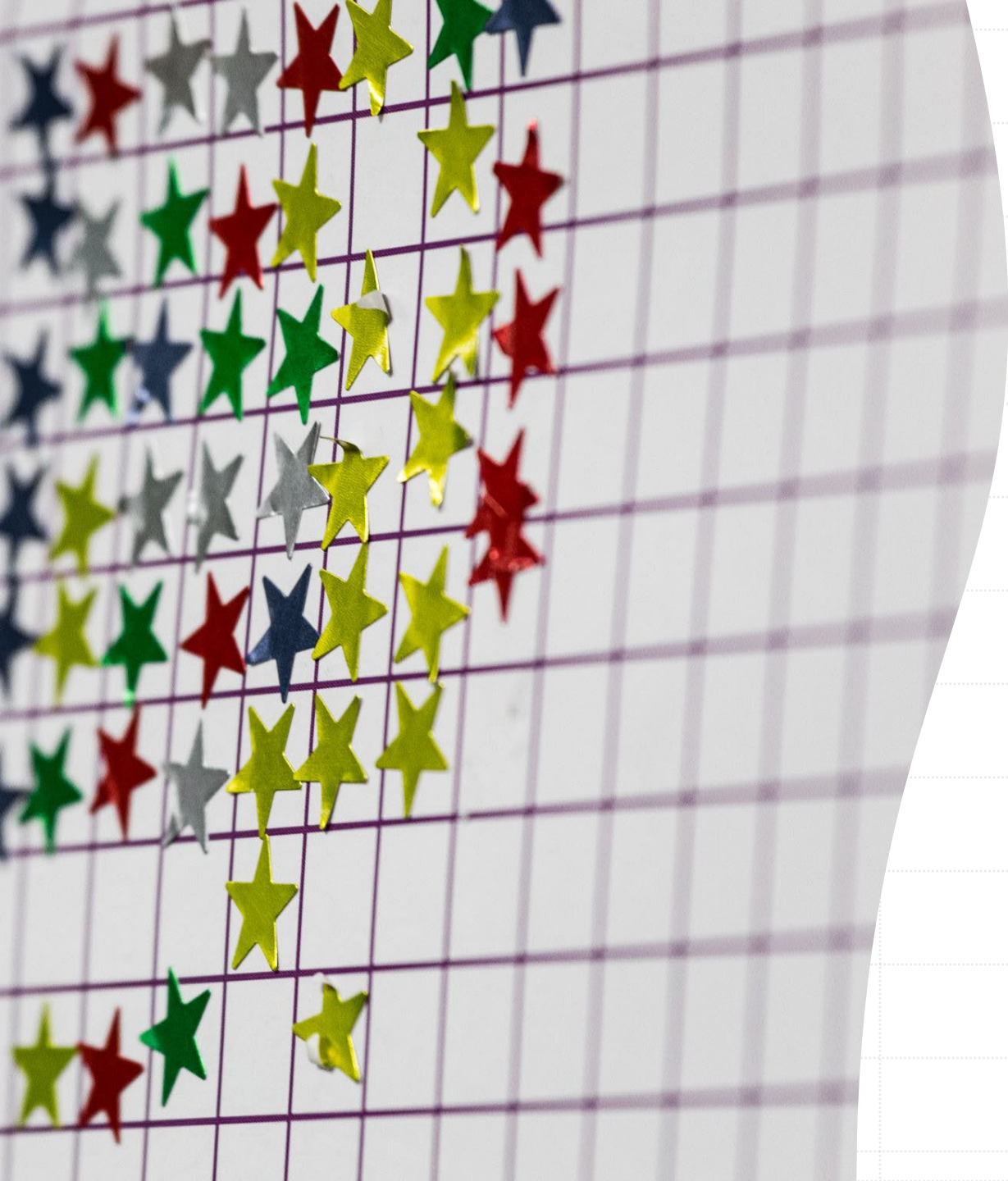
Step 2: Collect Reactions and Identify Themes

- Break into pairs or groups and review and align similar concepts to identify emerging themes:
    - Cluster attributes (post-its);
    - Identify themes on the lined flipchart; and,
- Reminder, you do not need to write the EMP goals – just capture high-level themes.

Step 3: Theme Report Outs

- What's the discovery of the process?

- Mission, Vision, Values, Areas of Focus
  - Review of Strengths
  - Review of Challenges

Step 4: Prioritize Themes

- Prioritize the themes:
  Mission, Vision, Values, Recommended Areas of Focus

- **Red** Dot: First Priority

- **Green** Dot: Second priority

- **Blue** Dot: Third priority

- Vote for your top three in each category.

Closure and Thank you!

Additional thoughts for the EMP Steering Committee?

- Leave notes – writing tablets are on tables
- IAS will code and theme the notes and provide them to the EMP Steering Committee

Thank you for your time and your commitment to students and your community!