

EVERGREEN VALLEY COLLEGE PRIORITIES



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During the 2025–2026 academic year, Evergreen Valley College (EVC) advanced four College Priorities focused on student success, equity, access, and innovation. Through cross-functional collaboration among faculty, classified professionals, and administrators, the college implemented initiatives designed to strengthen student outcomes, reduce equity gaps, expand educational pathways, and position EVC for long-term institutional excellence.



PRIORITY 1: Data-Informed, Student-Centered Scheduling

EVC established a Scheduling Workgroup to evaluate current scheduling practices and align course offerings more closely with student needs. Surveys of 170 faculty members and 337 students revealed dedicated support for flexible scheduling, multi-modal instruction, and course availability during high-demand time periods. Findings informed the development of scheduling principles centered on access, enrollment growth, persistence, and completion. The workgroup laid the foundation for future implementation of eight-week scheduling models, late-start cohorts, and expanded evening offerings to better serve diverse student populations.

PRIORITY 2: Equity Strategy

EVC launched a comprehensive equity initiative focused on improving successful completion of transfer-level English and mathematics. Through the MindCraft and R.I.S.E. learning community pilots, students received integrated academic and student support services, including embedded tutoring, counseling, OER/ZTC resources, and proactive outreach. The initiative intentionally targeted students with prior D, F, or W grades in gateway courses and enrolled an initial

cohort of 85 students, many of whom were first-generation and historically underserved. This work advances the college's commitment to eliminating equity gaps, accelerating completion, and operationalizing AB 705/1705 reforms.

PRIORITY 3: Student Support, Tutoring, Persistence, and Completion

The college expanded efforts to increase utilization of tutoring services, strengthen peer mentoring, and improve first-year student persistence. Data demonstrated strong outcomes among students enrolled in supervised tutoring, with high rates of persistence and academic success. Targeted outreach campaigns significantly increased online tutoring participation. Additionally, the ASPIRE+ Peer Mentoring Program achieved exceptional persistence rates among participating students, while the First-Year Experience (FYE) program reported a 93 percent persistence rate from Fall 2025 to Spring 2026. EVC also explored innovative approaches to Comprehensive Educational Planning (CEP) through group workshop models designed to improve student access to counseling and educational planning services.

PRIORITY 4:

Microcredentials and Dual Enrollment

EVC made substantial progress in expanding workforce-aligned microcredentials and dual enrollment opportunities. Through NSF-supported initiatives, the college advanced competency-based education, digital badging, and skills-focused credentialing designed to meet regional labor market needs. Four new microcredential programs were developed, while a professional skills badging initiative was launched across multiple disciplines. Simultaneously, EVC strengthened partnerships with local K-12 districts and expanded dual enrollment opportunities, resulting in approximately 90 sections planned with East Side Union High School District for 2026–2027. These efforts provide students with flexible pathways to careers, industry-recognized skills, and higher education.

Institutional Impact

Collectively, the 2025–2026 College Priorities reflect Evergreen Valley College's commitment to becoming a more student-centered, equity-minded, and innovative institution. The work completed this year has strengthened the college's ability to respond to student needs through data-informed decision-making, targeted support strategies, expanded educational pathways, and stronger community partnerships. These initiatives support EVC's mission to improve access, persistence, completion, transfer, and workforce readiness while advancing the college's long-term vision of educational equity and excellence.

Looking Ahead

In 2026–2027, Evergreen Valley College will focus on scaling and institutionalizing these efforts through implementation of scheduling reforms, expansion of equity-focused learning communities, enhancement of tutoring and mentoring programs, and continued growth of microcredentials and dual enrollment pathways. Together, these priorities position EVC to strengthen student success outcomes and continue building a legacy of opportunity, innovation, and community impact.



PRIORITY I: Data-Informed, Student-Centered Scheduling



During the 2025–2026 academic year, the **Scheduling Workgroup** made considerable progress in advancing College Priority I through the development of a more data-informed, student-centered approach to course scheduling. Recognizing the critical role scheduling plays in student access, enrollment, persistence, and timely completion, the workgroup focused on evaluating current practices and identifying strategies to better align course offerings with student demand while maintaining instructional effectiveness and operational efficiency.

Through broad stakeholder engagement, including surveys completed by 170 faculty members and 337 students, the workgroup established a strong evidentiary foundation for future scheduling decisions. Findings highlighted substantial alignment between faculty and students around flexibility, preferred instructional timeframes, and the value of multi-modal course offerings, while also identifying important tensions requiring continued planning.

2025–2026 Accomplishments and Key Findings

Comprehensive Scheduling Assessment

The Scheduling Workgroup conducted a comprehensive assessment of current scheduling practices to better understand barriers, opportunities, and stakeholder preferences. Faculty and student survey results provided both quantitative and qualitative data regarding instructional timing, course modality, and access needs, creating a stronger foundation for institutional planning.

Key Areas of Alignment

Several key areas of agreement emerged between faculty and students, offering a clear direction for future scheduling strategies:

- **Flexibility as a Shared Priority:**
Approximately 89 percent of faculty and students identified flexibility as essential, reinforcing the need for varied scheduling options that support diverse student and instructional needs.
- **Preferred Instructional Timeframes:**
Both groups identified late morning through early afternoon (10:00 a.m.–2:00 p.m.), particularly on Tuesdays and Thursdays, as the most desirable period for teaching and learning. Students prefer late afternoon and evening classes along with a strong interest in online flexibility.
- **Support for Multi-Modal Learning:**
Students and faculty expressed dedicated support for maintaining a balance of in-person, hybrid, and online course offerings, recognizing the importance of modality flexibility in supporting access and student success.

Key Challenges and Institutional Considerations

The workgroup also identified several important considerations requiring intentional planning moving forward:

- **Modality Preferences:**
Students expressed stronger interest in expanded online flexibility, while faculty preferences reflected a more balanced interest in hybrid and on-campus instruction. Future scheduling decisions will need to balance student demand with instructional quality and faculty capacity.
- **Access Versus Efficiency:**
Students favored broader course distribution across days and times to increase access, while faculty emphasized scheduling consistency, workload efficiency, and pedagogical effectiveness. These findings underscore the importance of balancing student-centered scheduling with operational and contractual realities.

Strategic Impact

Based on survey findings, the Scheduling Workgroup established initial principles to guide institutional scheduling decisions:

- Prioritize high-demand courses during peak instructional periods;
- Expand multi-modal offerings to support student access and flexibility;
- Use institutional data to guide decisions regarding course timing, modality, and frequency; and
- Develop structured yet adaptable scheduling practices aligned with enrollment, persistence, and completion goals.

This work marks a meaningful transition from anecdotal scheduling approaches to a more strategic, evidence-based framework aligned with institutional priorities and Guided Pathways efforts.

2026–2027 Priorities and Next Steps

Building on the progress achieved during 2025–2026, the Scheduling Workgroup will shift its focus from assessment to implementation. Key priorities for the upcoming academic year include:

Exploration of Eight-Week Scheduling Models

The college will explore the feasibility of eight-week block scheduling models, informed by promising practices at peer institutions. This work will include development of implementation templates, communication plans, and student-facing resources to support awareness and participation.

Short-Term and Late-Start Cohort Pilot

With a proposed implementation goal for Fall 2027, planning will begin for a short-term and late-start cohort model designed to expand student access and completion pathways. Planning considerations include:

- Expanding late afternoon and evening course offerings in response to student feedback;
- Exploring centralized scheduling and support systems;
- Identifying technology solutions to better support late-start scheduling and curriculum integration;
- Developing a consistent approach to annual schedule planning and course modifications; and
- Identifying capstone and high-demand courses for multi-modal delivery.

Faculty Preparation and Planning

Future efforts will also focus on identifying professional development needs related to accelerated eight-week instruction, faculty participation models, and decisions regarding the redesign or expansion of course offerings.

Conclusion

The Scheduling Workgroup's efforts during the 2025–2026 academic year established a strong analytical and strategic foundation for student-centered scheduling reform. By grounding decisions in stakeholder feedback and institutional data, the college is positioned to improve access, support enrollment growth, and strengthen student success outcomes.

As implementation planning advances in 2026–2027, this work will continue to support College Priority I by aligning scheduling practices with the evolving needs of students and the institution while promoting timely degree and certificate completion.

PRIORITY 2: Equity Strategy



Equity Practices is Evergreen Valley College's strategic initiative to reduce structural barriers and close achievement gaps through integrated, equity-centered interventions. It focuses intentionally on increasing successful completion of transfer-level English and math by providing coordinated academic support, embedded tutoring, counseling, OER/ZTC resources, and proactive wraparound services. The initiative is implemented through cross-functional collaboration among faculty, classified professionals, managers, and student services leaders using a data-informed design to support historically underrepresented students. Priority II also advances the Education Master Plan by accelerating first-year completion of gateway courses and fully implementing AB 705/1705 through enhanced support in transfer-level coursework. Through targeted recruitment, continuous assessment, and disaggregated outcomes analysis, Priority II establishes a scalable equity model designed to shorten time to completion and eliminate equity gaps across student populations.

Overview

The Equity Strategy advances the Administration Council's, August 2025 retreat priority which was impetus to four college priorities. Launched in Spring 2026 after Fall 2025 planning and recruitment, Priority II centers on two high-impact, equity-focused learning community pilots:

- MindCraft: Building Thought Through Writing
- R.I.S.E. – Reimagined Integrated Support for Equity

These initiatives integrate instruction and student support in ENGL C1000 and STAT C1000— gateway courses critical to first-year momentum and completion.

Cross-Disciplinary Equity II Priority Team

Priority II is led by a cross-functional, cross-disciplinary team representing Academic Affairs, Student Affairs, and Administrative Services including the following:

- Managers/Administrators (Division Deans, Directors of Outreach, Financial Aid, Student Engagement, Facilities, Business Services)
- Faculty (English, Math, Psychology, Economics, Counseling, Tutoring/Academic Skills)
- Classified Professionals (Outreach, recruitment, tutoring coordination, administrative support)

This structure ensures:

- Instructional and student services alignment
- Data-informed decision-making
- Operational coordination (scheduling, facilities, financial aid, outreach)
- Equity-focused recruitment and follow-up
- Continuous improvement grounded in classroom practice

The diversity of expertise—curriculum design, tutoring, counseling, institutional research, enrollment management, financial aid, and operations—moves Priority II beyond a departmental initiative to a college-wide equity strategy.

Targeted & Equity-Focused Recruitment

Recruitment efforts were intentional and data driven. A CROA report identified students who previously earned a D, F, or W in ENGL C1000 and STAT C1000 and prioritized them for outreach.

- ENGL C1000: 320 students with D/F/W
- STAT C1000: 176 students with D/F/W

Structured calling campaigns and coordinated tracking systems were implemented to re-engage disproportionately impacted students. This represents a proactive re-entry strategy rather than passive enrollment.

Pilot Cohort & Equity Profile

The Spring 2026 cohort includes 85 students. Key characteristics:

- Largest representation: Latinx/Hispanic students (39)
- Thirty-five (35%) first-generation
- Forty-six (46%) FAFSA recipients
- Strong feeder high school pipeline

Baseline course-level data show equity gaps in ENGL C1000 and STAT C1000 by ethnicity and age—the core challenge this strategy addresses.

Integrated Interventions

Priority II embeds high-touch, evidence-based supports:

- Linked learning communities
- Free textbooks (OER/ZTC)
- Embedded tutoring & LS-90 tutor training

- Dedicated academic counseling.
- Faculty collaboration and shared practice
- Continuous assessment using course data and pre/post surveys.

Early Equity Findings

Pre-survey data highlights the need for structured support:

- Mental health, financial hardship, and family responsibilities are primary barriers.
- Many students had limited prior engagement with tutoring or structured help-seeking.
- CAPS awareness remains low.

The design of MindCraft and RISE directly address these barriers through integrated support teams

Strategic Impact & Next Steps

Priority II advances all four College Priorities and operationalizes AB 705/1705 intent by concentrating on first-year gateway completion. Next steps include:

1. Analyzing Spring 2026 success outcomes
2. Reviewing post-survey impact data
3. Refining recruitment and intervention design
4. Institutionalizing a sustainable annual model

Conclusion

Priority II – Equity Strategy represents a systemic shift toward coordinated, precision equity design. Through targeted recruitment of students with prior D/F/W outcomes, integrated academic and student support services, OER cost reduction, and a cross-disciplinary leadership team, EVC is building a scalable model to eliminate gateway equity gaps and accelerate student goal completion.



PRIORITY 3: Completion



Committee Members:

Teresa De La Cruz, Mike Osorio, Tina Iniguez, Doriann Tran, Victor Garza, Sam Morgan, Bryana Pérez, Joseph Martínez

Initiative:

Assess the degree to which tutoring services were utilized on campus for FA 2025 and SP 2026.

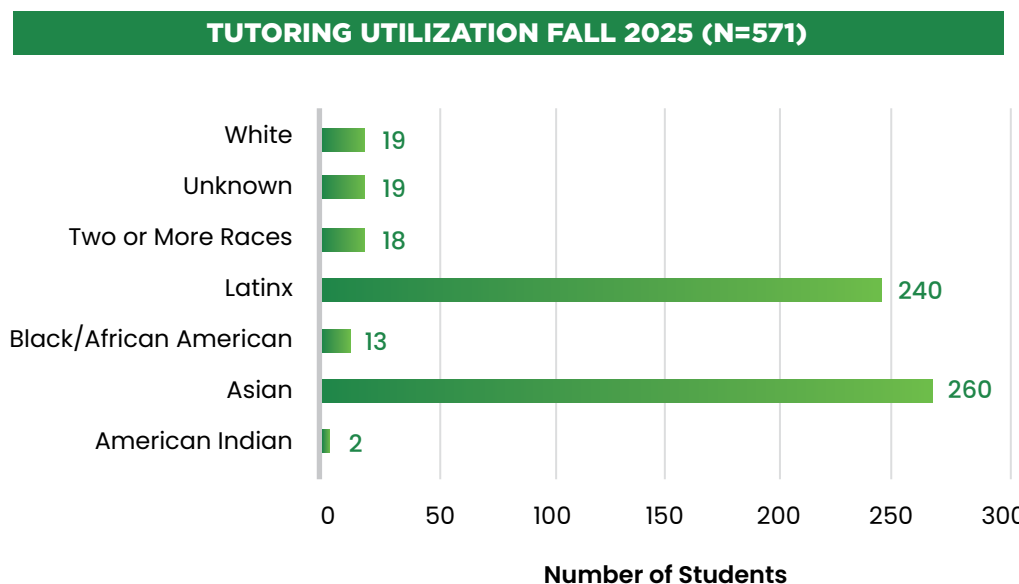
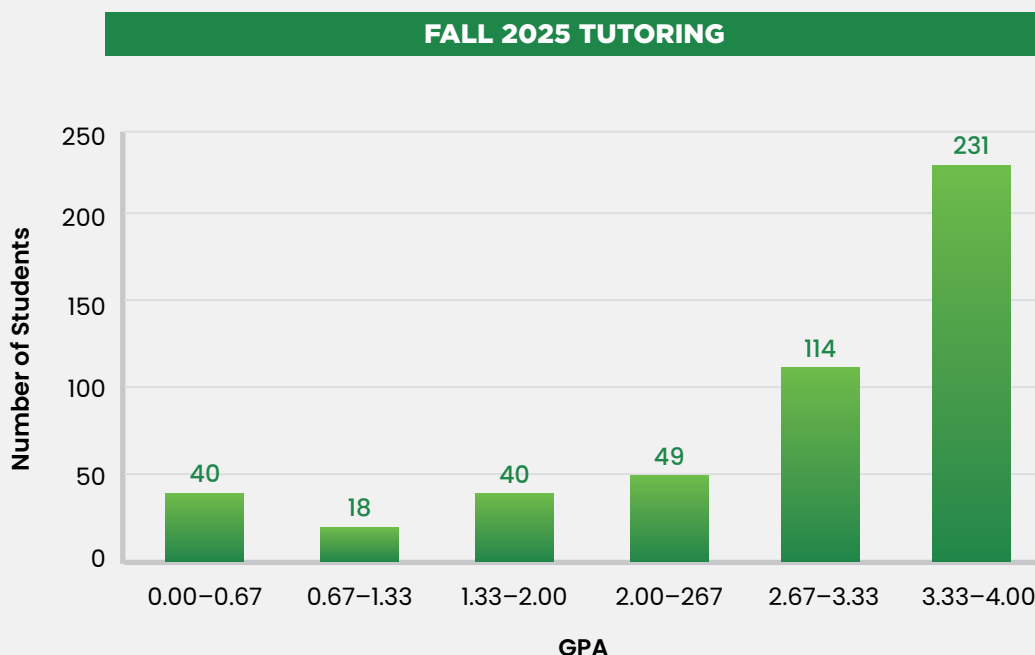
Goal:

Increase II-210 (Supervised Tutoring) enrollment in the 2026-2027 Academic Year.

Fall 2025:

(II-210) 678 unduplicated students registered.

- 571 of 678 enrolled in Fall 2025 (84%)
- 490 of 571 or 86% persisted to Spring 2026
- 394 out of 490 (80%) earned a 2.00 GPA or higher in Fall 2025
- 96 out of 490 (20%) earned below a 2.00 GPA in Fall 2025
- 81 of 571 or 14% did not persist to Spring 2026



Initiative

Through increased social media and targeted texting campaigns, assess whether utilization of tutoring services could be increased for Spring 2026.

- Intervention (in-progress): Survey students to gather data about whether students find online tutoring beneficial.

SlickText Texting Campaigns

- March 10 – 1242 texts to Early Alert students, 19 clicks
- April 14 – 1240 texts to Early Alert students, 23 clicks
- April 28 – 9000 texts and emails to all EVC students, 5600 opens (63% open rate)

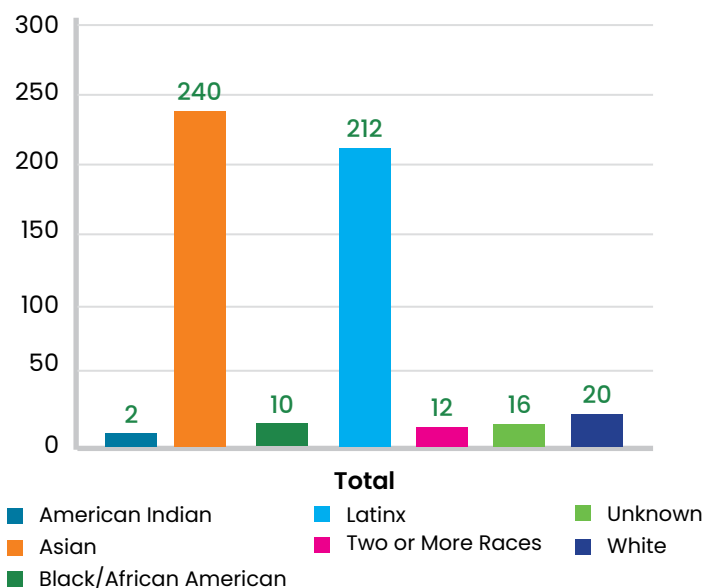
Spring 2026 Tutoring Data:

- January 26 to March 9 (before texting campaign) – 24 students for 72 hours of online tutoring
- March 10 when texting began to May 5 (post texting campaign) – 41 students for 162 hours of online tutoring.
- This shows an increase of 17 students and 90 hours of online tutoring.

Spring 2026: (II-210) 664 unduplicated students registered.

- 512 of 664 enrolled in Spring 2026 (77%)
- 370 of 512 or 72 percent persisted to Fall 2026 (as of 5/26/26)
- 143 of 512 or 28% did not persist to Spring 2026 (as of 5/26/26)

TUTORING UTILIZATION SPRING 2026 (N=512)



Race/Ethnicity of Supervised Tutoring II-210 Enrollment:

RACE	FALL 2025	SPRING 2025
American Indian	<1%	<1%
Asian	46%	47%
Black/African American	2%	2%
Latinx	42%	41%
Two or More Races	3%	2%
Unknown	3%	3%
White	3%	4%

Initiative:

ASPIRE+ Peer Mentoring Program Persistence Rates and Participation

Goal:

Continue Peer Mentoring Program in the 2026-2027 Academic Year

First (1st) Cohort Fall 2025:

- 15 mentors (>1yr student)
- 15 mentees (FYE)
- 15 advisors (staff/faculty)

Mentees Race:

10 Asians, 5 Latinx

Persist to Subsequent Term (Fall 2025 to Spring 2026): 14 students.

- 10/10 Asians – 100% persisted.
- 4/5 Latinx- 95% persisted.

Second (2nd) Cohort Spring 2026:

17 mentors (>1yr student)/17 mentees (FYE)/ 17 advisors (staff/faculty)

Mentees Race:

7 Asians, 6 Latinx, 2 White, 1 unknown

Persist To Enroll to Subsequent Term: 14 students.

- 8/10 Asians – 80%
- 1/1 Unknown – 100%
- 4/6 Latinx – 67%
- 4/5 Latinx- 95%
- 2/Whites – 100%



Initiative:
FYE Persistence Fall to Spring and Spring to Summer

Goal:

Expand FYE Cohort size in the 2026–2027 Academic year through strategic collaboration and added staffing.

1. Persistence 173 out of 187 students, or 93% have persisted from FA'25 to SP'26; calculated by counting those who are registered for at least one class in SP'26 from the Fall '25 cohort.
2. GPA: Over half of FYE students had a 3.0 or higher GPA in the Fall semester. A total of 101 of 187.

Initiative

Increase Comprehensive Education Plan (CEP) completion rates in small groups through an EOPS Comprehensive Education Plan (CEP) Group Workshop Pilot.

Goal:

Develop a framework for completing CEPs in a group setting to more efficiently serve students by CAP.

EOPS CEP WORKSHOP PILOT REPORT

Dec 2025

- EOPS is assigned to develop and implement a Pilot Comprehensive Educational Plan Workshop for incoming EOPS students.

Jan–April 2026

- Two (2) workshops were developed:
- Major Focus – for existing EVC EOPS students with same/similar majors
- Explore Focus – for new incoming EVC EOPS students who attend CAPS Day in Spring semester

May 2026

- Cancelled workshop due to lack of response, tiny recruitment pool

BARRIERS FOR MAJOR FOCUS

- Online Students – More students were hybrid or fully online than expected.
- Student Schedules – Continuing students had varied times and many attended both campuses.
- Units Completed – ESL students had a higher unit completion and unique schedules that were challenging to match with other students with lower numbers of units completed.

BARRIERS FOR EXPLORE FOCUS

- Timeline – Implementation mid-academic year was not conducive to successfully developing workshop content and anticipating all potential barriers.
- Staffing – Counseling faculty recommended a tenured counselor to develop and implement. EOPS has a Counselor/Coordinator vacancy and a newly hired counselor for the 2025–26 academic year.
- EOPS Eligibility – Many prospective students from the CAPS Day list did not have FAFSA data and thus could not be determined for EOPS eligibility.
- Not Enough Students – Not enough students in the identified majors with EOPS eligibility.

SWOT ANALYSIS

STRENGTHS

- Development of Group CEP Workshop within EOPS and determining Fall semester for implementation
- Collaborate with Outreach and Financial Aid
- Abbreviated Ed Plans done for students prior to CAPS Day

WEAKNESSES

- Time. Mid-year was not conducive. Project was assigned in early December and counselors were on break for 6 weeks.
- Not having a full-time tenured Counselor/Coordinator to develop and implement.

OPPORTUNITIES

- Further develop Group CEP Workshop within EOPS with full counseling staff.
- Implement with fewer/no barriers.
- Second attempt to recruit students who attended CAPS Day in April.

THREATS

- "Summer melt" – the number of students that may not enroll from CAPS Day to Fall semester (4-month gap).
- EOPS is a program that has resources, staff, and flexibility to develop support services and programming. These are threats in other departments.

OUTLOOK

May–June 2026

- EOPS staff will review SWOT analysis and barriers faced in order to further develop outreach recruitment for students starting Fall 2026.
- Continued efforts to reach out to students who are currently enrolled at EVC and are EOPS-eligible to access EOPS services throughout the summer.

August 2026

- Director meets with newly hired EOPS Counselor/Coordinator to discuss further development of CEP workshop content, identify additional degree/certificate programs for group counseling, and establish a timeline for implementation during the 2026–27 academic year.



PRIORITY 4: Microcredentials/Dual Enrollment



This academic year, a major focus of the microcredentials/dual enrollment work centered on expanding student access and workforce opportunity through microcredentials and dual enrollment initiatives. Both areas required extensive collaboration across faculty, administration, K-12 partners, industry stakeholders, and regional workforce groups. The goal throughout the year was to create stronger and more flexible educational pathways that better connect students to careers, industry-recognized skills, and long-term academic success. One of the largest initiatives this year involved the continued development of the NSF-supported microcredential and digital badging work. This included facilitating discussions with faculty and stakeholders around competency-based education, identifying priority sectors, and helping create frameworks for skills-based credentials that align with workforce needs. A significant amount of time was spent coordinating microcredential priority groups, exploring implementation strategies, and helping programs think through how digital badges can support student employability and career advancement. The team defined microcredentials at EVC as certificates with a maximum number of units of 16, or 4 or less courses for noncredit offerings.

Key areas of work related to microcredentials included:

- Supporting the development of competency-based and skills-focused learning outcomes.
- Facilitating collaboration across disciplines and workforce sectors.
- Exploring scalable digital badging and verification models.
- Aligning microcredentials with regional industry and labor market needs.
- Supporting conversations around implementation, assessment, and student accessibility.
- Supporting the development of 4 new microcredential programs at EVC.
- Launching the professional skills microcredential/badging program throughout multiple courses at EVC.

This work has strong long-term potential because employers increasingly look for verified skills and shorter-term workforce credentials in addition to traditional degrees and certificates. The work completed this year helped the college to be more responsive and innovative.

Dual enrollment was another major focus throughout the year. Significant effort went into strengthening partnerships with local high school districts, supporting faculty teaching dual enrollment courses, and improving operational processes tied to scheduling, onboarding, compliance, and communication.

The continued expansion of dual enrollment opportunities remain an important strategy for increasing college access, particularly for first-generation and disproportionately impacted students.

Major dual enrollment efforts this year included:

- Expanding collaboration with K-12 districts and school partners.
- Supporting faculty with dual enrollment processes and requirements based on new CCAP MOU.
- Improving communication and operational workflows.
- Strengthening pathways that allow students to begin college coursework earlier, with approximately 90 sections being offered at ESUHSD for the AY26-27.

- Continuing efforts to make dual enrollment more sustainable, equitable, and student-centered.

A major theme connecting microcredentials and dual enrollment was the importance of creating flexible and accessible pathways for students. Whether through early college access or skills-based credentialing, both initiatives help students build momentum toward careers and higher education opportunities while also responding to changing workforce expectations. Overall, meaningful progress was made this year in both areas. While there is still much work ahead, the collaboration, planning, and partnerships developed this year created a solid foundation for continued growth and innovation.

Existing Microcredential Certificates Based on Definition by Workgroup

DEPARTMENT	TITLE	DEGREE TYPE	# UNITS
Manufacturing Technology	Advanced Manufacturing Level 1	Certificate of Achievement	16
Accounting	Advanced Taxation	Certificate of Achievement	12
Automotive Technology	Automotive Foundational Skills Certificate	Certificate of Achievement	13
Psychology	Behavioral Intake and Assessment	Certificate of Achievement	12
English as a Second Language	Certificate of Competency: Low- Intermediate – Noncredit ESL	Certificate of Competency	Noncredit – 2 Courses
Sociology	Community Advocacy and Engagement	Certificate of Achievement	10
Administration of Justice	Community Service Officer	Certificate of Achievement	12
Dance	Dance Certificate of Achievement	Certificate of Achievement	9
Engineering	Engineering Fundamentals 1	Certificate of Achievement	14-17
English as a Second Language	Intermediate – Noncredit ESL	Certificate of Competency	Noncredit – 2 Courses
Water/Wastewater Technology	Water and Wastewater Technology	Certificate of Achievement	15

Upcoming Microcredential Certificates Based on Definition by Workgroup

DEPARTMENT	TITLE	DEGREE TYPE	# UNITS
Educational Instructional Technology	Adult Education	Certificate of Completion	Noncredit – 4 Courses
Art	Art & Entrepreneurship	Certificate of Achievement	9
Computer Aided Design & Draft.	CADD Mechanical Modeling	Certificate of Achievement	12
Digital Literacy	Digital Literacy	Certificate of Achievement	1
Business	Entrepreneurship Marketing	Certificate of Achievement	6
Astronomy	Fundamentals of Astronomical Research	Certificate of Achievement	12
Women's Studies	LGBTQ+ Studies	Certificate of Achievement	15
English as a Second Language	Pathway to Citizenship	Certificate of Competency	Noncredit – 2 Courses
Nursing	Personal Care Aide	Certificate of Completion	Noncredit – 2 Courses
Computer Aided Design & Draft.	Product Design and Development	Certificate of Achievement	6
Communication Studies	Professional and Workplace Communication	Certificate of Achievement	15