
Outreach and Recruitment Services Program Review

Evergreen Valley College

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Mission Statement for the College

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degrees for transfer, certificates, career technical education, transfer coursework, and basic skills education. (Revisions approved by the SJECCD Board of Trustee October 13, 2015)

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.

Overview of Department

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 college admission, financial aid assistance, online assessment, online orientation, abbreviated and comprehensive educational planning, and streamlined coordination with other programs and services that target specific underrepresented groups within the college's service area. 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. In addition to working with traditional high school students, the Outreach and Recruitment team works with immigrant adults, many of whom start as English language learners (ESL), and advance towards English proficiency to continue along their educational pathway. Over the course of the last two years, the Outreach and Recruitment team experienced significant accomplishments by working with local area high schools in developing dual enrollment services. These services included the development of specific courses aimed at enriching and supplementing curriculum taught at the high school level. For example, both Santa Teresa High School and Evergreen Valley High School successfully coordinated the establishment of a Math 025 course in the summer of 2017. The success rates for each of the course sections at the end of the term ranged from 90% to 100%. These rates reaffirmed that dual enrollment could be successfully delivered in partnership with local area high schools. It also revealed that dual enrollment would be the cornerstone for future enrollment growth for the College.

Accomplishments:

- AB288 – Dual Enrollment Initiative Launched December of 2016
- Latino College Prep Academy Courses – Math 013 & Math 014 (summer 2017)
- Santa Teresa High School – Math 025 & Chemistry 030A
- Evergreen Valley High School – Math 025
- EVC Promise Initiative – 285 students successfully recruited for participation
- High School Partner Day – Annual Event in December of 2016 & 2017
- Enrollment Growth – Overall trends are moving upward in 2016 & 2017
- Class Schedule – Printing of hard copy printed schedule 2017
- Multiple Measures – Primary tool for prerequisites verification amongst counselors
- ☐ Document Imaging of high school transcripts now a standard (Image Now Project)
- ☐ Expansion of Outreach and In reach efforts amongst community

Hours of Operation

M - F 8:00 AM – 5:00 PM + evening and weekend hours

Although the basic hours of operations are M- F 8:00 am to 5:00 pm, the Outreach and Recruitment staff are continuously working on and off campus to provide services to the local community. These hours include evening and weekend hours and events aimed at recruiting students at local college fairs, high school senior nights, and financial aid application workshops. In the coming year, the department will need to look for ways to expand and balance services both on and off campus. With only one person serving as the primary Outreach and Recruitment contact, the College would be better served by additional staffing. This would help to solidify on campus in reach efforts and standardize the campus tours component.

Outreach and Recruitment 3 Year Plan

The Outreach and Recruitment Office has developed a three year plan that focuses on the expansion of services to prospective students in the College's immediate service area. Through the use of technology, Outreach and Recruitment, has worked to provide several remote technology services for prospective students. This includes the initial contact or tracking of students, initial application for admission, registration, orientation, assessment, and educational plan. Students are recruited from the East Side Union High School District, San Jose Unified High School District, and Milpitas Unified High School District on a yearly basis. These school districts combined serve as the primary recruitment target population for Evergreen Valley College. In addition, Gilroy and Morgan Hill are considered secondary target areas that provide a steady stream of prospective students. Below is a comprehensive list of existing and planned projects for the 2016-17 academic year.

Year 1

PROJECT	TIMELINE	TIMELINE	STATUS
San Jose Promise	Summer 2017	Fall 2017	Ongoing
AB288 Latino College Prep	Summer 2017	Fall 2017	Ongoing
AB288 Evergreen High School	Summer 2017	Ongoing	Ongoing
AB288 Santa Teresa High School	Summer 2017	Ongoing	Ongoing
Accel Middle College	Summer 2017	Fall 2017	Ongoing
College Connection Yerba Buena	Summer 2017	Fall 2017	Ongoing
Bridge to Engineering – Non Credit	Summer 2017	Fall 2017	Ongoing
James Lick / CII Project	Summer 2017	Ongoing	Ongoing
San Jose State English 104 Project	Summer 2017	Ongoing	Ongoing
San Jose State Math 013 Project	Summer 2017	Fall 2017	Ongoing
STEM Program Project	Summer 2017	Fall 2017	Ongoing
VTA Eco Pass Project (Access)	Summer 2017	Ongoing	Ongoing
High School Transcript Imaging (Retention)	Summer 2017	Ongoing	Ongoing

As the Outreach and Recruitment Office completes the 2016-17 academic year, several of the targeted projects will be pushed forward to the 2017-18 academic year. This is due in part to the ongoing nature of scheduling for dual enrollment and concurrent enrollment course offerings. In year two, Outreach and Recruitment will need to work with Academic Affairs to secure dual and concurrent enrollment course offerings in advance of priority registration. This will require timely coordination with the course schedulers on campus.

Year 2

PROJECT	TIMELINE	TIMELINE	STATUS
San Jose Promise	Summer 2018	Fall 2018	Ongoing
AB288 Latino College Prep	Summer 2018	Fall 2018	Ongoing
AB288 Evergreen High School	Summer 2018	Fall 2018	Ongoing
AB288 Santa Teresa High School	Summer 2018	Fall 2018	Ongoing
Accel Middle College	Summer 2018	Fall 2018	Ongoing

College Connection Yerba Buena	Summer 2018	Fall 2018	Ongoing
Bridge to Engineering – Non Credit	Summer 2018	Fall 2018	Ongoing
James Lick / CII Project	Summer 2018	Fall 2018	Ongoing
San Jose State English 104 Project	Summer 2018	Fall 2018	Ongoing
San Jose State Math 013 Project	Summer 2018	Fall 2018	Ongoing
STEM Program Project	Summer 2018	Fall 2018	Ongoing
VTA Eco Pass Project (Access)	Summer 2018	Fall 2018	Ongoing
High School Transcript Imaging (Retention)	Summer 2018	Fall 2018	Ongoing

The third year of the proposed plan for Outreach and Recruitment will involve the completion of the projects and initiatives outlined in year one of the plan.

As many of the projects are dependent on third party high school participation, it is critical that communication and coordination take place early in the registration cycle to ensure a seamless delivery of course offerings to prospective high school students. The end goal for the Outreach and Recruitment Office is to move towards building enrollment through the use of dual enrollment course offerings. AB288 allows colleges to offer courses remotely at the high school location. This will allow new prospective high school students to facilitate the admission and registration process while still in high school. By exposing students to dual or concurrent enrollment during the high school years, the goal is to drive prospective student enrollment to Evergreen Valley College upon completion of high school.

Year 3

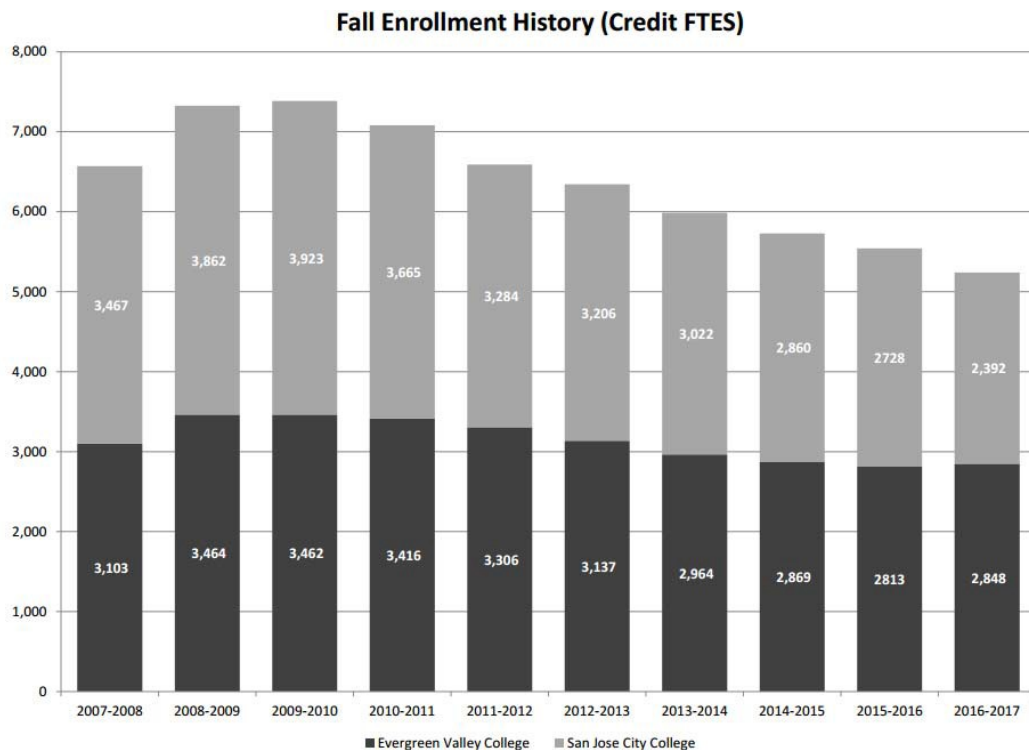
San Jose Promise	Summer 2019	Fall 2019	Ongoing
AB288 Latino College Prep	Summer 2019	Fall 2019	Ongoing
AB288 Evergreen High School	Summer 2019	Fall 2019	Ongoing
AB288 Santa Teresa High School	Summer 2019	Fall 2019	Ongoing
Accel Middle College	Summer 2019	Fall 2019	Ongoing
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VTA Eco Pass Project (Access)	Summer 2019	Fall 2019	Ongoing
High School Transcript Imaging (Retention)	Summer 2019	Fall 2019	Ongoing

PART A: Program Effectiveness and Student Success

Evergreen Valley College Enrollment

Evergreen Valley College has experienced a moderate decline in enrollment since the 2009-10 academic year. The economic recession recovery at the national, state, and local level has created an environment for students to re-enter the workforce. Many student have opted to not attend or reduce the number of units each semester. Enrollment growth is by far the top priority for the Outreach and Recruitment team. This systematic recruitment of prospective students from local service area high schools is what drives the Full Time Equivalent Student (FTES) funding model. As a basic aid district, it is critical that Outreach and Recruitment work towards developing and deploying a comprehensive approach for student enrollment and enrollment growth. Below is a visual graph that articulates the decline in enrollment over the past eight years.



Outreach and Recruitment Department Goals and Focus:

The Outreach and Recruitment departmental goals are based on building awareness of programs and services within the local community. In addition to attracting new students to the college, there is a tremendous need to retain existing students. There are several initiatives noted below that will help to enhance the recruitment and retention of prospective students to the College. These include:

- ☐ Online Streamlined Application and Follow Up for prospective students
- ☐ Online Remote Orientation for prospective students
- ☐ Online Degree Audit for educational planning
 - Development of Pathway for Non-Credit students
- ☐ Guided Pathways for existing students
- ☐ Multiple Measures Initiatives
- ☐ AB288 Dual Enrollment Expansion with feeder high schools
 - Universal R-40 form development
- ☐ Concurrent Enrollment expansion with feeder high schools
- ☐ Curriculum alignment with high school in Math and English coursework
 - EVC Promise Initiative – 250+ more students for new academic year
 - High School Partner Day – Annual Event in December 2018
- ☐ Increase staffing to include Coordinator level position & bilingual recruiters

By far the most significant goal for the Outreach and Recruitment Team is to secure additional staffing to support efforts in the community. For several years, the College has relied on the efforts of a 1.0 FTE Outreach & Recruitment Specialist to coordinate the yearly cycle for identifying prospective students. These efforts have proven to be successful, but more staffing is necessary in order to expand and attract students from nearby communities. In recent years, EVC has struggled to attract students from East San Jose to attend EVC, as opposed to attending Deanza College or West Valley College. The College will need to make a sizeable investment to not only maintain it's existing enrollment growth, but increase enrollment from nontraditional students in local community. For example, the new generation of online learners that prefer to complete coursework remotely and not attend a traditional classroom for instruction.

2016FA -- Total Headcount Summary Last 3 Terms-- Snapshot: Census After Start

Enrollment Term IPEDS Race Ethnic Classification	2014FA			2015FA			2016FA		
	Students	Pct of Total	Pct Change from Prior Term	Students	Pct of Total	Pct Change from Prior Term	Students	Pct of Total	Pct Change from Prior Term
American Indian	52	0.6%	52.9%	56	0.6%	7.7%	54	0.6%	-3.6%
Asian	3469	38.6%	-2.8%	3489	38.5%	0.6%	3633	38.8%	4.1%
Black or African America	252	2.8%	-7.4%	234	2.6%	-7.1%	235	2.5%	0.4%
Hawaiian/Pacific Islander	42	0.5%	-25.0%	43	0.5%	2.4%	33	0.4%	-23.3%
Hispanic	3452	38.4%	-1.2%	3471	38.3%	0.6%	3712	39.6%	6.9%
Two or More Races	227	2.5%	13.5%	237	2.6%	4.4%	256	2.7%	8.0%
Unknown	870	9.7%	14.2%	938	10.4%	7.8%	845	9.0%	-9.9%
White	622	6.9%	-7.7%	592	6.5%	-4.8%	599	6.4%	1.2%
Grand Total:	8986	100.0%	-0.8%	9060	100.0%	0.8%	9367	100.0%	3.4%

Enrollment Term Gender Desc	2014FA			2015FA			2016FA		
	Students	Pct of Total	Pct Change from Prior Term	Students	Pct of Total	Pct Change from Prior Term	Students	Pct of Total	Pct Change from Prior Term
Female	4831	53.8%	-1.8%	4968	54.8%	2.8%	5087	54.3%	2.4%
Male	4130	46.0%	0.4%	4062	44.8%	-1.6%	4235	45.2%	4.3%
No Value Entered	25	0.3%	-10.7%	30	0.3%	20.0%	45	0.5%	50.0%
Grand Total:	8986	100.0%	-0.8%	9060	100.0%	0.8%	9367	100.0%	3.4%

Data as of COB: 9/12/16**Total Headcount Summary – Age Report**

Evergreen Valley College is comprised of predominately younger student populations that transition from high school and immediately enroll at the College. The largest segment of the student population continues to be age 18-24 as noted in the graphic below. Students are attracted to the College due to its proximity to local area high schools and the availability of general education course offerings. In addition, the College in 2016 entered into an agreement with the Valley Transit Authority (VTA) to provide affordable transportation with a reduced cost clipper card aimed at providing better access to students living in East San Jose. Furthermore, the College also made efforts to realign the bus routes to improve ridership amongst students. These efforts continue to contribute to the overall enrollment growth and community awareness for Evergreen Valley College.

<i>Age Group (IPEDS age group)</i>						
17 & Below	266	243	316	361	409	53.76%
18-24	5,507	5,391	5,162	5,088	5,113	-7.15%
25-39	2,493	2,223	2,073	2,007	2,036	-18.33%
40 & Over	1,334	1,145	1,066	1,035	948	-28.94%
Unknown	2	2	7	10	16	700.00%
Total	9,602	9,004	8,624	8,501	8,522	-11.25%

State Budget Recovery and Enrollment Growth

The current state budget has improved significantly from the spring 2014 program review. This economic recession recovery has allowed the San Jose Evergreen Community College District to become a basic aid district. As a result, both San Jose City College and Evergreen Valley College receive appropriations based on local property tax income and not through the normal apportionment formula put forth by the State of California. As the State budget recovery continues to unfold, recruitment of prospective students continue to be a significant challenge for the Outreach and Recruitment team at Evergreen Valley College. The booming economy in San Jose's Silicon Valley has driven many students to the high tech world for employment. In recent years, the development of Career Technical Education programs continues to grow. Student are now eager to gain valuable technical skills for immediate use in the workforce. Consequently, the College will need to re-examine its approach to the recruitment of prospective students from local area high schools. The demand for career technical majors and certificates continues to be grow steadily.

Analysis & Trends (Enrollment)

The overall enrollment growth and trend in attracting prospective students has continuously increased over the course of the 2015, 2016, 2017, & 2018 academic year. Recruitment of East San Jose high school students continues to be the primary focal point for Evergreen Valley College. With the emergence of AB288 (Dual Enrollment) it is critical that the College work in conjunction with local area service high schools to offer college courses at the various high schools throughout San Jose. By offering courses that are in demand by high school students, the College is well positioned to acquire enrollment from both concurrent and dual enrollment student populations.

In addition to dual enrollment, the College should consider the modality of instruction and the degrees and certificates available to the new emerging prospective student population. Students are increasingly focused on technology and are moving away from the traditional method of classroom instruction. IN the coming year, the Outreach and Recruitment department will need to keep a close watch on the emerging demands for online instruction.

Enrollment Data Basic Definitions

Student headcount – Student headcount is an unduplicated count of students. It is actual number of individual students enrolled. Students may enroll in one more courses in a term, but they are counted only one for the term.

Student Enrollment – Student enrollment is a duplicated count of students. Students may be enrolled in more than one course and would be counted in each course for the term.

Full-Time Equivalent Student (FTES) – FTES is a standard statewide measure of student enrollment at an academic department, or an institution. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. The formula to calculate FTES is expressed by the equation below: $FTES = (\text{Census enrollment} \times \text{Weekly student contact hours} \times \text{Term Length Multiplier}) / 525$ where TLM = 16.5 Example: FTES for a 3 unit class with 30 students enrolled at census $FTES = (30 \times 3.38 \text{ hours/week} \times 16.5 \text{ weeks/semester}) / 525 = 3.19$

Full-Time Equivalent Faculty (FTEF) – In a FTEF, a faculty member's actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure workload at an academic department, or an institution. The formula to calculate FTEF is expressed by the equation below: $FTEF = WFCH / \text{Contract teaching load of the discipline}$ where WFCH = standard course hours Example: $3/15 = 0.20$

Weekly Student Contact Hours (WSCH) – WSCH is acronym for weekly student contact hours. It presents a total number of hours faculty contacted students weekly in an academic department or an institution. $WSCH = \text{census enrollment} \times \text{class hours per week}$

Instructional Efficiency (WSCH/FTEF) – WSCH is a proxy for revenue generated by the class. FTEF is a proxy for instructional cost. The ratio, WSCH per FTEF could be interpreted in terms of cost-efficiency or instructional quality.

Enrollment Data Analysis – Identified Productivity (WSCH/FTEF)

The Outreach and Recruitment unit at Evergreen Valley College contributes to the overall enrollment of the College. By recruiting students from the local area high schools, the total number of students that register and persist from term to term contributes indirectly to the enrollment goals of each academic discipline. The fill rate of each course sections is monitored by the academic dean in each area to ensure that productivity standards are in fact met. It also serves as a guide for enrollment forecasting with respect to future course offerings. Although productivity with regards to WSCH/FTEF is primarily an academic function, it is important that Student Services professionals understand the impact of how growing enrollment in each of the academic areas is measured. This drives better productivity and helps in the development of new course offerings, degrees, certificates, and the re-evaluation of poorly enrolled sections. Each semester the academic areas examine the ration of WSCH to FTEF to ensure that each discipline meets a minimum standard ratio of WSCH/FTEF of 525 that is recommended by the

State. This number is an average target amount that it used as a theoretical benchmark to evaluate if the discipline area is in fact being productive with regards to course offering when compared to faculty loading. Below is a four year snap shot of FTEF. WSCH is typically not categorized in the overall College enrollment report due to variations of contact hours amongst each course offering.

Student Enrollment Report Spring 2018 (current offset)

Data as of 11:59 p.m. on: 2/20/18

District-wide

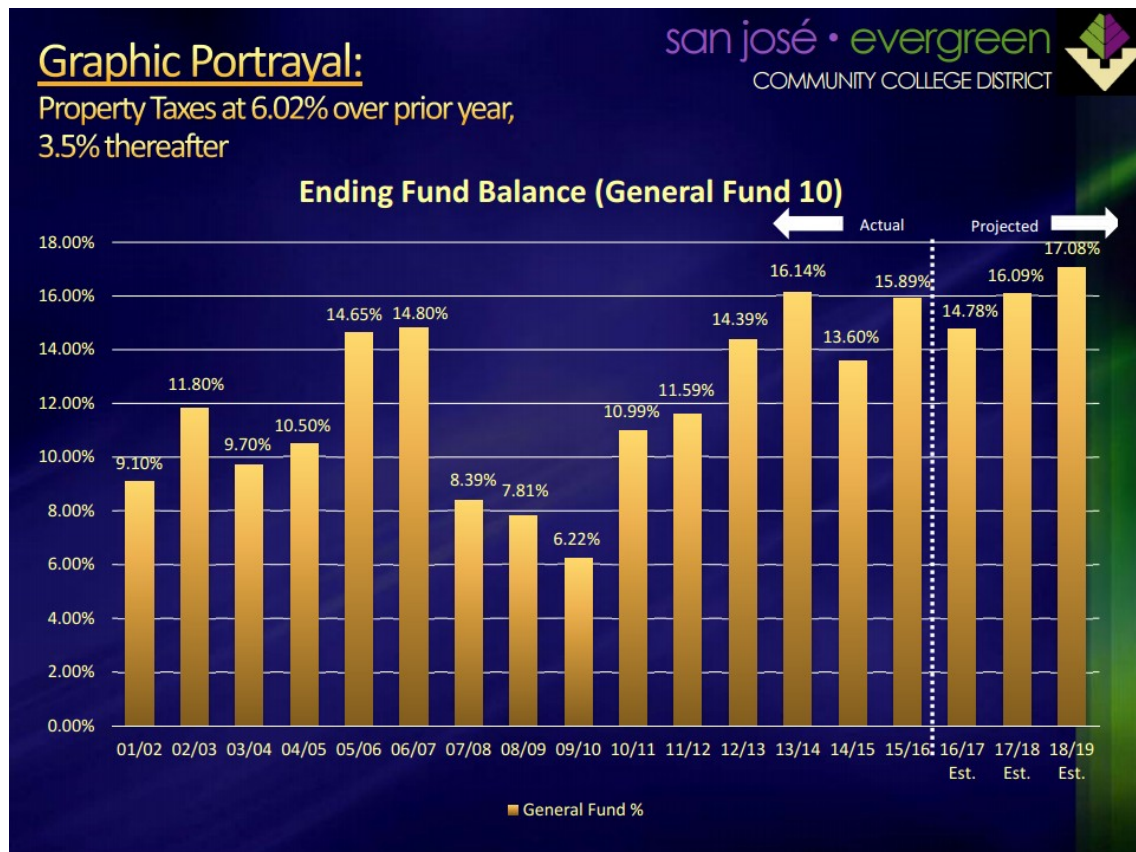
	2015SP		2016SP		2017SP		2018SP	
	#	Pct Change Prior Yr	#	Pct Change Prior Yr	#	Pct Change Prior Yr	#	Pct Change Prior Yr
Total Headcount	15,970		15,636	-2.1%	15,591	-0.3%	16,395	5.2%
FTE S	5,204		5,095	-2.1%	4,994	-2.0%	5,129	2.7%
Seat Count	42,928		41,827	-2.6%	41,004	-2.0%	42,444	3.5%
Section Count	1,728		1,744	0.9%	1,676	-3.9%	1,713	2.2%
FTEF	397.6		400.1	0.6%	381.7	-4.6%	379.2	-0.7%
FTE S/FTEF	13.1		12.7	-2.7%	13.1	2.7%	13.5	3.4%


EVC

	2015SP		2016SP		2017SP		2018SP	
	#	Pct Change Prior Yr	#	Pct Change Prior Yr	#	Pct Change Prior Yr	#	Pct Change Prior Yr
Total Headcount	8,725		8,620	-1.2%	8,754	1.6%	8,924	1.9%
FTE S	2,646		2,603	-1.6%	2,634	1.2%	2,673	1.5%
Seat Count	22,731		22,529	-0.9%	22,611	0.4%	23,250	2.8%
Section Count	867		882	1.7%	878	-0.5%	887	1.0%
FTEF	198.8		203.9	2.5%	194.7	-4.5%	188.0	-3.4%
FTE S/FTEF	13.3		12.8	-4.1%	13.5	5.9%	14.2	5.1%

Basic Aid District Funding

The San Jose Community College District moved to a basic aid funding model in 2012. This fundamentally changed the revenue stream for both colleges. Consequently, property tax income from local area homes now drives the amount the revenue provided to the district on a yearly basis. This increase in funding has also shaped the approach to the overall recruitment of students at Evergreen Valley College.





Our Current Budget Status:

	FY 2015/16 Unaudited Actuals	FY 2016/17 Adopted Budget	FY 2017/18 Estimated Budget
Beginning Fund Balance	\$12,646,465	\$16,436,065	\$15,932,730
Revenues	\$107,204,826	\$107,291,067	\$108,811,172
Expenditures	\$103,415,226	\$109,680,914	\$109,332,894
Discount Factor	N/A	(\$1,886,512)	(\$1,880,526)
Total Expenses	\$103,415,226	\$107,794,402	\$107,452,368
Ending Fund Balance	\$16,436,065 15.9%	\$15,932,730 14.8%	\$17,291,533 16.1%

Off-Campus Stakeholders:

Community Stakeholders continue to be a critical component of the Outreach and Recruitment efforts at Evergreen Valley College. These partnerships and collaborations provide a steady stream or pipeline of prospective students that ultimately enroll at the College. Over the past few years, the College has benefited from enrollment perspective by developing Middle College models aimed at enrolling high school students for college level coursework earlier in their academic career. The main stakeholders are noted below:

- ☐ East Side Union High School District
- ☐ San Jose Unified School District
- ☐ Milpitas Unified School District
- ☐ Trio Upward Bound (EVC)
- ☐ Trio Talent Search (EVC)
- ☐ College Connection Academy (Yerba Buena High School)
- Cal-SOAP – California Student Opportunity and Access Program
- ACCEL Middle College – East Side Union High School District

Staff Advisory Committees

Octavio Cruz: Student Success, Colleague Core Group, District Technology Group, Graduation Committee, Academic Senate, Dean's Committee, ATF Committee

Ingrid Rottman: Student Success Committee, Outreach and Recruitment Committee

Tiffani Lam: Early Alert, Appeals, Graduation Committee, Distance Education

Angela Hamilton: Budget Committee

Outreach Program Director & MIS Data Submission

The Management Information System (MIS) is annual report that is required by the State Chancellor's Office in order gather critical performance data for each California Community College. This data can range from categorical student enrollment data to financial aid disbursement data. The State of California utilizes this information to provide reports to legislators and to assess and produce scorecard data reports for each college and district. At Evergreen Valley College, the Dean of Enrollment Services serves as both the Director of Admissions & Records, as well as the Director of Outreach & Recruitment. In this capacity, the Dean is responsible for the timely reporting and submission of accurate MIS enrollment data at the College level. Once the data is collected by each college within the district, an ITSS District level Director will perform an extract that is then sent to the State for review. The Admissions and Records Offices at each college are responsible for correcting referential edits associated with student's enrollment data.

Evergreen Valley College Cohort Based Enrollment

Over the past several years, the Outreach and Recruitment Office has worked in coordination with the major high school districts in our service area to coordinate the registration of concurrent enrollment and dual enrollment high school students. This target population primarily registers for coursework during the summer months, but has now expanded to advanced coursework during the primary term at the College. The goal is to acquire enrollment through existing student populations at local service area high schools. Although this model is based on a cohort model, it is attractive for the College to offer these course as they typically filled to capacity. Below is a complete listing of special cohort based enrollment groups that continue to produce enrollment on a yearly basis.

Cohort Group	Term	Registration ID	Student Count
Accel Middle College	Spring/Summ/Fall	TBD	50x
Affirm/Chem 15	Spring 2017	86043	7
Affirm/Engl 001a	Spring 2017	85671	14
Affirm/Math 13	Spring 2017	86087	19
Affirm/Polsc 001	Spring 2017	86734	5
Bridge to Engineering/500	Summer 2016	85513	19
Bridge to Engineering/504	Fall 2016	85623	33

Bridge to Engineering/506	Spring 2017	87411	50
College Connection/YB	Summer 2016		80
College ConnectionYB	Fall 2016		80
College ConnectionYB	Spring 2017		80
James Lick/CII 205	Summer 2016	85562	34
James Lick/CII 215	Summer 2016	85563	36
James Lick/CII 220	Summer 2016	85564	38
James Lick/CII 230	Summer 2016	85565	37
LCPA/ Coms 20	Fall 2016	85607	21
LCPA/Coms 20	Fall 2016	85607	26
LCPA/Math 13	Summer 2016	85490	19
LCPA/Math 14	Summer 2016	85491	47
LCPA/Psych 001	Fall 2016	85606	25

LCPA/Psych 001	Fall 2016	85606	25
LCPA/Psych 001	Interession 2017	87665	27
LCPA/Coms 20	Interession 2017	87664	26
San Jose State/Engl 104	Summer 2016	83221	16
San Jose State/Engl 104	Spring 2017	85732	22
San Jose State/Math 13	Summer 2016	83387	26
San Jose State/Math 13	Spring 2017	86101	35
Stem Program/Bus 004	Spring 2017	89227	35
Stem Program/Engr 18	Fall 2016	85541	8
Stem Program/Math 111	Fall 2016	85165	13
Stem Program/Math 13	Fall 2016	85168	34

San Jose Promise Grant Initiative

The launch of the San Jose Promise initiative in spring 2016 will require a significant level of involvement by the Outreach and Recruitment Office. This process will involve the careful coordination of, student application processing and prescribed cohort enrollment for year one of the project. In addition, the San Jose Promise initiative will require assistance from the Financial Aid Office to identify the 250 financially needy target group of first time college students. The Admissions and Records Office and Outreach and Recruitment areas have met with District personnel to identify a tentative timeline for deployment. Summer 2017 will mark the initial cohort for the San Jose Promise. The long term goal term goal is to attract underrepresented students from local service area high schools and assist them in paying for the first two years of their college experience.

PART B: Program Access

Colleague by Ellucian (Technology – Student Information System)

Colleague is a fully integrated student management system that provides secure, easy access to the information institutions need to manage assets more efficiently and allocate resources more effectively. This serves as the backbone for the Outreach and Recruitment team to track and matriculate prospective students. In the coming years, Outreach will need to look towards enhancing the prospective student module in Colleague Student. CROA reporting is utilized to identify prospective student applications within the Colleague Ellucian system. In the coming years, more detailed reporting tool will need to be developed to more closely identify and track prospective students by discipline and major.

Technology Challenges

The Outreach and Recruitment department continues to face challenges when using technology to facilitate its workflow. Examples of these challenges occur within Open CCC-Apply online admission application tool.

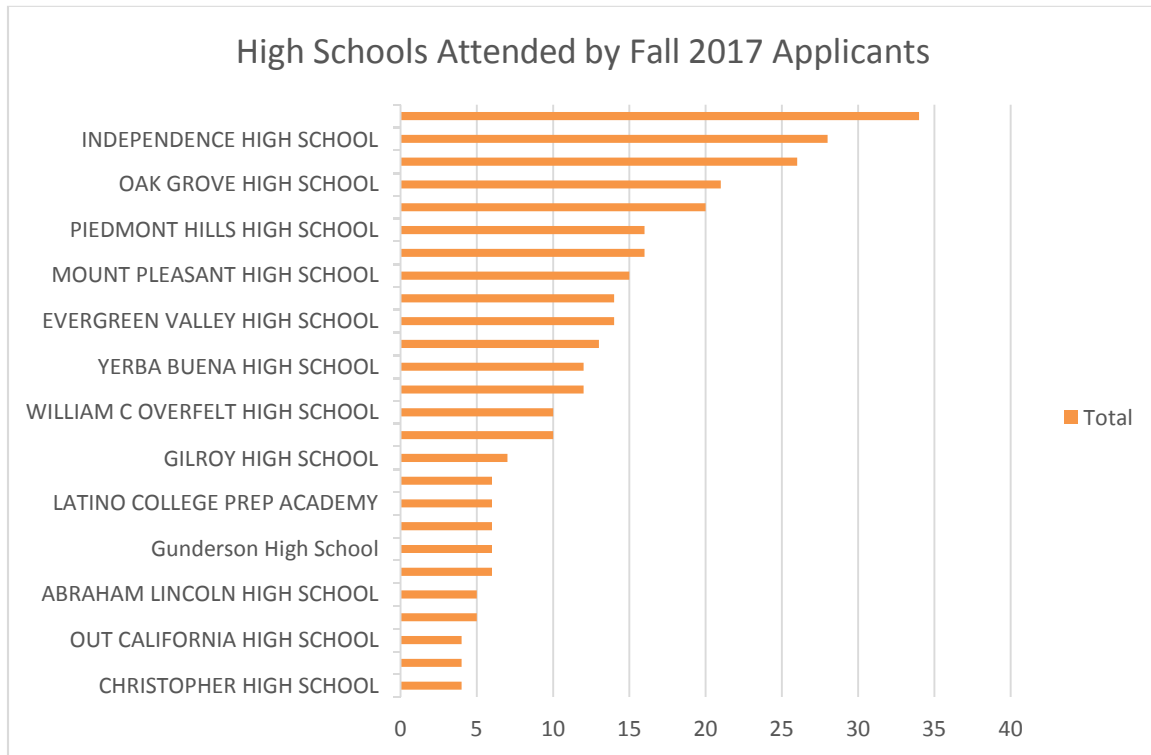
Open CCC Apply

The Open – CCC Apply interface should help to streamline the application process for prospective students. However, the online tool is limited in its ability to collect alternate admission or programmatic information. The College still utilizes a manual process for the identification of cohort groups. Students find the Open CCC-Apply user interface cumbersome. There are several pages and screens to navigate and many edit fields to enter data. The turnaround time for a student to receive a student identification can take up to 48 hours to receive via email. This time period is too long for prospective students to wait. In the coming years, Outreach and recruitment will need to improve the initial application process to enhance the admission process for prospective students.

Impact: *Users may believe that their application is processed immediately when using Open CCC-Apply, but this is not the case. The SJECCD office runs a daily batch job to import the new application data into Colleague. Difficulties arise when the prospective student does not provide a social security number (which is not required) on the application. Applications without a social security number are not processed in the batch job. Students often send an email or phone A&R when they are unable to log onto MyWeb. The staff member then knows to look for their online application and must print it out and then process it by hand. What should have been a one-step process is now in reality a five-step process. This process will need to be further examined in the coming year to better streamline the process for students. Simply put, it takes too long for a student to receive their student identification number and move forward with other matriculation requirements.*

Outreach and Recruitment Service Area

East Side Union High School District is the primary feeder high school in our service area. With more than 26,915 student it remains the primary focus for outreach efforts and assessment. In fall of 2009 and fall 2010, the Outreach area of the college moved towards developing a more proactive form of recruitment that mirrored that of the four year university. It continues to increase the number of prospective students applying for admission earlier in the application cycle each year. With the addition of the newly implemented Open CCC Apply in October of 2015, the admission application data is more accurate and consistent from a reporting standpoint.



Student Demographics:

The most significant shift in the K-12 Service Area population is that of ethnicity. In less than 28 years (1981-2009), 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.

<i>Ethnicity (IPEDS)</i>						
African American	338	296	245	234	222	-34.32%
American Indian	36	26	36	49	52	44.44%
Asian	3,778	3,585	3,397	3,275	3,310	-12.39%
Hawaiian/Pacific Islander	76	51	53	36	40	-47.37%
Hispanic	3,470	3,322	3,286	3,247	3,228	-6.97%
Two or More Races	173	175	186	218	219	26.59%
White	769	686	638	589	550	-28.48%
Unknown	962	863	783	853	901	-6.34%
Total	9,602	9,004	8,624	8,501	8,522	-11.25%

<i>Gender</i>						
Female	5,070	4,744	4,648	4,564	4,682	-7.65%
Male	4,532	4,248	3,949	3,915	3,811	-15.91%
Declined to state	0	12	27	22	29	141.67%
Total	9,602	9,004	8,624	8,501	8,522	-11.25%
<i>Age Group (IPEDS age group)</i>						
17 & Below	266	243	316	361	409	53.76%
18-24	5,507	5,391	5,162	5,088	5,113	-7.15%
25-39	2,493	2,223	2,073	2,007	2,036	-18.33%
40 & Over	1,334	1,145	1,066	1,035	948	-28.94%
Unknown	2	2	7	10	16	700.00%
Total	9,602	9,004	8,624	8,501	8,522	-11.25%
<i>App Goal</i>						
AA/AS Degree	681	637	623	662	643	-5.58%
Certificate	218	200	185	175	170	-22.02%
Complete HS Credits	259	285	287	292	278	7.34%
Discover Career	1,086	1,011	730	614	518	-52.30%
ED Enrichment	162	143	162	166	209	29.01%
Improve Job Skills	340	320	281	234	235	-30.88%
Transfer	5,018	4,817	4,791	4,922	5,025	0.14%
Undecided/Other	1,838	1,591	1,565	1,436	1,444	-21.44%
Total	9,602	9,004	8,624	8,501	8,522	-11.25%
<i>City of Residence</i>						
San Jose	8,025	7,784	7,668	7,598	7,788	-2.95%
Milpitas	169	155	135	137	110	-34.91%
Morgan Hill	142	145	165	169	167	17.61%
Gilroy	94	92	98	99	85	-9.57%
Santa Clara	56	52	44	40	39	-30.36%
Fremont	49	38	28	18	20	-59.18%
Sunnyvale	33	20	24	25	22	-33.33%
Campbell	38	37	27	28	27	-28.95%
Los Gatos	10	5	7	5	5	-50.00%
Other	986	676	428	382	259	-73.73%
Total	9,602	9,004	8,624	8,501	8,522	-11.25%
<i>Zip Code</i>						
95111	1,089	1,097	1,025	1,022	1,080	-0.83%
95148	1,046	1,046	977	996	1,048	0.19%
95122	915	902	934	964	980	7.10%
95121	981	913	928	900	879	-10.40%
95127	822	767	797	783	831	1.09%
95123	477	466	434	461	456	-4.40%

95116	436	435	453	469	499	14.45%	
95136	323	302	306	304	303	-6.19%	
95135	289	274	265	258	250	-13.49%	
95112	205	234	235	231	229	11.71%	
Other	3,019	2,568	2270	2113	1,967	-34.85%	
Total	9,602	9,004	8,624	8,501	8,522	-11.25%	
Ethnicity							
African American	3.52%	3.29%	2.84%	2.75%	2.61%	-26.00%	-5.36%
American Indian	0.37%	0.29%	0.42%	0.58%	0.61%	62.75%	5.86%
Asian	39.35%	39.82%	39.39%	38.52%	38.84%	-1.28%	0.82%
Hawaiian/Pacific Islander	0.79%	0.57%	0.61%	0.42%	0.47%	-40.70%	10.84%
Hispanic	36.14%	36.89%	38.10%	38.20%	37.88%	4.82%	-0.83%
Two or More Races	1.80%	1.94%	2.16%	2.56%	2.57%	42.63%	0.21%
White	8.01%	7.62%	7.40%	6.93%	6.45%	-19.41%	-6.85%
Unknown	10.02%	9.58%	9.08%	10.03%	10.57%	5.53%	5.37%
Total	100.00%	100.00%	100.00%	100.00%	100.00%		
Gender							
Female	52.80%	52.69%	53.90%	53.69%	54.94%	4.05%	2.33%
Male	47.20%	47.18%	45.79%	46.05%	44.72%	-5.25%	-2.90%
Declined to state	0.00%	0.13%	0.31%	0.26%	0.34%	155.34%	31.49%
Total	100.00%	100.00%	100.00%	100.00%	100.00%		
Age Group							
17 & Below	2.77%	2.70%	3.66%	4.25%	4.80%	73.25%	13.02%
18-24	57.35%	59.87%	59.86%	59.85%	60.00%	4.61%	0.24%
25-39	25.96%	24.69%	24.04%	23.61%	23.89%	-7.98%	1.19%
40 & Over	13.89%	12.72%	12.36%	12.18%	11.12%	-19.93%	-8.63%
Unknown	0.02%	0.02%	0.08%	0.12%	0.19%	801.38%	59.61%
Total	100.00%	100.00%	100.00%	100.00%	100.00%		
Educational Goal							
AA/AS Degree	7.09%	7.07%	7.22%	7.79%	7.55%	6.39%	-3.11%
Certificate	2.27%	2.22%	2.15%	2.06%	1.99%	-12.14%	-3.10%
Complete HS Credits	2.70%	3.17%	3.33%	3.43%	3.26%	20.94%	-5.03%
Discover Career	11.31%	11.23%	8.46%	7.22%	6.08%	-46.26%	-15.84%
ED Enrichment	1.69%	1.59%	1.88%	1.95%	2.45%	45.36%	25.59%
Improve Job Skills	3.54%	3.55%	3.26%	2.75%	2.76%	-22.12%	0.18%
Transfer	52.26%	53.50%	55.55%	57.90%	58.97%	12.83%	1.84%
Undecided/Other	19.14%	17.67%	18.15%	16.89%	16.94%	-11.48%	0.31%
Total	100.00%	100.00%	100.00%	100.00%	100.00%		
City of Residence							
San Jose	83.58%	86.45%	88.91%	89.38%	91.39%	9.35%	2.25%

Los Gatos	10.27%	7.51%	4.96%	4.49%	3.04%	-70.40%	-32.37%
Milpitas	1.48%	1.61%	1.91%	1.99%	1.96%	32.51%	-1.43%
Morgan Hill	0.98%	1.02%	1.14%	1.16%	1.00%	1.89%	-14.35%
Gilroy	0.58%	0.58%	0.51%	0.47%	0.46%	-21.53%	-2.74%
Sunnyvale	0.40%	0.41%	0.31%	0.33%	0.32%	-19.94%	-3.81%
Fremont	0.34%	0.22%	0.28%	0.29%	0.26%	-24.88%	-12.22%
Santa Clara	0.51%	0.42%	0.32%	0.21%	0.23%	-54.01%	10.84%
Campbell	0.10%	0.06%	0.08%	0.06%	0.06%	-43.66%	-0.25%
Other	1.76%	1.72%	1.57%	1.61%	1.29%	-26.66%	-19.91%
Total	100.00%	100.00%	100.00%	100.00%	100.00%		
Zip Code							
95111	11.34%	12.18%	11.89%	12.02%	12.67%	11.74%	5.41%
95148	10.89%	11.62%	11.33%	11.72%	12.30%	12.89%	4.96%
95122	9.53%	10.02%	10.83%	11.34%	11.50%	20.68%	1.41%
95121	10.22%	10.14%	10.76%	10.59%	10.31%	0.96%	-2.57%
95127	8.56%	8.52%	9.24%	9.21%	9.75%	13.91%	5.87%
95123	4.97%	5.18%	5.03%	5.42%	5.35%	7.71%	-1.33%
95116	4.54%	4.83%	5.25%	5.52%	5.86%	28.95%	6.13%
95136	3.36%	3.35%	3.55%	3.58%	3.56%	5.70%	-0.57%
95135	3.01%	3.04%	3.07%	3.03%	2.93%	-2.53%	-3.34%
95112	2.13%	2.60%	2.72%	2.72%	2.69%	25.86%	-1.11%
Other	31.44%	28.52%	26.32%	24.86%	23.08%	-26.59%	-7.14%
Total	100.00%	100.00%	100.00%	100.00%	100.00%		

District ITSS:

The retention of ITSS staff originally trained on the Colleague software continues to create significant technology challenges; staff's expertise in the technical and functional knowledge of Colleague Core has been absent from daily operations. Lack of full training and knowledge of current staff continues to limit the functionality of the product. Staff experience undue hardship in the basic delivery of services that involve technology related applications.

Matriculation Process (Student Success Steps)

The following steps define for new and continuing students the basic steps from initial point of inquiry to completion of degree requirements. These are known as the "steps to success" and are mandated by the State of California to ensure compliance with specific components of the Student Success Act of 2012.

Step 1 – Prospective students (Outreach and Recruitment) apply for admissions via CCC-Apply or paper application

Step 2 – Admission application is downloaded from CCC-Apply and uploaded to

colleague Step 3 – Student identification number is produced and distributed to student

electronically

Step 4 - Student completes the online orientation via Canvas portal

Step 5 – (Outreach and Recruitment) collect hard copy high school transcripts for upload into document imaging

Step 5 – Student Completes Accuplacer Assessment Exam or meets with counselor to complete multiple measures process for placement.

Step 6 – Student meets with academic counselor to complete abbreviated educational plan or comprehensive educational plan.

Step 7 – Student registers for coursework based on recommendation from

counselor Step 8 – Student completes coursework and files graduation petition

Step 9 – Graduation Evaluation unit clears and post degree to student transcript

Outreach and Recruitment – Full time Director Requirement

The Outreach and Recruitment unit is part of the Enrollment Services area at Evergreen Valley College. This program does not require a full time director from a compliance perspective with the State of California. The organizational structure for the program consists of a full time Outreach Specialist that reports to the Dean of Enrollment Services. The Dean provides administrative support and guidance to ensure program regulatory compliance and overall strategic planning for the program. Although the organizational model is supported by many areas of the College, additional staffing is needed to expand the reach and scope of recruitment in the local service area community. This is by far one of the most important goals for the Outreach and Recruitment program in the coming academic year.

SB 1456 – Student Success Act of 2012

The Outreach and Recruitment Office altered its approach to the standard matriculation process as a direct result of the passage of the Student Success Act of 2012. This law mandated the delivery of key services to students in order to gain priority registration at the College. In prior years, the Outreach and Recruitment team would provide remote off-site Compass testing to prospective high school students. Although effective in securing accurate placement for students, the process was labor intensive. The Outreach and Recruitment Specialist would spend the better part of January – March configuring and proctoring the Compass Assessment Exam for students at local area high schools. With the passage of the Student Success Act, the fundamental steps for matriculation not only changed the order of services, but it also changed the delivery method. Student now in 2017 apply for admission, then immediately are driven to the online orientation model in Canvas. Once students complete the orientation process, they are then asked to submit their high school transcripts for multiple measures assessment and review by an academic counselor. The Outreach team now collects high school transcripts from prospective high school students in order to facilitate the accurate placement in English and

Math coursework.

SB 1440 – Associate Degrees for Transfer

The Student Transfer Achievement Reform Act (SB 1440 – Padilla), signed into legislation on September 29, 2010, enables the California Community Colleges and California State University to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. This new law requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.

Students are given guaranteed admission into the California State University (CSU) system, and further are given priority consideration when applying to a particular program that is similar to the student's community college major. The law prohibits the CSU from requiring a transferring

student to repeat courses similar to those taken at the community college that counted toward their associate degree for transfer. It is expected that community college students will be able to declare an interest in pursuing specific transfer AA/AS degrees beginning the Fall 2011-12 academic year.

The Admissions and Records Office is responsible for the e-verification process to the CSU system. This process occurs during the fall and spring terms and enhances a transfer student's ability to be admitted to the CSU of their choice.

AB 1451 - The College and Career Access Pathway Act (Concurrent Enrollment)

AB 1451 authorizes California Community College districts to enter into a formal partnership agreement with a local school district regarding the concurrent enrollment of high school pupils in college classes. The partnership agreement shall outline the terms of their partnership, such as the schedule of eligible courses that can be offered, thresholds for the academic readiness of pupils, protocols for sharing and joint facilities.

AB 288 - The College and Career Access Pathway Act (Dual Enrollment)

AB 288 establishes the College and Career Access Pathways Act to authorize California Community College districts to enter into formal partnership agreements with local school districts to expand access to concurrent enrollment opportunities for high school students. The partnership agreement shall outline the terms of their partnership, such as the schedule of eligible courses that can be offered, thresholds for the academic readiness of pupils, protocols for sharing and joint facilities. Concurrent enrollment differs from Dual enrollment in that the courses are taught remotely at the high school site. The course would still meet the mandatory rigor for college level coursework.

Evergreen Valley College - Degrees and Certificates Awarded

A. At graduation commencement	B. Number of Certificates Awarded	C. Number of Degrees Awarded	D. Total of B and C
2016	62	672	734
2015	50	637	687
2014	119	609	728
2013	101	533	643
2012	108	500	608
2011	93	431	524

PART C: Student Learning Outcomes – Outreach and Recruitment

*Please see Appendix A at the end of document for complete SLO review.

PART D: Faculty and Staff

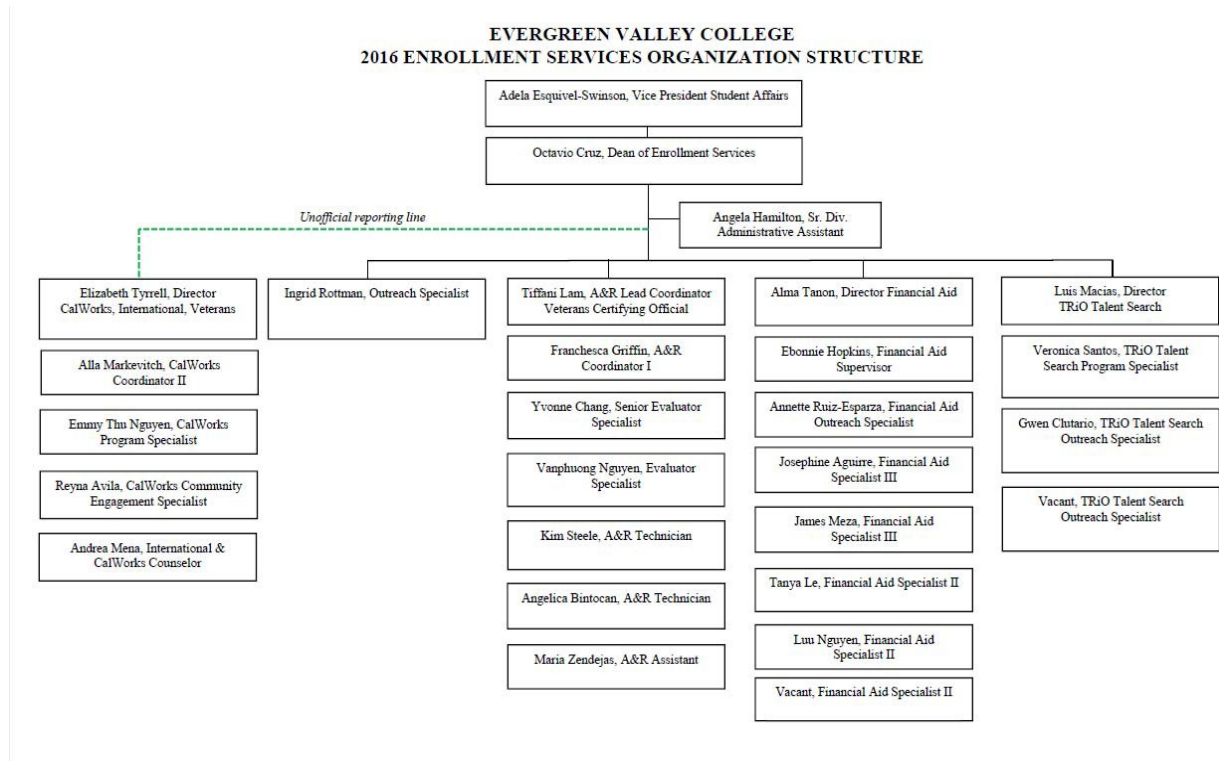
List of Outreach and Recruitment Staff and Titles

Octavio Cruz, Dean of Enrollment Services
 Angela Hamilton, Senior Division Administrative Assistant
 Ingrid Rottman, Outreach Specialist
 Annette Ruiz-Esparza, Financial Aid Outreach Specialist

Outreach Student Ambassadors

Camila Ramirez, Work Study Student
 Christa Cruz, Work Study Student
 Gerardo Guizar, Work Study Student
 Vanessa Rodarte, Work Study Student

Enrollment Services (Outreach and Recruitment) Organizational Chart



Orientation Process for Outreach Ambassadors

The Student Ambassador Program at Evergreen Valley College provides students the opportunity to work on campus while assisting College personnel with many of the activities associated with the recruitment of new prospective students. Student Ambassadors are responsible for providing campus tours, welcome center duties, campus event duties, and the check in process for the annual Day at The Green event. These students provide a valuable service by providing peer to peer support amongst students on and off campus. Student ambassadors must undergo a rigorous training with the campus Outreach and Recruitment Specialist prior to providing services to students. They are required to be fully trained to ensure the accuracy of the information they convey to students. The ambassador program continues to add tremendous support to the Outreach and Recruitment team. However, over the past few years, the ability to identify a stable funding source has resulted in coverage gaps throughout the academic year for student related events. The College will need to identify a steady funding source in order to solidify a permanent ambassador program as it relates to Outreach and Recruitment.

Staff Professional Development Activities						
	2011	2012	2013	2014	2015	2016
Octavio Cruz	3CDUG, CACCRAO, Ellucian, IEPI	3CDUG, CACCRAO, Ellucian, IEPI	3CDUG, CACCRAO, Ellucian, IEPI	3CDUG, CACCRAO, Ellucian, IEPI	3CDUG, CACCRAO, Ellucian, IEPI, UC Counselor Conf.	3CDUG, CACCRAO, Ellucian, IEPI, Financial Aid Wkshp
Ingrid Rottman					ACT Enrollment Planners Conf.	CCC CAI, Advancing Student Success
Julie Griffin	CACCRAO	CACCRAO	CACCRAO	CACCRAO	CACCRAO	CACCRAO
Angela Hamilton					SJECCD Admin Wkshp	SJECCD Admin Wkshp

PART E: Budget Planning and Resource Allocation

Budget Rationale

In the 15-16 Fiscal Year, the Outreach & Recruitment Office received a portion of the requested one-time funds of \$60,000.00 from SSSP to help support Campus Outreach efforts. This included the purchase of a large format poster printer, marketing promotional items, laptop, general office supplies, funding for hiring 6 student Ambassadors, as well as professional development to attend enrollment-related conferences and workshops for Professional Classified staff. However, the Outreach and Recruitment Office continues to struggle with staffing support. There is only one full time employee (Outreach Specialist) designated as the official Outreach person. In the coming years, budget appropriations will need to be made to adequately address the scope and nature of the recruitment efforts at Evergreen Valley College.

Plan for Obtaining Additional Funds

For the 2017-18 academic year, the Outreach and Recruitment team has applied for one-time monies from the College to help offset the cost associated with the recruitment of prospective students. In addition to one-time monies, the strategy moving forward is to institutionalize the concept of Outreach and Recruitment amongst the various academic programs and services on campus. In other words, the plan is to work with academic departments to utilize grant based funding in the CTE area and other disciplines to promote programs within the service area communities. Also, there is an opportunity to work with the Non-Credit area of the College to provide Outreach and Recruitment Services to prospective students interested in Non-Credit courses. Below is a brief analysis of the existing finding allocation for the Outreach and recruitment area at EVC.

Annual Budget	Fund 10 Expenditures	Future Needs
\$117,916.00	<u>Salaries/Benefits:</u> 1 – Full time classified staff member at 92%	\$5,000.00 needed for overtime pay for Classified staff: Extended office hours 1 st – 3 weeks beginning each term, Days at the Green event, other campus events, off-campus events, etc.
	<u>Discretionary expenditures:</u>	\$10,000.00 needed for marketing supplies, promotional items

Annual Budget	Fund 10 Expenditures	Future Needs
	Supplies: Zero Allocation	\$2,000.00 needed for general office supplies
	Equipment: Zero Allocation	
	Conferences: Zero allocation	\$2,500.00 needed for conferences – professional development for outreach/recruitment marketing trends, etc.
	Mileage: \$1,000.00 allocated for mileage.	\$1,400.00 needed for mileage to cover multiple school service areas within Santa Clara County

PART F: Future Needs

Educational Master Plan

As part of the master plan, EVC will do a better job of reaching out to specific target populations. Based on data, EVC needs to do a better job of reaching out to the immediate surrounding community and reach out to underserved and underrepresented 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 a more focused 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.

Strategic Planning

The strategic planning process began with general presentation on the progress of the Accreditation Self-Study, a Facilities & Educational Master Plan update by MAAS representatives and a status update on the Achieving the Dream initiative. The event culminated with an all College dialogue where everyone was engaged in providing input on the major themes that came out of the self-study and the top five major findings that came out of the MAAS survey, in which all the work that had been done up to that point was finalized. The end result is that through the strategic planning process the values of the institution are identified with the input of various segments which form our campus community.

Impact: Although EVC is committed to honor the initiatives that have been set forth, the district's fiscal and staffing instability coupled with the state's economic crisis creates uncertainty among staff.

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.

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 "Bridge to Transfer Program." St 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 third year is a successful partnership between EVC, Franklin McKinley School District and San Jose East Side Union School District.

Program Goals and Areas for Improvement

Clearly the following areas for improvement are the following:

- Budget for the implementation of a strategic plan, specifically for outreach
- Coordination of outreach activities of multiple programs
- Database for data collection/retrieval and student tracking
- Marketing materials to increase the College's profile in the community
- Strategic Plan direction, specific target, and the infrastructure for at least three years out.
- Revised SLOs for the assessment of student learning
- Increase number of students applying for BOGFW fee waiver as part of Freshman orientation
- Increased staffing for Outreach and Recruitment (1.0 FTE, 0.5 FTE, 0.5FTE)
- Bilingual staffing support in Vietnamese and Spanish

Program Cost Analysis of Current Positions vs. Proposed Positions

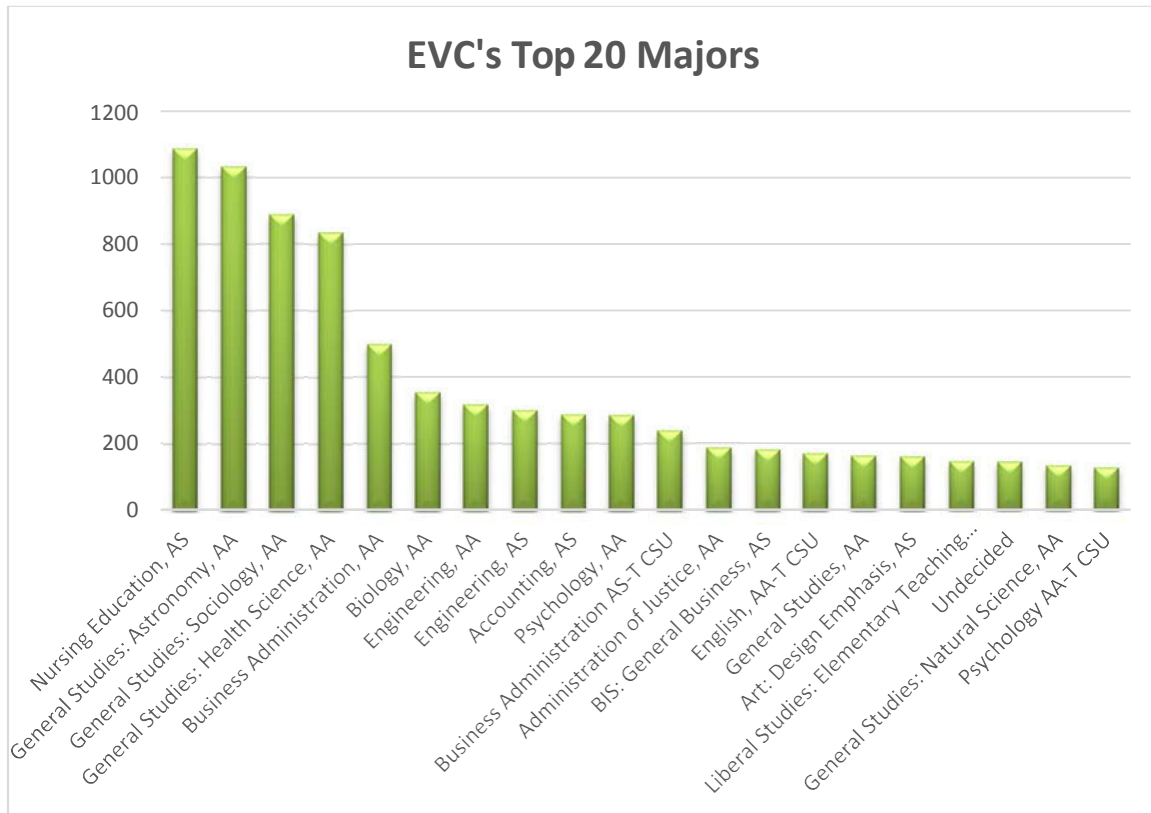
Current Program Salaries (FY 17-18)		
<i>Current Position</i>	<i>Salary</i>	<i>Total Cost incl. benefits</i>
Outreach & Recruitment Specialist	\$67,489.04	\$126,379.95
Total Current	\$67,489.04	\$126,379.95

Proposed Additional Program Positions

<i>Proposed Position</i>	<i>Salary</i>	<i>Total Cost incl. benefits</i>
Outreach & Recruitment Coordinator (Replaces current Outreach Specialist)	\$69,822.00	\$129,295.96
Outreach Assistant (.5FTE)Range 62	\$20,401.50	\$39,481.00
Outreach Assistant (.5FTE)Range 62	\$20,401.50	\$39,481.00
Total Proposed	\$110,625.00	\$208,257.96

New Expansion of Prospective Student Recruitment by Discipline

Over the past few years, Outreach and Recruitment has observed a fundamental change to prospective students applying for admissions to Evergreen Valley College. Students are now seeking to enroll based on a predefined career goal and/or program (major) of study. In prior years, the vast majority of students submitted an initial application for enrollment based on an undecided major. This changed in 2012 with the passage of the Student Success Act. The legislation essentially mandated that all students declare a major program of study prior to enrolling for coursework. Furthermore, students must now complete an abbreviated education plan during their first semester of attendance. The educational plan should match the major initially declared during the admission process. This change has prompted the Outreach and Recruitment team to re-examine their recruitment strategy and focus on discipline focused outreach and recruitment. Below is a current list of declared majors. This information will be shared with the various academic disciplines to make them aware of their individual recruitment and retention needs early in the recruitment cycle.



PART G: Additional Information

Fall 2016 & spring 2017 Outreach Activities

Outreach services are provided primarily to students and agencies within the service area however when available, outreach staff also provides services to high schools, middle schools and community agencies all over Santa Clara County.

- ☐ 6 Parent Information Nights hosted on high school and middle school campuses throughout the service area
- ☐ 18 school and community groups hosted (tours and presentations provided). This figure does not include the 40 plus individual tours offered by the Outreach student ambassadors.
- ☐ 60 High School College & Career Fairs attended
 - 29 separate high school visits - – tracked direct contact with 665 potential students. This figure does not include the hundreds of prospects who visited tables and listened to presentations but did not provide contact information.

- ☐ 3 Middle School presentations
- ☐ 4 Company Education Fairs attended
- ☐ 2 large community events attended (Santa Clara County Fair, hosted booth for 4 days and Veterans Fair).
- ☐ 32 onsite application workshops for early admission
- ☐ 26 Financial Aid/Cash for College workshops
- ☐ 10+ collaborative meetings attended with community partners

Establishment of Baselines:

Baseline Data was reviewed at the annual Outreach and Recruitment Retreat with targets set at a subsequent meeting. Target numbers are formulated by taking the average of the available data and calculating 10% growth for the 2014/15 academic year. We hope to acquire a database tool that will assist with accurate tracking throughout the year toward these goals.

Baselines and Targets For Early Admissions Program									
School	Application			Completed EAP			Registered		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Andrew Hill	104	90	107	38	80	65	68	77	80
Apollo	18	74	51	12	6	10	18	6	13
Evergreen Valley	51	24	41	40	23	35	46	21	37
Foothill	19	54	40	7	8	8	8	7	8
Independence	102	90	106	53	58	61	66	51	64
James Lick	39	17	31	23	14	20	23	12	19
Mount Pleasant	57	54	61	35	45	44	40	39	43
Oak Grove	83	64	81	1	61	34	60	59	65
Piedmont Hills	37	3	22	25	3	15	32	2	19
Santa Teresa	24	18	23	18	14	18	17	13	17
Silver Creek	71	20	50	60	19	43	55	19	41
W.C. Overfelt	63	72	74	45	68	62	39	63	56
Yerba Buena	53	30	46	22	28	28	42	26	37
Total ESUHSD	721	610	732	379	427	443	514	395	500

San Jose Unified	25	26	28	0	19	10	19	17	19
C.C.O.C.	75	30	58	23	22	25	26	20	25
Milpitas	2	22	14	0	18	10	0	16	9
Total Other	102	78	99	23	59	45	45	53	54
Grand Total	823	688	831	402	486	488	559	448	554

Based on initial information recently provided by the State, Evergreen Valley College had 2492 Pell Grant Recipients (federal) and 5656 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.

BFAP Outreach Outcomes				
BOG Waivers				
2011-12	2012-13	2013-14	2014-15	2015-16
5511	5346	5164	5123	5656
Pell Grants				
2011-12	2012-13	2013-14	2014-15	2015-16
2065	1929	1937	2095	2492

Impact: Although BFAP resources have resulted in positive increases in the numbers of students that the College serves through its financial aid program, the growing need of students who qualify indicates a need for a more strategic and intentional effort at reaching, assisting and supporting these students to be successful.

State Law: AB 540

On October 12, 2001, Governor Gray Davis signed into law Assembly Bill 540 (Stats. 2001, ch. 814) adding a new section, 68130.5, to the California Education Code. Section 68130.5 created a new exemption from the payment of non-resident tuition for certain non-resident students who have attended high school in California and received a high school diploma or its equivalent. AB 2000 expanded the scope of AB 540 in 2014.

In California, to currently be AB540 eligible:

- a student may qualify for exemption from nonresident tuition...either by high school attendance in California for three or more years
- or by either elementary or secondary school attendance,

- or both in California for a total of 3 or more years and
- attainment of credits earned in California from a California high school equivalent to 3 or more years of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of these schools.”
- Must register or is currently enrolled at an accredited institution of public higher education in California;
- Must file or will file an affidavit as required by individual institutions, stating that the filer will apply for legal residency as soon as possible; Must not hold a valid non-immigrant visa (F, J, H, L, A, E, etc.)

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 completes the three school 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.

In the US, there are 1.8 million undocumented youth under age 18. Each year, 65,000 undocumented students graduate from US high schools. Of these, 40% of undocumented graduates live in California. According to the Public Policy Institute of California, more than 183,500 undocumented immigrants reside in Santa Clara County.

As word gets out, there has been more demand from service area high schools requesting information about OASISS and the services specific to AB540 students. Similarly, we are seeing an increase in admissions applications from AB540 students who request information directly from EVC’s Outreach Coordinator. Such actions are an indication that students are hearing, through word of mouth and from current students, about the OASISS services and the sensitivity in which we work with these vulnerable students. Fall 2016 data indicates that there are over **305** AB540 student registered at EVC.

AB 540 status does not directly provide financial aid to undocumented students. Thus, 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 California DREAM Act, the Board of Governor’s Fee waiver and several OASISS scholarships whose funds are raised by the active members of the OASISS student club.

Currently, the Deferred Action for Childhood Arrivals (DACA) is an American immigration policy which was started by the Obama administration in June 2012. DACA allows certain undocumented immigrants to the United States who entered the country as minors to receive a renewable two-year period of deferred action from deportation and eligibility for a work permit. Although the program is currently under threat by President Trump, DACA has served as a great

impetus for students to pursue higher education with the hope of obtaining professional and legal employment.

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 assistance of the OASISS staff.

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 5th 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.

YESS/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.

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 workshops for students and parents at high schools, community agencies, and on campus. As a member of the EVC outreach team, the FA outreach specialist also works in partnership with Cal SOAP to coordinate and implement “Cash for College” activities.

Outreach Ambassador Program

Evergreen Valley College is committed to creating a welcoming community environment on campus. To help foster this environment the Outreach Ambassador Program, a team of current EVC Students, 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, Outreach Ambassadors are assigned to conduct tours, assist with admissions application workshops and conduct outreach presentations.

Days at the Green Registration 2016

Evergreen Valley College has opted to move away from a one day orientation for all new first time prospective students. The Outreach and Recruitment Office in coordination with Admission and Records area is responsible for facilitating the registration process for Days at the Green. This year Days at the Green will occur over a two day period, April 25, 2017 and April 26, 2017. These will serve as the primary orientation dates for the first time freshman cohort.

Accel Middle College Partnership - Concurrent Enrollment

Evergreen Valley College has several subsets of Concurrent Enrollment Students. These include the students of Accel Middle College as well as individual students who are enrolled in courses for enrichment or graduation requirements. Accel Middle College is run through a partnership between Evergreen Valley College and East Side Union High School District (ESUHSD). While these programs are housed at EVC, the college receives no apportionment funds for these students. It is true that the college receives some revenue from textbook costs, parking and fees, but these monies are minimal.

Impact: *Accel Middle College Students manually facilitate the matriculation process at EVC. This adds to the workload of the staff. Efforts continue to move forward to better coordinate and allow high school students to apply and register for coursework without direct manual intervention by staff.*

AB 540 Student Population

Undocumented students are not allowed to legally establish residency and thus would have to pay out of state tuition. In October of 2001, Governor Gray Davis signed into law Assembly Bill 540 which allows certain undocumented students 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. Students must reside in the state

of California, have attended a CA high school for at least 3 years, and have graduated from a CA high school or obtained their GED.

Note: The passing of CAHSEE is not required if the student has 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 is eligible for the exemption from nonresident tuition provided by Education Code section 68130.5.

AB 540 – New Policy for AB540 Students – BOGFW

AB 540 allows non-resident students who meet certain qualifications to pay in-state tuition. These students may include undocumented students, students who are US citizens but who are not CA residents, and dependent students whose parents are not CA residents. AB 540 students are those who:

- ☐ Have attended a CA high school for a minimum of three years; or
 - Attainment of credits in California from a California high school equivalent of at least three or more years of full-time high school coursework and a total of three or more years of attendance in California Elementary schools, California secondary schools, or a combination of those schools.
- ☐ Graduated or will graduate from a California high school or attainment of General Education Development (GED), High School Equivalency Test (HiSET), or Test Assessing Secondary Completion (TASC), and
- ☐ Will register or enroll in an accredited and qualifying California college or university, and
- ☐ If applicable, complete an affidavit to legalize immigration status as soon as eligible, and
 - Do not hold a valid non-immigrant visa (F, J, H, L, A, B, C, D, E, etc.)**

**If you have Temporary Protected Status or hold a U Visa you may be eligible for the California Dream Act.

To confirm your AB 540 eligibility, you will be required to fill out an affidavit and provide supporting documentation to the campus Residency Deputy, Admissions Office, or Registrar of the college or university you will be attending. You should seek to complete this process in the spring or summer before you begin attending (or in fall for those who will be starting school in the spring).

PART H: Annual Assessment

Program Accomplishments

The Outreach and Recruitment area has undergone a major transformation in the last two 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. Application cycle begins in late fall similar to CSU/UC model

2. Multiple measures for assessment tied to application workshop at high school location
 3. Improved on-site technology at East Side Union High School District (E-Compass)
 4. Annual (May) Day at Green – Freshman Orientation standardized with the implementation of the online orientation
 5. Matriculation process is clear and transparent to college community via newly created outreach strategy
- ☐ Refocused effort to only recruit students from East Side / San Jose / Milpitas service area schools
 - ☐ Partnerships with key areas has been defined (ADMISSIONS, MULTIPLE MEASURES OF ASSESSMENT, COUNSELING, STUDENT SUCCESS, 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
 - ☐ Embraced early outreach model known as College Connection Academy with Franklin McKinley School District.
 - ☐ Plans for data reporting for all outreach activities and student tracking to be standardized via technology. Enrollment trend reports are now readily available.
 - ☐ Outreach staff has a clearer sense of direction for program goals and objectives

Program Strengths

The Outreach and Recruitment Services area has undergone a major transformation in the last two 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. Application cycle begins in late fall similar to CSU/UC model
 2. Multiple measures for assessment tied to application workshop at high school location
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- ☐ Outreach staff has a clearer sense of direction for program goals and objectives

Program Weaknesses

- ☐ While there have been significant improvements within the Outreach Program, there 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 if comprised of one full time employee, the ability to manage larger enrollments will become a problematic in future years.
- The lack of stable funding and recent categorical budget cuts is the main hindrance to the overall health of the Outreach Program, for without these it is difficult to complete any long range planning. With proper funding, the staff may look to the types of outreach programs and activities that are successful, fund more of them during the year, and hire the staff necessary to host, improve, and expand these activities. 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, the full-time outreach counseling position remains vacant and when filled will be assigned 70% to general counseling and only 30% to outreach.
- Outreach conducted by special programs continued to decrease in 2015-16.
- The lack of full-time staff 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.

- ☐ Bilingual Outreach staff continues to be a challenge in our core service areas. Vietnamese and Spanish are the two primary languages that need to be supported in the recruitment of prospective students.

PART I: Resource Allocation Table

Program Budget & Projected Expenditures	
Number of Students Served	2016FA: 9367
Changes in number of students served	3.4%
Your Program's Current Budget (from Fund 10)	\$117,916.00
Current External Funding (from Fund 17)	N/A
Future Needs: Personnel (Estimated Additional Cost)	Additional costs: \$21,000.00
Future Needs: Facilities (Estimated Additional Cost)	N/A
Future Needs: Equipment, Supplies, and Maintenance (Estimated Additional Cost)	Additional costs: \$21,000.00

APPENDIX A – STUDENT LEARNING OUTCOME DATA