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# Outreach and Recruitment Services Program Review

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Evergreen Valley  
College

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Spring 2014

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## **Mission Statement for the College**

With student learning as our primary focus, Evergreen Valley College's mission is to empower students to expand their human potential and to succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.

## **Mission Statement for the Program**

The mission of the Evergreen Valley College Outreach Team is to extend educational opportunities and access to higher education to all segments of the local community, particularly those who have been traditionally underserved. We are committed to providing accurate and timely information, matriculation services and application assistance for financial aid. Further, we are committed to providing bilingual (Spanish/ Vietnamese) and culturally sensitive customer service that demonstrates respect for other cultures, economic backgrounds, and life experience.

## **Program Description**

Evergreen Valley College is committed to reaching out to residents of our local communities to provide access to higher education through a variety of services, on and off campus. These services include multi-lingual college information, assistance with admissions and financial aid applications, assessment, orientation, educational planning, and registration. Other services include presentations, workshops, campus visits, and campus tours. Through partnerships with local high school districts, community agencies, and universities, the College is able to work with traditional and non-traditional students who are interested in certificate and degree programs as well as those who want to transfer. It also works with immigrant adults, many of whom start as English language learners, who want to begin or continue their education.

Currently Outreach and Recruitment efforts are provided through these individual programs:

### **Early Admission Program (EAP)**

The Outreach Team works with high school students from service area to assist them in completing all the necessary steps to becoming a registered student prior to their high school graduation. In fall, prospective high school students interested in attending EVC are invited to attend an informational session and application workshop. Students who

complete the admissions application are then invited to take assessment test. Student who complete both these steps by early April are then invited to attend the Days at The Green new student orientation and registration week. Follow-up and support to prospective students continues throughout the summer.

### **Days at the Green**

Freshmen orientation offers incoming students the opportunity to discover more about their new campus, learn about resources for academic and personal success, and become acquainted with faculty and staff. They will learn from current students personal experiences, find out about college academic requirements, and get assistance from Counselors on selecting course options for the first semester. Above students will receive priority registration for your Summer and Fall classes! The orientation also provides a special session for parents where they too will learn about EVC's academic programs and student support services. This continues to a cornerstone of the outreach and recruitment efforts for Evergreen Valley College.

### **EOPS Outreach**

**In 2009-2010 adverse actions caused by the state's economic crisis forced the EOPS director to significantly reduce outreach services. On a limited basis, the EOPS recruiter provides specialized assistance to prospective students who meet EOPS eligibility. In 2010, EOPS lost its fulltime outreach specialist as a result of retirement; however, replacement was not feasible due to the state's 49% funding reduction. Additionally, EOPS/CARE was mandated to reduce the student service cap by almost 50%. EOPS in 2013 continues to expand its program to students, but has not received restoration funding to the levels of prior to the State budget crisis.**

### **Outreach, Advocacy and Services for Spanish Speaking Immigrant Students (OASSSIS)**

The mission of the OASSSIS Program is to proactively outreach to immigrant students and provide them with the resources necessary to excel at our college. Our focus is Spanish-speaking students in need of basic skills training and English as Second Language learners. Through a partnership between Somos Mayfair and EVC, staff from Somos Mayfair is housed on campus at the OASSSIS office and is assigned to provide specialized outreach to families in this community, through informational sessions, classes and workshops at their local site. In addition to servicing the community, staff provides informational session on AB540 to students from ESUHSD and SJUSD.

### **Cal SOAP (California Student Opportunity and Access Program)**

Cal SOAP program works in partnership with colleges and universities to help increase student success and accessibility to higher education by providing comprehensive academic preparation and motivation support programs. Students and parents participate in Cal-SOAP activities beginning in the 5<sup>th</sup> grade and continuing through their transition to college services. Middle school and high school activities include college and academic advising, academic tutoring, and programs such as “I’m Going to College,” “College: Making it Happen,” “Cash for College,” and “Transfer: Making it Happen and Higher Education Week.” Although Cal SOAP is administered by UC, Santa Cruz, program staff form part of EVC’s outreach team because their headquarters are housed on campus.

### **Concurrent Enrollment**

The Concurrent Enrollment Program allows high school students to take courses at Evergreen Valley College. This program is provided for high school students to experience college classes for enrichment or personal growth. As of 2012, the restrictions have been lifted to allow all class levels of high school students to enroll for coursework. However, R-42 middle school student are still prohibited to enrolling for coursework.

### **Financial Aid**

The Financial Aid outreach services are designed to disseminate information on federal state, and private scholarship opportunities. Financial Aid Outreach specialist provides presentations and conducts application for students and parents at high schools, community agencies, and on campus. As a member of the EVC outreach team, the outreach specialist also works in partnership with Cal SOAP to coordinate and implement “Cash for College” activity.

### **Student Ambassador Program**

Evergreen Valley College continues to be committed to creating a welcoming community environment on campus. To help foster this environment, the Student Ambassador Program helps promote community through its diverse members who through their experience reach out to other students with similar backgrounds. Under the direction of the Outreach and Recruitment Specialist, Ambassadors are assigned to conduct tours, assist with admissions application workshops and conduct outreach presentations.

## List of Staff and Titles

### Outreach Team

Irma Archuleta, Vice President of Student Services

Octavio Cruz, Dean of Enrollment Services

Rosa Pereida, EOP&S Outreach Specialist\*

Beverly Stewart, Outreach Counselor\*

Ingrid Rottman, Outreach and Recruitment Specialist

David Micetich, Assessment Specialist

Annette Ruiz- Esparza, Financial Aid Program Specialist

Sonia Ramos, Director of Cal SOAP

### Student Ambassadors:

## External Contributing Factors

There have been a number of external, off-campus, factors that have impacted and will continue to impact the manner in which the College provides outreach and recruitment services. The following are the most salient:

### 2012-2013 Economic Improvement in California

As of 2013, the fiscal outlook for Evergreen Valley College has dramatically improved with the continued State economic recovery. The San Jose Evergreen Community College District has now become a Basic Aid District dependent on revenues from property taxes as opposed to student enrollment. Since the last program review conducted in 2010-11, the District's financial health has improved to the point that an organizational redesign was launched during the 2013-14 year to reorganize core functions in essential programs. The Outreach and Recruitment area will look to more innovative ways to recruit students from our local service areas. The organizational redesign will help to provide two part time bilingual recruiters to help develop a presence amongst Vietnamese and Spanish speaking students.



## Total Apportionment, Enrollment Fees, Education Protection Account (EPA) and Property Tax – A Look Forward



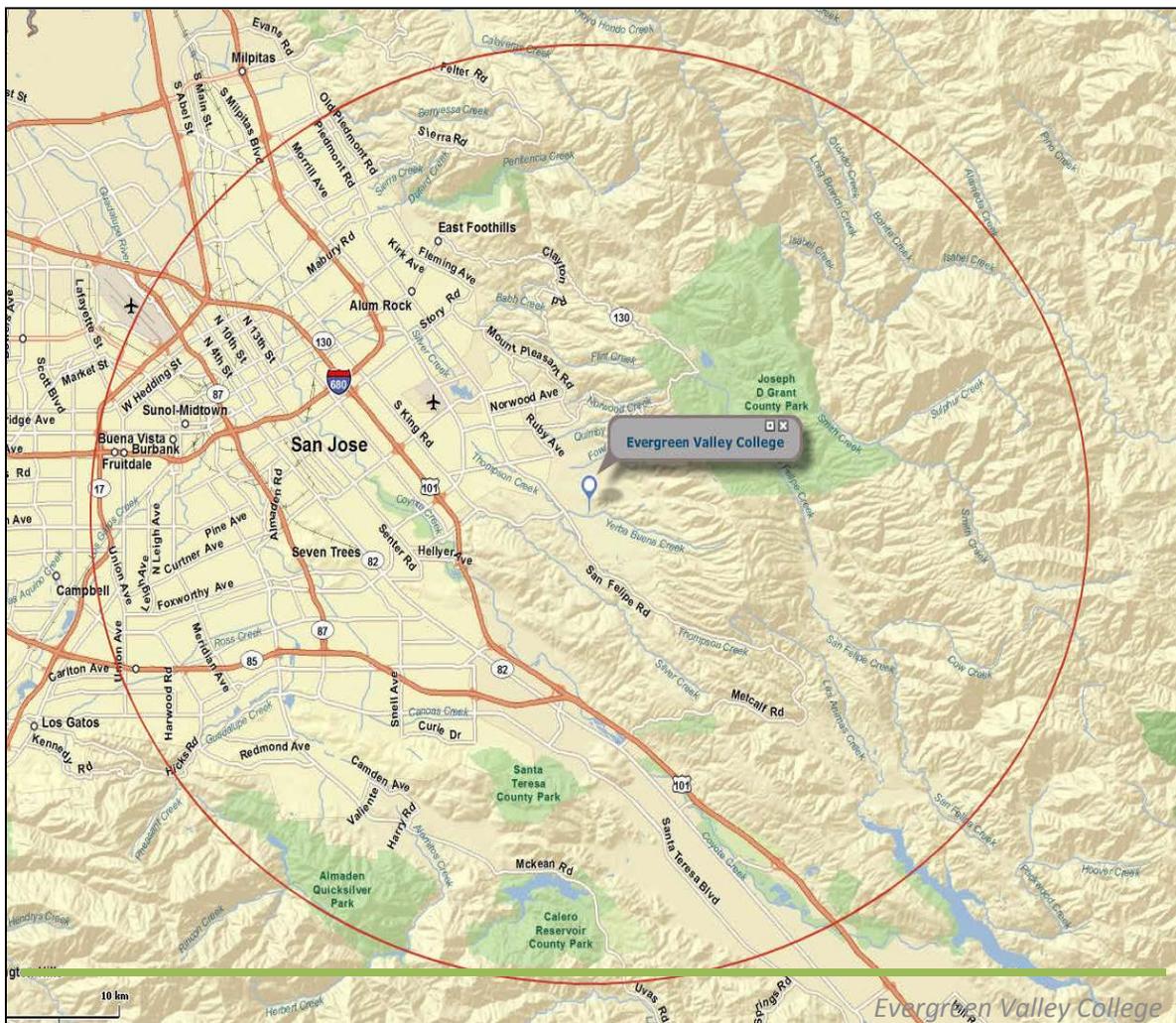
### State Budget Crisis Prior Years

In spring 2009 California's economic slump coupled with the nation's recession created unprecedented budget cuts to all community colleges. Surprisingly, the most affected by these cuts were the categorical programs which encountered considerable funding reductions in 2009-'10. Matriculation received a 65% cut, EOPS/CARE a 49% reduction, DSP a 36% and CalWORKS 32%.

**Impact: At this time there is no concrete information on the 2011-'12 budget, however according to early projections this fiscal cycle is estimated to be the more devastating than present year.**

### Demographics:

#### College Service Area: 10-Mile Ring

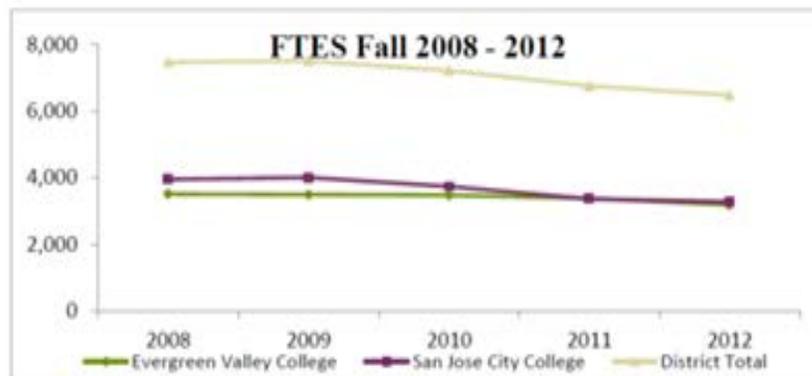


## Evergreen Valley College Details

	2008	2009	2010	2011	2012	5-Year Change	2-Year Change
<i><b>Ethnicity</b></i>							
African American	469	479	370	416	385	-17.91%	-7.45%
Asian	4,058	4,065	4,145	4,226	4,174	2.86%	-1.23%
Hispanic/Latino	3,563	3,505	3,606	3,629	3,390	-4.86%	-6.59%
Native American	66	72	81	71	60	-9.09%	-15.49%
Pacific Islander	106	95	74	99	74	-30.19%	-25.25%
White	1,311	1,115	1,068	897	777	-40.73%	-13.38%
Other/Unknown	1,609	1,195	1,249	1,285	832	-48.29%	-35.25%
<b>Total</b>	<b>11,182</b>	<b>10,526</b>	<b>10,593</b>	<b>10,623</b>	<b>9,692</b>		
<i><b>Gender</b></i>							
Female	5,615	5,527	5,577	5,598	5,116	-8.89%	-8.61%
Male	5,540	4,982	4,997	5,016	4,553	-17.82%	-9.23%
Declined to state	27	17	19	9	23	-14.81%	155.56%
<b>Total</b>	<b>11,182</b>	<b>10,526</b>	<b>10,593</b>	<b>10,623</b>	<b>9,692</b>		
<i><b>Status</b></i>							
New Student	2,378	1,937	1,749	2,047	1,590	-33.14%	-22.33%
Continuing	6,244	6,574	6,957	6,560	6,534	4.64%	-0.40%
New Transfer	76	30	17	27	12	-84.21%	-55.56%
Returning	1,835	1,731	1,592	1,693	1,307	-28.77%	-22.80%
High School	376	247	278	296	249	-33.78%	-15.88%
Unknown	273	7	0	0	0	-100.00%	0.00%
<b>Total</b>	<b>11,182</b>	<b>10,526</b>	<b>10,593</b>	<b>10,623</b>	<b>9,692</b>		
<i><b>Age Group</b></i>							
Under 16	39	45	39	22	29	-25.64%	31.82%
16 - 18	1,727	1,405	1,418	1,377	1,292	-25.19%	-6.17%
19 - 24	4,706	4,808	4,689	4,864	4,778	1.53%	-1.77%
25 - 29	1,307	1,335	1,307	1,325	1,247	-4.59%	-5.89%
30 - 34	822	707	759	785	690	-16.06%	-12.10%
35 - 54	2,157	1,829	1,909	1,788	1,331	-38.29%	-25.56%
55 - 64	324	310	364	341	233	-28.09%	-31.67%
65 and Over	100	87	108	121	92	-8.00%	-23.97%
<b>Total</b>	<b>11,182</b>	<b>10,526</b>	<b>10,593</b>	<b>10,623</b>	<b>9,692</b>		

## Internal Scan Data / Enrollment

Fall Term	Evergreen Valley College	San Jose City College	District Total
2008	3,522	3,958	7,480
2009	3,500	4,011	7,512
2010	3,483	3,743	7,226
2011	3,384	3,374	6,758
2012	3,190	3,292	6,482
<b>Change 2008-2012</b>	<b>-9.43%</b>	<b>-16.83%</b>	<b>-13.34%</b>
<b>Change 2011-2012</b>	<b>-5.73%</b>	<b>-2.43%</b>	<b>-4.08%</b>



### Demographics:

The most significant shift in the K-12 Service Area population is that of ethnicity. In less than 32 years (1981-2013), it has gone from a traditional majority population with 56% white to a “new majority population with 69% students of color. During the same period of time the African American population declined from 8% to 3.1%, and the Latinos increased to 37.1%. This shift in ethnicity also reflects an increasing immigrant population and English language learners.

Locally a similar demographic pattern exists. The population of the city of San Jose is comprised of 34% Whites, 32% Latinos, 30% Asian, 2.6% African American, and 1.5% Native American. The College’s student population is yet more revealing with Whites composing only 16% of the student population; Latinos 29%, Asians 26%, African-Americans 5%, and Native Americans 2% make up the balance with 10% Unknown or Not indicated.

The College demographics will continue to shift; the main feeder high school districts reveal a continuation of the trend. The East Side Union High School District (ESUHSD) with a student population of 25,433 is the College’s largest feeder district, and of those students 46% are Hispanic, 27% Asian, 12% White, 9% Filipino, 4% Africa American , 1% Native Americans, and 1% Pacific Islanders. The second largest feeder district for the College is San Jose Unified School District with a population of 8198; Hispanics comprise 56% of this population. The remainder of the high school population is 16% Asian, 35% White, 4% African American, 2 % Filipino, 1% Native Americans, and 1% Pacific Islander. Of each of these populations, a large part is English learners.

Also of significance is the number of students in the College’s major feeder districts that are on free or reduced lunch program because often times they are the most vulnerable in that they have more obstacles to overcome. In the ESUHSD over 32% of the students are eligible for the free/reduced lunch program while in the SJUSD 31% fall in this category. Fortunately, these students are eligible for financial aid; however, they must be legal residents and be willing undertake the daunting process of filing a financial aid application.

Of the language learners in Santa Clara County, 65% are Spanish speaking. English learners in the ESUHSD number almost 6500 or 25% of the student population. The number of English learners in the SJUSD number 8017 or 26% of that K-12 population.

Summary of State and Local Demographics					
Ethnicity	CA K-12	SAN JOSE	ESUHSD	SJUSD	EVC
African American	8%	3%	4%	4%	5%
Asian	11%	30%	37%	16%	30%
Hispanic	47%	32%	46%	56%	29%
White	33%	34%	12%	35%	16%

***Impact: The shifting demographics in the state, city, local K-12 school districts, and college presents the College with the challenge of successfully reaching and serving these new majority students in a way that respects, honors and values their culture, language, along with their life experiences.***

**BFAP (Board Financial Aid Program)**

In 2012, Student fees were increased from \$36 to \$46 per unit, with full knowledge that this would adversely impact many students and actually prevent the lower income students from attending community college. In order to offset this impact, the State redirected \$38 Million within the community college budget for financial aid outreach and improved administrative capacity. Per an initial report to the California Legislature dated April 2004, a total of 1260 staff were hired (an average of almost three persons per campus) and 470 (37%) of them engaged specifically in financial aid outreach activities Evergreen Valley College was able to hire three new staff members Chancellor’s Office shows the College actually increased the number of BOGWs to 5656 (08-09) to with the BFAP allocations. While some of them engage in financial aid outreach activities, there is no one specifically assigned to that responsibility.

The recent figures indicating that over a five year period, Evergreen Valley College number of Board of Governors Waiver (BOGW) grew from 5656 to 7042 (a growth of 25%). During that same period, Pell Grants increased from 2492 to 3366, an increase of 35%.

Based on initial information recently provided by the State, Evergreen Valley College had 3366 Pell Grant Recipients (federal) and 7042 Board of Governors’ Grant Waiver (state). Given these numbers and enrollment figures of approximately 9000 students per semester, these are substantial portions of the student body.

<b>EVERGREEN VALLEY COLLEGE 2008-2011</b>		Annual 2008-2009	Annual 2008-2009	Annual 2009-2010	Annual 2009-2010	Annual 2010-2011
<b>BOG FEE WAIVER AND PELL GRANT DATA</b>		Student Count	Aid Amount	Student Count	Aid Amount	Student Count
Evergreen Valley Total		5,701	\$10,349,981	6,453	\$14,543,103	6,918
	Board of Governors (BOG) Enrollment Fee Waiver Total	5,656	\$1,734,841	6,352	\$2,477,194	6,836
	Pell Grant	2,492	\$7,471,496	3,038	\$11,002,326	3,641

<b>EVERGREEN VALLEY COLLEGE 2010-2013</b>		Annual 2010-2011	Annual 2011-2012	Annual 2011-2012	Annual 2012-2013	Annual 2012-2013
<b>BOG FEE WAIVER AND PELL GRANT DATA</b>		Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount
Evergreen Valley Total		\$16,957,629	7,477	\$18,930,179	7,110	\$18,490,950
	Board of Governors (BOG) Enrollment Fee Waiver Total	\$2,769,000	7,418	\$4,072,059	7,042	\$4,968,805
	Pell Grant	\$13,050,542	3,949	\$13,758,589	3,366	\$12,479,485

**IMPORTANT NOTE:** *Newly proposed legislation as part of the Student Success Act of 2012 will adversely impact students eligible for the BOG Fee Waiver. Students will now lose eligibility to receive the BOG Fee Waiver should they fail to maintain academic progress. Without a fee waiver, many of our neediest students in our immediate service area will stop attending college. This has ramifications as to our future enrollment growth targets.*

### **CAHSEE (California High School Exit Exam)**

Beginning with the Class of 2006, all public school students are required to pass the CAHSEE in order to earn a high school diploma. Students begin taking the exam in the 10<sup>th</sup> grade and every year following until they pass, or not. According to information posted on the website for the California Department of Education for the ESUHSD, the greatest percentages of students who pass are in the 10<sup>th</sup> grade (78% for English/Language Arts and 79% for Math). Students who have not successfully passed by their senior year usually experience much lower rates of success when they take it; only 26% pass English and Language Arts and only 30% pass Mathematics. In real numbers, 1278 seniors had not passed English and 1146 seniors had not passed math by December 2006. (Appendices G<sub>1</sub> and G<sub>2</sub>)

Further review of the reports shows Hispanic and Asian Pacific students, English Language Learners, and economically disadvantaged students as having the greatest failure rate in the tenth grade testing; these numbers remain consistent through to senior testing. It would seem intuitive that the failing students more than likely fit all three of these categories which create the obstacles for the passing of the CAHSEE; failure to address the issues at the K-12 levels leads to further difficulties for these students.

Although these students are given other opportunities, their situation presents serious challenges. First, students without a high school diploma are not eligible to apply for financial assistance; they must first take and pass the Ability to Benefit (ATB) test. This is often the first barrier that keeps many of these students from even considering going further with their education. They are academically under-prepared and often times English language learners. Many are immigrants and are unfamiliar with higher education with no immediate role models to rely on.

***Impact: This reality has serious implications on what the College needs to do in reaching out and recruiting these students. How do we convince students who feel beaten down by the system and who must overcome language, economic and academic barriers that they can succeed in college? What services need to***

***be in place, what curriculum and what academic support is needed and can be provided? Students cannot be brought on campus to fail; appropriate assessment, counseling, educational programs, and a comprehensive approach to retention needs to be in place.***

#### **AB 540**

In October of 2001, Governor Gray Davis signed into law Assembly Bill 540 which allows undocumented students who meet specific criteria to be exempt from paying out of state tuition fees. As can be seen from the requirements below, for AB 540 students, the right to pay in-state tuition is based on high school attendance and not residency. To be AB 540 eligible students must have attended a CA high school for a minimum of 3 years (not consecutively), graduated from a CA high school with a diploma, GED or an equivalent thereof and complete an affidavit (available at A&R) declaring that they are in process of establishing residency or will do so in the near future.

Note: Passing CAHSEE is not required for exemption from nonresident tuition for students who earned a GED, and according to legal opinion cited in the District report entitled, "The AB 540 Student and Legal History," a student (other than a non-immigrant) who attends high school for three years in California and receives a certificate of completion from a California high school. Exemption from nonresident tuition is based on Education Code section 68130.5.

According to a District report which was presented to the Academic Senate in March 2007, it is estimated that 5000 to 8000 undocumented immigrants between the ages of 14 to 20 reside in California. Given the high percentage of Latinos in the area, it stands to reason that a significant number of them live locally; however, there is still a high degree of hesitancy among these individuals to make themselves known. However, in 2009 -2010 there has been a demand from service area high schools requesting information on services specific to AB540 students. Similarly, we are seeing an increase in admissions applications from AB540 students who being given directly to our general outreach specialist. Such actions are an indication that students are hearing through word of mouth and from current students about our services and the sensitivity in which we work with unprotected students.

Since AB 540 does not provide financial aid to undocumented students, those who need financial assistance must look for scholarships that do not require legal permanent residency or U.S. Citizenship. Besides private scholarships or sponsorship the only real hope is The Federal DREAM Act which will give certain undocumented students who

have graduated from high school and gone to college in the United States a path towards legal residency.

***Impact: The major implication of this situation for outreach is the need to more adequately inform and assist those who qualify to take advantage of this opportunity. The way in which the information is shared and students are treated will be critical in having additional students come forward. There is also a need to have trained bilingual (Spanish/English & Vietnamese/English) outreach personnel to provide these services. Currently such services are available through the help of SOMOS Mayfair staff.***

### **New California DREAM Act Approved – AB130 & AB131**

On January 11, 2011 Assemblyman Cedillo reintroduced the legislation as two separate bills, AB130, and AB131. AB 130 was signed into law by Jerry Brown on July 25, 2011, granting undocumented students access to an estimated \$88 million in private financial aid in the form of scholarships and grants. AB 131, which allows undocumented students who meet criteria for in-state tuition to apply for financial aid, was signed by Brown on October 8. The passage of the California DREAM Act opened the door for undocumented students to directly benefit from State financial aid programs. It enhanced EVC's ability to recruit students from our local service areas.

### **Foster Youth**

Foster youth as a special population in higher education is relatively new. According to available data there are 75,000 children in California that have been removed from their homes due to abuse or neglect and placed in the foster care system. A report by the Institute for Higher Education Policy stated, "...by definition foster youth have been subject to two traumatic experiences; the neglect or abuse that brought them to the attention of the authorities and the removal from their family. Some are traumatized a third time by the treatment they receive while in the foster care system."

Consequently, their educational achievement statistics are staggering. A recent study indicates that 75% of foster youth functions below grade level, 83% are held back by the third grade, and 46% become high school drop outs. In addition to stunted academic development, foster youth also are often emotionally fragile and do not achieve the level of adult skill and maturity needed to succeed in college; fewer than 10% enroll in college and of those that do, only 2% graduate.

### **Basic Skills/ESL & Immigrant Education**

In California, our immigrant population continues to grow. In recognition of the growing need for basic skills, English as a second language, and immigrant education, the State Chancellor's Office has made substantial monies available to community college districts for the purpose of developing programs and services that meet this need.

Another reason for this shift in focus is the Statewide Academic Senate approval of raised graduation requirements in English and in Math for obtaining an Associate Degree. It became obvious that in order for students to meet the higher standards and obtain an Associate Degree, there is a great need to increase student success in basic skills and ESL classes, which serve as gateway courses to the college curriculum; these needs would have to be addressed.

Evergreen Valley College has decided to commit a portion of the funding to Instruction and another portion to Student Services. In Student Services, money was spent on outreach and counseling. Outreach services were provided through a partnership with the Mayfair Improvement Initiative, and counseling services were provided by a bilingual counselor primarily off-campus. These services will continue and will be more widely publicized through enhanced marketing. In fall 2008, submitted a Basic Skills/ESL five-year plan to the Office of the State Chancellor. The plan was prepared by the VP of student Services in collaboration with the VP of Academic Affairs and supported by the President of the Academic Senate.

***Impact: The availability of these resources presents a unique opportunity for the College to reach out to basic skills, ESL, and immigrant students; strategic and intentional planning by Student Services and Instruction is critical.***

## External On-Campus Factors

### MAAS Report improve

In 2009-10 a report prepared by MAAS report revealed that EVC needs to do a better job of reaching out to specific target populations. Based on their data, EVC needs to do a better job of reaching out to the immediate surrounding community and must also reach out to white and Filipino students. Evergreen Valley College has a newly refocused effort to only recruit students from our designated local service area high schools. This approach has yielded significant student enrollment and provided a vehicle to further develop relationships with the surrounding college community.

***Impact: The fact that EVC is only 50% of the state average in reaching the members of its community indicates there is a huge potential that the College, and specifically Outreach and Recruitment, can work toward by setting gradually increasing benchmarks.***

### Partnerships

Partnerships are central to the values of the new leadership. Recognizing that it is going to take everyone along the educational pipeline to increase student success, the District and the College are looking to community and educational partners to create a college-going culture. These partners include parents, students, community agencies, advocacy groups, K-12 educators, and university personnel.

***Impact: The continuous engagement with the ESUHSD principals and counselors has set the stage over the past five years for strengthening outreach relations with the District. The Outreach Team partnered with California Student Opportunities and Access Program (Cal-SOAP) to work with those who chose EVC but are transfer-bound, and assisted in creating a "Cash for College Program" aimed at building financial aid awareness amongst prospective students. Outreach services provided information at ESUHSD schools about Accel Middle College as well as providing an organized process for concurrent enrollment. The Early College High School Program entitled the College Connection Academy (CCA) entering its sixth year is a successful partnership between EVC, Franklin McKinley School District and San Jose East Side Union School District.***

## Internal Factors

Over the past year, a number of internal changes have directly affected and will continue to affect outreach and recruitment services. These include the following:

### **DataTel Prospective Student Module 2013-14**

Another major challenge in recruitment is the tracking of students as they progress through the various stages of becoming a student at EVC which includes application, assessment, orientation, financial aid, educational planning, and registration. Each program has been tracking students in their own way--if at all. The conversation began this year of possibly using Datatel to allow the team to track students. **It is now clear in the 2013-14 cycle that DataTel's prospective student module will need to be deployed to better track student recruitment data.**

*Impact: Although the central recruitment database was in place early in 2007-08, the challenge remained because the tool did not interface with Datatel. The ACCESS database is user friendly tool and has many tracking elements that are not as easily accessible in Datate. However, since there is no interface staff must do double work and enter data into the ACCESS database and again into Datatel. order to enter if the Team is to believe that it can be an effective tool. It is also important that reports from CCCApply and Datatel be available to the recruitment team (such as High School of Origin Reports, Applied but not yet registered, etc.).*

### **One Stop Shop Success**

In May 2007, Outreach and Recruitment piloted a One Stop Shop approach for students who had completed applications. Students were scheduled for assessment testing, followed by Orientation, and a counseling session. During the Orientation, students were given information about services and Financial Aid Staff presented students with information on the availability and process for those students in search of assistance. Counselors were available to review assessment scores and help students with class choice. Following the counseling session, students were able to access computers in the area and register for courses; a staff person was available to facilitate students with the process.

In 2008, the One Stops Shops were modified to include an online orientation and registration. A student completes the orientation online after they are prompted to sign up for an assessment and program planning session. The One Stop Shop sessions are

offered both in day and evening hours, each session is anywhere between 3-5 hours long. The sessions offer both ESL and EFL assessment. Students who attend the sessions are assessed and then directed to a classroom where a counselor assists them in interpreting their assessment scores, offers advisement and helps them to create a class schedule. Once the students have their schedule set they move on to the final step which is registration. The students have the option to go home and register on their own via s MyWeb or phone registration or have the A&R staff register them for classes.

The One Shop Stop is beneficial to students, for they are helped through the admissions process step-by-step all in one day and one place; the following semester, students are familiar with the registering process and WebReg, so they need little help. The advantage for the College is the students come on campus, receive important information and leave a registered student; the One Stop Shop also eliminates some of the chaos of the normal orientation and application process, as there are fewer or no last minute walk-in students added to the group resulting in less overbooking for counselors and less “running around” for students and staff. As the One Stop Shop was a piloted idea, there are some logistics that will need to be addressed to make the approach as efficient and successful as it should be.

The One Stop as I know it consists of after a student completes the orientation online they are prompted to sign up for an assessment and program planning session. When they attend the session they are assessed and then directed to a classroom or conference room where a counselor assists them in interpreting their assessment scores and provides advisement on what classes the student should register for the following semester. I believe that instructions on how to use MyWeb and the phone registration system is also included in the counselor’s presentation but I recommend we get Bev’s input on this part.

***Impact: The One Stop Shops provide an outstanding mechanism by which new student can benefit from the entire matriculation process in one full sweep. The challenge is how to streamline the process further in order to reduce the time length of the session, especially the ESL One Stops which sometimes last five hours. This strategy continues to evolve and provide access to prospective students in the immediate service area that may not necessarily participate in the Early Admission Program (EAP)***

## Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs) remain a challenge for students participating in outreach and recruitment activities because they come in contact with Outreach staff in a myriad of settings from a casual contact at a fair to a more structured environment such as a presentation or campus tour. This area, along with other student services, is committed to developing more meaningful SLOs that fit this activity. This process is currently underway, and is in line with goals and objectives established by the SLO subcommittee. Using the process and template recommended by the SLO subcommittee, Student Affairs programs and services will rewrite SLOs to include measurable outcomes and identify the assessment tool that will be utilized to measure such outcomes. Ideally, programs should undergo two full cycles of SLO assessment and analysis, so that by year three a program has gathered significant data relevant to SLO outcomes and which can be utilized for program review. **The Outreach area will need to take immediate actions to define and assess the SLO component for the program during the 2014-15 year.**

### Day at Green Statistical Information

	Applications	Attended Day at Green Event	Registered for Coursework
2011	834	320	807
2012	603	275	488
2013	467	178	TBD

#### **IMPORTANT:**

During the 2013-14 year, the Outreach and Recruitment team is experiencing great difficulty to produce enrollment. Existing data indicates that the number of new students admitted and registering at EVC has slowly declined over the past three years. Given that EVC is now a Basic Aid college, it is imperative that new fresh innovative methods be adopted to grow enrollment in future years.



Outreach and Recruitment Services Program Review

Oak Grove	3/5/14 3:00 p.m.	3/17/14 3:00 p.m.
Piedmont Hills	2/12/14 1:00 p.m.	3/6/14 1100 a.m.
Public Leadership High	2/24/14 11:30 a.m.	TBD
San Jose High	2/4/14 2:15 p.m.	EVC SATURDAY 3/29/14 9:00 a.m.
Santa Teresa	3/10/14 2:00 p.m.	EVC SATURDAY 3/29/14 9:00 a.m.
Silver Creek	2/11/14 2:00 p.m.	3/3/14 2:00 p.m.
W. C. Overfelt	2/12/14 8:00 a.m.	3/12/14 8:30 a.m. 3/19/14 8:30 a.m.
Willow Glen	2/26/14 12:00 p.m.	EVC SATURDAY 3/29/14 9:00 a.m.
Yerba Buena	2/4/14 3:15 p.m.	2/8/14 9:00 a.m. AND TBD ADDITIONAL DATE

## Program Strengths

The Outreach and Recruitment Services area has undergone a major transformation in the last five years. As a result, the program has vastly improved its program strengths:

- Streamlined approach to the recruitment of first time freshman students at local area high schools
  1. Continue to promote application cycle in late fall similar to CSU/UC model
  2. Continue to move toward common assessment at high school location
  3. Improved on-site technology at East Side Union High School District (E-Compass)
  4. Explore Accuplacer web based assessment tool as alternative to Compass
  5. Annual (May) Day at Green – Freshman Orientation self-study to find best method for freshman orientation
  6. Matriculation process is clear and transparent to college community via newly created outreach strategy
  7. Assist in the successful deployment of the Student Success mandates
- Refocused effort to only recruit students from San Jose / Milpitas service area schools
- Partnerships with key areas has been defined (ADMISSIONS, ASSESSMENT, COUNSELING, CALSOAP, and FINANCIAL AID)
- Students now have a clear pathway from point of inquiry to enrollment in coursework
- Community networking has expanded to include high school principals, staff, and counselors
- Successful implementation of early outreach model known as College Connection Academy with Franklin McKinley School District.
- Continued to improve data reporting for all outreach activities and student tracking has been standardized via technology. Enrollment trend reports are now readily available.
- Outreach staff has a clear sense of direction for program goals and objectives
- Enrollment figures have maintained over the past four years.

## Program Weaknesses

While there have been significant improvements within the Outreach Program, there still remains room for improvement; there are key areas that should be addressed. The most important of these are limits on resources, staff, and time. Although the Outreach staff is comprised of one full time employee, the ability to manage larger enrollments will become a problematic in future years. As of the 2013-14 academic year, the Outreach team is comprised of only 1.0 FTE staff.

Given the recent fiscal improvement to the District in 2013, the staffing situation appears to be pointed in a better direction. The organizational redesign called for the establishment of two more part time recruiters. One would be bilingual in Vietnamese and the other bilingual in Spanish. Staffs in the Outreach and Recruitment area remain optimistic that more recruiters will help to provide stronger presence amongst students in our immediate service area. At the present time, there is only one full-time outreach specialist (paid through general fund) assigned to oversee outreach and recruitment services. The second full-time outreach specialist position (paid through BFAP funds) is housed in the financial aid office and is assigned to do financial aid outreach on part-time basis. Additionally, due to limited counseling staff, the full-time outreach counseling position is assigned 70% to general counseling and only 30% to outreach.

Outreach conducted by special programs for 2013-14 remains at or below 2009-10 levels. In 2010, the state's fiscal crisis resulted in exorbitant reduction of state categoricals. EOPS sustained a 49% funding loss and a mandate to reduce the student service cap by almost 50%. These elements prevented both the replacement of the fulltime outreach specialist who retired in spring 2010 and full-scale outreach to service area schools. Currently, EOPS's half-time outreach specialist position provides specialized outreach services to eligible students only on a limited basis. In fall 2009, the ENLACE outreach specialist was hired as EVC's Interim Director of Student Life, thus leaving the position vacant.

The lack of full-time staff continues to leads to a myriad of problems. Principally, the challenge is attributed not to the lack of staff, but to reporting lines, which creates a problem in managing assignments and accountability. Presently, outreach and recruitment fall under the Dean of Enrollment Services, however only the full-time outreach specialist (paid out of fund 10) is a direct report. Both the outreach counseling position and the second outreach specialist (paid through BFAP) report to other managers.

## **Program Goals and Areas for Improvement**

Clearly the following areas for improvement are the following:

- Budget for the implementation of a strategic plan
- Standardized Outreach and Recruitment budget for each year.
- Coordination of outreach activities with academic programs on campus
- Develop DataTel Prospective student module for data collection/retrieval and student tracking
- Marketing materials and publications to increase the College's profile in the community
- Strategic Plan direction, specific target, and the infrastructure for at least three years out.
- Must revised SLOs in 2014-15 year for the assessment of student learning outcomes
- Increase number of students applying for BOGFW fee waiver as part of Freshman orientation
- Develop strategies aimed at building awareness of the new **Student Success mandates** for new incoming freshman.

**IMPORTANT:** Fortunately, the organizational redesign initiative that engaged the entire college community in 2013 has provided a great opportunity for the Outreach and Recruitment Team to develop goals and address areas for improvement. In the coming years, Outreach will need to take center stage for the college community in order to meet the enrollment needs of our students.