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
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 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 & 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

*Source: CCSSE 2021*
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

- 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

<table>
<thead>
<tr>
<th></th>
<th>In the Community</th>
<th>At EVC</th>
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</thead>
<tbody>
<tr>
<td>Believe racism exists</td>
<td>83%</td>
<td>31%</td>
</tr>
<tr>
<td>Witnessed racism</td>
<td>70%</td>
<td>34%</td>
</tr>
<tr>
<td>Experienced racism</td>
<td>51%</td>
<td>22%</td>
</tr>
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</table>

Source: CCSSE 2021 pilot survey on race & ethnicity
EVC Students: Feeling of Belonging

Do NOT Feel They Belong at EVC

<table>
<thead>
<tr>
<th></th>
<th>Do NOT Feel They Belong at EVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>36%</td>
</tr>
<tr>
<td>Latinx</td>
<td>21%</td>
</tr>
<tr>
<td>White</td>
<td>21%</td>
</tr>
<tr>
<td>Asian</td>
<td>17%</td>
</tr>
</tbody>
</table>

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

Source: CCCCO Student Covid Survey, June 2020
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
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!