

## Student Services Comprehensive Program Review: Outreach and Recruitment Comprehensive Program Review 2020-2024

### Cover

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Questions? Find answers in CurricUNET User Manual. ([http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program\\_reviews/create\\_pr.html](http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html))

**Program Review Year**

2025

**Division**

Enrollment Services

**Department**

Outreach and Recruitment

**Subject**

- OUTREC
- OUTREC

**Overview**

**Department/Program Name** Outreach and Recruitment Comprehensive Program Review 2020-2024

**Year of Last Comprehensive Review** Fall 2019

**Preparer's Name** Yanari, Brandon

**Area Dean** Sam Morgan

### Co-Contributors

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\*Co-Contributor must be chosen before proposal is launched

- Morgan, Sam
- Willis, Howard

### Overview of the Department/Program

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**Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.**

**1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**

- Access
- Curriculum and programs
- Services

**2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.**

**Areas of focus are:**

- Increase visibility
- Develop strategic partnerships
- Building campus community

**3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.**

**Areas of focus are:**

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

Evergreen Valley College remains committed in our efforts to reach residents of our local communities and provide access to higher education through a variety of services, on and off campus. These include multilingual college information, assistance with college admission, financial aid assistance, online assessments/orientations, preparation for educational plans, and streamlined coordination with other programs and services that target specific underrepresented groups within the college's service area. The Outreach team also offers tours, presentations, tabling, marketing dissemination, and events to high schools and community partners for the purpose of increasing EVC student enrollment.

Through our ongoing partnerships with local high school districts, community agencies, and universities, the College works 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 (ELL), and advance towards English proficiency to continue along their educational pathway. Over the course of the last three years, the Outreach and Recruitment team experienced significant accomplishments by working with local area high schools in enhancing the Early Admissions Program, hosting High School Community Partner Day, and improving the First Year Experience Program, assisting in the transition of new students to the college.

- **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

The last Comprehensive Program Review Goals included the following:

(1) Coordination with Marketing Dept on branding and consistency – with the hiring of a Director of Marketing and PIO in 2022 and 2024, Outreach and Marketing have met monthly to discuss updates on dissemination material, such as consistent brochures, an Outreach HQ website, and branded swag consistent with logos that are alike across campus.

(2) Technology/Salesforce CRM – unfortunately this goal was not accomplished, and there was no existence of a Salesforce CRM that was potentially planned during the last Program Review. However, the Outreach and Recruitment Team was able to meet with the Director of Enterprise Applications at the District's ITSS Office, who supported knowledge of a potential means to track the early admissions students via Campus Orgs within Colleague WebUI. This will allow for the Outreach team to receive data regarding enrollment of potential EVC students through the Early Admissions Program, and monitor their enrollment patterns.

(3) Referral and onboarding of students for success – Through our improved Early Admissions Program (EAP) Career and Academic Programs (CAPS) Day, students and families are able to get a better introduction to special programs and academic pathways in their senior year of high school, before attending EVC. We have also worked on pathways and tracking utilizing Campus Orgs that can show if those in EAP transition to the FYE (First Year Experience) program. In this program, new students that qualify for the California Promise Grant and are committed full time to the campus are tracked and followed up with, to connect with various support programs on campus.

- **3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**
  - Hiring of additional Outreach Specialist – allowing for greater reach, especially to community organizations in the local area, including in Spanish-speaking areas
    - Connection to Mission: Contributes to diverse learning environment via expanded outreach that we were not able to access before the hiring of the Specialist
  - Increased community partnerships – Through tabling opportunities, High School and Community Partner Day, and a joint EVC Community Partner summer event at Eastridge Mall, collaboration with ~30 community partners has proved successful
    - Connection to Mission: These connections bring diverse students onto campus and act as resources to support educational and career pathways to students even outside the school setting
  - Intentional partnerships with City of San Jose, San Jose Public Library, SOMOS Mayfair, Educare Santee, San Jose Sikh Gurdwara, Eastridge Mall – continued partnerships that offer multiple presentations, organization fairs, classes offered at sites, with bilingual outreach staff
    - Connection to Mission: Contributes to diverse learning environment via expanded outreach to communities we had limited access to before
  - First Year Experience Cohorts (2020-2024) - success with first four cohorts; increased retention, GPA, and persistence in FYE compared to average rates of full-time students at EVC; success in responding to feedback from students to provide them with workshops and activities that are relevant and desired
    - Connection to Mission: Model pathway via cohort and case management-style support for first year students to achieve their academic goals
  - High School and Community Partner Day (2021-2024) - Success
    - Connection to Mission: These connections bring diverse students onto campus and act as resources to support educational and career pathways to students even outside the school setting
  - Enrollment Growth – after a slight dip in 2020 due to the COVID-19 pandemic, enrollment has steadily grown since then
    - Connection to Success: Enrollment of students to enact College mission and have students be registered to the college
  - Collaboration with Director of Marketing – Successful meetings together
    - Connection to Mission: Promotion of EVC as a welcoming and diverse college
  - Outreach Taskforce (2021-2024) - brought together employees from various departments and areas of campus to discuss outreach updates, departmental needs when it comes to outreach/marketing, and work together on large-scale events and outreach strategy
    - Connection to Mission: Other departments outside of Outreach can contribute to recruitment of students and advertise various relevant pathways
  - Early Admissions Program Career and Academic Pathways Day – Virtual EAP Days in 2021-2023, and 2024 saw in-person EAP CAPS Day that was very successful with 200+ high school students that registered in one day, and included a focus on their specific CAPS major, in collaboration with Counseling Department
    - Connection to Mission: Successful starting point to the educational pathways for students from seniors in high school to their first year

- CampusOrgs tracking for EAP & FYE Programs – Success, though still need ITSS to work on data that will get back to the Department (2023-2024)
  - Connection to Mission: Better ability to track that students are attaining their educational goals and completing courses
- Outreach Map (2023, 2024) - Success; interactive map showing different types of Outreach activity and locations of where we are providing EVC's influence
  - Connection to Mission: Increased ability to visualize expanded outreach, bringing students from different parts of San Jose and beyond to the school
- Development of bilingual marketing materials (2022-2024) - brochures in three different languages created, as well as one focused on Black/African-American population
  - Connection to Mission: Accessibility and intentional recruitment to increase feeling of welcome and support (e.g. by seeing students on marketing material that are similar)
- Ocelot Chatbot (2022-2024) - brought on chatbot to provide automated responses to students that visit the website; success
  - Connection to Mission: Accessible support to students even outside working hours or being in-person
- Hosting enrollment/outreach events at EVC – EVC STEM Day w/ EEI HFSV, 10000 Degrees College Summit, EVC CalSOAP Day, Summer Open House
  - Connection to Mission: Further establishing pathways from high school to college and beyond with College Access Program partnerships
- **4. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

Four years from now, I'd like to see progress on the following:

1. Expanded and enhanced pathways for transitioning new students – this supports the Educational Master Plan by decreasing time to completion and addressing systemic barriers, as it would provide new students with a map and opportunities to go from EAP/new student to summer programming/prep to FYE or another first year student program, through graduation/transfer; within this goal would include expanded services of the First Stop Center to better assist new students in transition to college, institutionalization of the First Year Experience Program, and improved ways of connecting students to resources and programs on campus; aligning with the college's mission of guiding students through their academic pathway.
2. Connection with concurrent/dual enrollment – follows Chancellor's vision for increased dual enrollment opportunities and work in East San Jose so that students can also have better access to services while in Middle School and High School; this would expand on EVC's mission to support academic pathways at other schools in the East San Jose area.
3. Increased intentional partnerships with organizations within the local community, allowing for EVC to keep a closer ear to the needs of the community, and provide support for diverse underserved populations that we may not typically access via traditional high school outreach methods; this is in line with EVC's mission to promote a culture of growth and respect, with a wider reach of students with diverse backgrounds to attend the college.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

**Full time faculty** 0

**Part-time faculty** 0

**full time Classified** 3

**Part-time Classified (permanent)** 0

**Part-time Classified (hourly)** 1

**Administrators** 1

**Student workers** 10

## Program Quality

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- **1. Describe the impact of the program's service offerings to the students and the campus.**

Outreach and Recruitment serves as the primary mechanism for the identification and retention of prospective students to Evergreen Valley College. On a yearly basis, the Outreach and Recruitment team works with local service area high schools to promote the Early Admission Program for first time freshmen. This program allows students who complete the admission/application, multiple measures placement, orientation, and counseling Ed plan process to take advantage of priority registration. Over the years, this has yielded approximately 300 to 400 students each year as new first-time students. Students that participate as part of the Early Admission Program are subsequently invited to participate in an annual orientation event known as "EAP CAPS Day." This series of in person orientation and educational planning session provides students the necessary counseling support to develop an abbreviated educational plan, while making a future appointment for the development of a comprehensive four semester educational plan. Previous iterations of "Days on the Green" demonstrated that in many ways the traditional orientation and counseling model may be outdated. Through development of a new model for providing orientation and counseling services to students in a more modern approach, with additional engaging services and help available to both students and parents, this last EAP CAPS Day exceeded our expectations in terms of attendance and new student registration. These EAP Students were then encouraged to join Special Programs and the First Year Experience Program, for those that qualify, further bolstering accessible resources available to the new students.

- **2. Describe recent local, State and/or Federal changes that significantly impact the services to students.**

AB705 and AB 1705 eliminated math and English placement tests in the First Stop Center, and students were encouraged to sign up for college level English and math in their first year. Due to multiple measures, students in EAP have been advised to have their transcripts ready to bring to counselors to help them with their schedules.

Since the last Program Review, the COVID-19 pandemic significantly impacted services to students when it came to outreach/recruitment and accessing students, since everything was virtual, as well as courses that were available in online modalities. Additionally, the campuses had to restructure services to make them accessible in a virtual setting. One of the positive changes that came with that however, was one-time outreach funding from the state to support in new modes of marketing and outreach to try and get students to come back and enroll in community college. This has, however, been discontinued with the end of the pandemic, however new and improved ways of reaching out to students must continue.

- **3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.**

In 2023, Evergreen Valley College reaffirmed its accreditation status with no additional findings. This consistent positive messaging of being fully accredited has put to rest many of the concerns by community members that coursework taken at Evergreen Valley College would not be eligible for transfer or utilized for credit by other institutions of high education. In prior years, the accreditation standing of the College adversely impacted the ability to recruit and retain prospective students to Evergreen Valley College.

- **4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.**

The Outreach and Recruitment program measures success by three primary metrics. First, the number of prospective students that apply for admission from our target high schools. Second, the number of students that complete the online orientation from our target high schools. Additionally, of the students that apply and complete an orientation, how many of these students actually enroll in the College for fall term. Over the past three years, data has indicated that prospective student enrollment has remained in a positive growth cycle and/or remained the same since the initial dip during the pandemic (2020).

The First Year Experience Program within the First Stop Center looks at semester and yearly persistence/retention in comparison to the general new student population, and also measures number of completed ed plans and number of students that enroll in college level math and English in their first year. The FYE program also looks at GPA. In the past four years, FYE program students are far more likely to persist to the next semester.

- **5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?**

The Outreach and Recruitment team works with Academic Affairs and Student Affairs to ensure that programmatic information regarding degrees and certificates, as well as student resources, remain accurate for students and high school partners. As one of the first interactions with students, Outreach and Recruitment relies heavily on coordination and development of brochures and flyers from each of the academic disciplines. The Outreach Team works closely with the Director of Marketing and Public Information Officer for consistent information, branding, and website information. Every year, our EAP CAPS Day and HS/Community Partner Day feature presentations of most up to date information from our academic and student services areas available to students, parents, and high school counselors/community partners.

- **6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).**

The Outreach and Recruitment program has worked over the past three years to provide services to students from our diverse student population. In many instances, prospective students are referred to support services, such as DSP to provide accommodations services to students, while at the same time, the team does what it can to accommodate the student. For example, when students and families request tours to campus, the need for accommodations is asked, and we are able to send digital copies that are reader-friendly to those with vision impairments. As mentioned previously, brochures are also offered in three different languages, as well. Many services and departments can be accessed virtually, including transcripts, program applications, financial aid, and the First Stop Center supports the education around accessing and utilizing online tools to students such as Self-Service, Canvas (for online learning), and Single Sign-On. The First Stop Center also employs a student ambassador staff that can speak various languages for accessibility.

- **7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?**

Communication amongst the Outreach and Recruitment program occurs at several levels. First, the Dean of Enrollment Services serves as the primary point of contact amongst the College's leadership team. On a weekly basis, the Director of Outreach & Recruitment and Dean of Enrollment discuss strategy and challenges for the overall enrollment of prospective students. Second, the Director of Outreach and Recruitment and Outreach Specialists meet on a bi-weekly basis to discuss the overall design and focus of the Outreach and Recruitment program. The First Stop Center staff and Director of Outreach Recruitment also meet on a bi-weekly basis regarding First Stop Center trends and First Year Experience programming. During the academic year, the Outreach taskforce convenes members of different academic and student affairs areas that have an interest in outreach, about every 6 weeks. Outreach strategies are often presented once a year to the college and administration, but updates are typically every month at Administrative Council. For outreach opportunities involving other members of campus, such as EOPS, Financial Aid, Business & Workforce, Math & Science, etc., communication is sent via e-mail when those opportunities arrive (examples include career fair tabling or tours where specific areas and majors are requested). Overall, communication is working well, though the challenge is getting employees to come out during evenings, weekends, and holidays, when many of the outreach opportunities are available. Over the past two years, enrollment has steadily grown year over year as a result of the efforts put forth by the Outreach and Recruitment team.

## Program Access

1. How many students received program services between F19–F23? Use the table below to review the demographics of students served and how these compare to campus demographics.

Student Demographic: Gender

- **Female: 4755 - 55.610%**

**Program Headcount**

117.000

**Program Percentage of Total**

54.670

- **Male: 3758 - 43.850%**

**Program Headcount**

98.000

**Program Percentage of Total**

44.940

- **No Value Entered: 46 - 0.540%**

**Program Headcount**

3.000

**Program Percentage of Total**

0.710

## Student Demographic: Age

- **17 & Below: 562 - 6.570%**

**Program Headcount**

15.000

**Program Percentage of Total**

43.310

- **18-24: 5092 - 59.440%**

**Program Headcount**

259.000

**Program Percentage of Total**

72.890

## Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 29 - 0.340%**

**Program Headcount**

2.000

**Program Percentage of Total**

0.460

- **Asian: 3526 - 41.210%**

**Program Headcount**

82.000

**Program Percentage of Total**

45.470

- **Black or African American: 213 - 2.500%**

**Program Headcount**

2.000

**Program Percentage of Total**

0.520

- **Latinx: 3519 - 41.150%**

**Program Headcount**

121.000

**Program Percentage of Total**

44.130

- **Two or More Races: 248 - 2.920%**

**Program Headcount**

5.000

**Program Percentage of Total**

4.650

- **Unknown: 419 - 4.830%**

**Program Headcount**

3.000

**Program Percentage of Total**

5.200

- **White: 578 - 6.750%**

**Program Headcount**

9.000

**Program Percentage of Total**

2.150

- **a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?**

The average student enrollment headcount from Fall 2019-2022 shows a decline, likely due to multiple factors, such as the pandemic, but this is consistent amongst all California Community Colleges. However, Fall 2023 enrollment data shows a significant increase to near pre-pandemic levels. With more in-person outreach and contact with prospective students and families, this has helped bring students back to the college. This coincides with the hiring of another full-time outreach specialist, as well as innovative outreach strategies and access to spaces that were made possible by the outreach and retention grant from the California Community Colleges Chancellor's Office. The Outreach team continues to track our outreach activities and meets regularly to strategize how best to collaborate with high schools, community partners, and departments on campus (such as ESL, NonCredit, and dual enrollment) in order to increase enrollment.

Here ([https://sjeccd-my.sharepoint.com/:b:/g/personal/brandon\\_yanari\\_evc\\_edu/EUIMN2uP78FOIYrD84z9L70BWMi5HPpPmjcnHXkQ2nDUQ?e=nNTkRT](https://sjeccd-my.sharepoint.com/:b:/g/personal/brandon_yanari_evc_edu/EUIMN2uP78FOIYrD84z9L70BWMi5HPpPmjcnHXkQ2nDUQ?e=nNTkRT)) is a link to the latest Fast Facts regarding enrollment.

- **b. Are there any gaps in the students served compared to the college demographics?**

The data included in this Program Review show the Early Admissions Program cohort. Compared to average EVC enrollment, it is skewed more towards the younger population of students, as they are high school seniors intending to apply to EVC. I would not consider this a gap, however, due to the intentionality of the program and focus on the transition from local high schools to community college. The race/ethnicity demographics align with the average EVC student demographics, however it is a smaller sample size for this EAP cohort that demonstrate that there's a need for more intentional outreach to Black/African-American students, as the percentage of EAP students is less than the average population at EVC.

- **c. Based on your findings, what interventions can the program implement to address any gaps in services?**

In order to address the gap in EAP enrollment, the Outreach team will work with the Umoja-AFFIRM program more closely, as they typically do separate outreach to promote the summer programming. Additionally, we look to continue outreach in community spaces that more closely align with diverse populations. This has also been addressed in the past couple years, as the Outreach team has recently worked more closely with AACSA (African American Community Service



Agency) and participated in various community events, such as Africionado Dance Festival and Juneteenth. Additionally, with the most recent brochure that focuses on African-American/Black students, this will further the intention and highlight specific resources for students from that demographic.

## Curriculum- If applicable

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## Service Area Outcomes and Assessment

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### Related Assessments

**Community Partner Day (/Form/Module/Index/2855) Created:** 09/21/2022 **\*\*New Service Area Outcome (SAO) Report\*\***

**Originator:** Sam Morgan

**EVC Community Partner Day (/Form/Module/Index/2854) Created:** 09/21/2022 **\*\*New Service Area Outcome (SAO) Report\*\***

**Originator:** Sam Morgan

**FA24\_FYE Orientation SAO (/Form/Module/Index/6127) Created:** 03/07/2025 **\*\*New Service Area Outcome (SAO) Report\*\***

**Originator:** Brandon Yanari

**First Year Experience Orientation (/Form/Module/Index/2908) Created:** 10/03/2022 **\*\*New Service Area Outcome (SAO) Report\*\*** **Originator:** Sam Morgan

**FYE Orientation SAO Assessment (/Form/Module/Index/6126) Created:** 03/07/2025 **\*\*New Service Area Outcome (SAO) Report\*\*** **Originator:** Brandon Yanari

PART C: Service Area Outcomes and Assessment

- **1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs**

The last SAO's included the following:

- Welcome Week: One-on-one assistance for students
- ESL Assessment Guidance: ESL students will understand what ideal level they should be in
- MyWeb, Canvas, Registration Assistance: Students will receive onboarding support through various means including videos, text, e-mail, phone, and one-on-one staff assistance
- New Student Checklist: students will gain knowledge of resources and tools they can use to help them enroll at EVC
- EVC Informational presentation: Students will gain knowledge of educational opportunities and student support services available to them at EVC
- Career Coach Assessment Tool workshop: Students will have a clearer understanding of their chosen Career Pathway and career opportunities available through the pathway

These SAO's all center around the ILO's "Inquiry and Reasoning" as well as "Information Competency." Students receive information and support as it pertains to challenges that they may be experiencing, such as transitioning to EVC as new students and familiarizing themselves with the resources/technology at the institution.

- **2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)**

Outreach data and success are attributed to student headcount and number of informational presentations/career coaching application sessions, which have increased due to the hiring of another Outreach Specialist, and access to in-person services post-pandemic. These presentations are a part of the Early Admissions Program, culminating in EAP CAPS (Career and Academic Pathways) Day. Survey data from those that attended showed that 96% of respondents replied that the information presented was helpful, and that they were able to successfully register for their first EVC semester. The SAO's related to ESL assessment (now guided self-placement after AB705), new student checklist, and

registration assistance have been folded into the First Stop Center and First Year Experience (FYE) Program. The FYE Program data shows a 20% increase in retention and persistence rates compared to all first-time EVC student rates. Surveys to the FYE students consistently showed a 92-98% response that the program is relevant and informative, as well as 95-98% that students felt welcomed by program staff.

Outreach and/or First Year Experience Data and responses from the student participants were summarized and shared at the March 2023 Administrative Council meeting, September 2023 College Council Meeting, and EVC's State of the College Presentation in August 2024 to all District managers.

FYE Data Updates at March 2023 Administrative Council - Agenda ([https://sjeccd-my.sharepoint.com/:b:/g/personal/brandon\\_yanari\\_evc\\_edu/EXZpg7AGE41OnuptSAqpxYBmJmvBMKzf2FW4kahvoq-mA?e=0ezgl2](https://sjeccd-my.sharepoint.com/:b:/g/personal/brandon_yanari_evc_edu/EXZpg7AGE41OnuptSAqpxYBmJmvBMKzf2FW4kahvoq-mA?e=0ezgl2))

Sep 2023 College Council Outreach Updates - Minutes ([https://sjeccd-my.sharepoint.com/:b:/g/personal/brandon\\_yanari\\_evc\\_edu/EaAVoBY2ZTxMvDVOm4a3OGUBy924ZhKS2Q6ZZZFyHZQkmQ?e=ZLY6Ke](https://sjeccd-my.sharepoint.com/:b:/g/personal/brandon_yanari_evc_edu/EaAVoBY2ZTxMvDVOm4a3OGUBy924ZhKS2Q6ZZZFyHZQkmQ?e=ZLY6Ke))

State of College Presentation (Aug 2024): Presentation ([https://sjeccd-my.sharepoint.com/:p:/g/personal/brandon\\_yanari\\_evc\\_edu/EaK\\_pVb6kyhGqT8PUxsndGUBysmPcz2009STiONrUSfp8g?e=YajYgq](https://sjeccd-my.sharepoint.com/:p:/g/personal/brandon_yanari_evc_edu/EaK_pVb6kyhGqT8PUxsndGUBysmPcz2009STiONrUSfp8g?e=YajYgq))

- **3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

Student surveys have shown that there is a lot of new information that comes at them in a short amount of time, so for the next EAP CAPS Day, we may work on providing resources and focus on the most important aspects of being a new student to EVC. More emphasis will be placed on completing the online orientation ahead of time, which we were unable to do this past year due to technical difficulties. In the First Year Experience program, students have expressed wanting to develop social skills and meet other students, which informs us of programming going forward to potentially include more icebreakers or group work, as well as social events for the first-year students.

One of the success stories is the number of students that registered for courses on the last EAP CAPS Day. In its most recent iteration, counselors supported group CAPS sessions, which emphasized their specific major group that they were interested in, went over degree requirements, and taught students how to craft their most ideal first year schedule. This allowed for over 200 students to register in one day. Another success from SAO assessment is knowing more about what first-time students are challenged with. Survey results revealed a need for more support in the areas of mental health/wellness, financial literacy, and time management. The program shifted workshops and tailored them to student responses, and there is more engagement in these workshops, positively influencing student retention and persistence.

## Faculty and Staff

### Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.**

List of Outreach and Recruitment Staff, Titles, Expertise, and Contribution to Success

- Sam Morgan, Dean of Enrollment Services
  - Expertise: Registrar, and provides leadership and direction surrounding applications, enrollment, and strategy

- Success of program: Dean Morgan works with Director Yanari on overall strategy and planning, including providing updates on current enrollment trends and college application function to allow for Outreach team to effectively follow college enrollment procedures
- Brandon Yanari, Director of Outreach & Recruitment
  - Expertise: Budget manager, leadership and direction regarding outreach, First Stop Center, First Year Experience, manages staff and day to day operations
  - Success of program: Directs staff in department goals and activities, including maintenance of outreach database for more organized and efficient processes
- Ingrid Rottman, Outreach Specialist
  - Expertise: Many years of experience with EVC outreach, partnerships with high schools and counselors, main focus is on high school outreach; provides presentations, workshops, orientations, tours
  - Success of program: Staff member that leads high school outreach, communicates with high school counselors, schedules tours, and promotes EVC academic pathways and support services in alignment with goals of outreach department
- Benjamin Beiza, Outreach Specialist
  - Expertise: Background in city of San Jose and community organizations; focus on community outreach and partnerships, provides presentations, workshops, orientations, tours
  - Success of program: Staff member that leads community outreach, communicates with community partners, schedules tours, and promotes EVC academic pathways and support services in alignment with goals of outreach department
- Bryana Perez, Out-of-Class First Stop Center Coordinator
  - Expertise: experience working with students in student life/leadership, coordinates First Stop Center activity, supervises student ambassador staff
  - Success of program: Coordinates First Year Experience program within First Stop Center to support transition, retention, and academic success of first-year students, guiding new students in their academic pathways and connecting to support services
- Various student ambassadors (Dawn, Hong, Yen, Emily, Miguel, Armando, Anthony)
  - Expertise: Utilization of student experience and background in various different majors
  - Success of program: Help solve problems or refer others to necessary areas, providing different methods of support and connection for students, as well as helping navigate college experience and physical college
- Anastacia Wilson, Hourly Office Assistant
  - Expertise: EVC graduate with connections to various community organizations and diverse experience as a student
  - Success of program: Works with diverse populations and helps connect the EVC outreach team with Umoja-AFFIRM in alignment with goal of having dedicated, intentional, and equitable outreach
- **2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.**

Director Yanari and Dean Morgan participated in the Strategic Enrollment Management Program from the California Community Colleges, resulting in work with a project to support retention and student success. Director Yanari also participated in the Asian Pacific Americans in Higher Education Conference, which focused on equity, supporting diverse populations at the college, and to increase student success utilizing the AANAPISI (Asian American and Native American Pacific Islander Serving Institution) grant.

## Additional Information

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### Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.**

Upon review of the departmental budget of the Outreach and Recruitment program, it is evident that the existing funding model is inadequate to promote long-term growth. Despite having additional multilingual staffing, due to the culminating and increasingly high costs including mileage, promotional material, participation in community events/tables, contracts with vendors and community spaces, transportation of prospective students and families, Overtime for staff that participate in outreach beyond their normal hours, and program funding that would allow for campus events to bring community members and families to the college. We currently only have institutional funding for staff positions.

In 2020, Outreach and Recruitment received one-time funding of \$540,000 from the California Community Colleges Chancellor's Office Budget Allocation. This was used to increase marketing and outreach efforts to bring students back to the colleges after a significant dip in enrollment due to COVID-19, and currently all of the funds are budgeted to be utilized by December 2025. The college also applied for and received two Sobrato Family Foundation grants to support the First Year Experience Program, after Promise Program funding ended. The first one from 2022-2024 was \$250,000, and 2024-2026 EVC was awarded \$300,000. These funds are to be used for FYE programming surrounding digital literacy, mental wellness, leadership, mentorship, and addressing basic needs for First Year students.

Ever since the move from our old First Stop Center to the new Student Services Complex happened, we do not have any computers to support student registration anymore. There are some computers for student ambassadors to use, but we used to have a lab setting for help with registration, orientation, as well as guided self-placement when we used to have it in the First Stop Center. Additionally, the previous Program Review talked about a Salesforce CRM that would make outreach and tracking easier, however the Outreach team does not know if this was moved forward.

The Outreach and Recruitment team has made great strides in expanding outreach to community organizations and beyond the typical local high schools, while also strengthening the Early Admissions Program to accommodate more students and parents. The First Stop Center is a new addition to Outreach and Recruitment since the last Program Review, however only operates on categorical funding (except for 92% of the Program Coordinator's salary). Without an institutional budget for discretionary for both Outreach and the First Stop Center, it is challenging to keep up the positive momentum that has been gained in these areas.

## Prior Budget Usage

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### Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

Yes

#### If yes, how much funding did you request? 0.00

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

**Equipment** 0.00

**Supplies** 0.00

**Technology** 0.00

**Other (Contract, Subscriptions, Memberships, etc.)** 0.00

**Total** 0.00

### Are you requesting additional resources?

Yes

**If yes, please fill out the Resource Allocation Request page below.**

## Future Needs and Resource Allocation Request

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Classified/Faculty

1. **Faculty Member(s)****Number of positions and which department for each position**

Extra Hours for Counselors (participation in EAP CAPS Day and Outreach outside of general schedule, every year)

**Is there an ongoing cost for this item**

Yes

**If so, what is it?**

22000

2. **Classified Member(s)****Number of positions and which department for each position**

OT for Staff for EAP CAPS Day & Outreach that occurs outside normal working hours (every year)

**Is there an ongoing cost for this item**

Yes

**If so, what is it?**

8000

## Equipment, Technology and Supplies

1. **Total Amount Requested**

6000

**Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.**

6-8 Desktop Computers that existed in the First Stop Center prior to move to New Student Services Complex

**If there is any Ongoing Cost of this item?**

No

**If so, what is it?**2. **Other****Total Amount Requested**

15750

**Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.**

\$7250 - Facilities Fees and Custodial/Grounds/Supervisor fees associated with hosting events outside typical working hours, yearly

\$4500 - Food for EAP CAPS, Summer Open House, First Stop/FYE/Outreach events (\$500 for larger events x 5, \$250 for smaller events, such as workshops/presentations x 8)

\$4000 - Mileage for Outreach Specialists and Director for community and high school events

**If there is any Ongoing Cost of this item?**

Yes

**If so, what is it?**

15750

3. **Technology****Total Amount Requested**

26000

**Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.**

Contracts for communication technology: Ocelot Chatbot (\$16,000) and SlickText (\$10,000) annually

**If there is any Ongoing Cost of this item?**

Yes

**If so, what is it?**

26000

4. **Supplies**

**Total Amount Requested**

38500

**Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.**

\$30,000 for promotional material used at outreach events (\$7500 each quarter, ongoing)

**If there is any Ongoing Cost of this item?**

Yes

**If so, what is it?**

38500

**Total**Classified Member(s)

Total Amount Requested:8000

Faculty Member(s)

Total Amount Requested:22000

Other

Total Amount Requested:15750

Ongoing Cost: 15750

Supplies

Total Amount Requested:38500

Ongoing Cost: 38500

Technology

Total Amount Requested:26000

Ongoing Cost: 26000

## Criteria for Resource Allocation

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**Department Background & Performance**

Outreach: Outreach to high schools and community members to bring students to the campus, including introduction to CAPS through Career Coaching app and presentations such as Early Admissions program. Shorten time to completion via setting them up with a pathway and CAPS major. Eliminating barriers to education by being present in student communities at diverse events, community centers, and in their high schools. In Fall 2023, student enrollment was at 9,182, compared to 7,917 students in Fall 2022; First Stop Center: FYE Program supporting mostly first-generation, low-income, first year students. Requirements have them take at least 12 units, shortening time to completion. Various workshops that are planned according to their own survey data and feedback about what they will find useful including topics such as Financial Aid, applying to scholarships, Financial Literacy, Mental Health and Wellness, and Time Management. Our 2022-2023 FYE cohort demographics reflect EVC's population with the largest population being 52.3% Hispanic/Latino, 37.5% Asian, and 3.6% Black/African American making up the largest ethnic groups. 56% of FYE student identify as Female, and 44% as Male. There were a total of 168 students, and of those, 165 persisted from Fall 2022 to Spring 2023. We offer about five main events/workshops in the Fall semester (Welcome Day, Time Management, Spring Priority Registration Meetings, 1st semester Check-in meeting, and Finals Week energizers), and in Spring semester, we offer 8 events/workshops (Scholarships, Financial Aid, Mental Health and Wellness, Priority Registration for Fall, Financial Empowerment series of 3-4 Financial Literacy workshops, and end of the year event).

From 2022 to 2023, enrollment increased from 7,917 to 9,182. Increased student enrollment and recruitment has become a major focus at the District - reiterated by administration, and a District Enrollment Summit was held to also emphasize that point, as our department was looked to in order to lead. The department launched Community Partner Day, establishing partnerships with community organizations, and revamped our outreach and Early Admissions Program model to be more present in the community and accommodating to first-time students and parents. The Early Admissions Program CAPS Day saw over 200 student register in one day, the largest spike even compared to when priority registration for different groups opened. The First Stop Center also saw a lot of growth in the First Year Experience Program and hosting the Guided Self-Placement Tool. The team has also established an Outreach Group of employees across the college to strategize about how to increase enrollment, and who assisted in many of the grant funded Outreach expansion ideas such as Evening on the Green and the Eastridge Mall Community event.

There was also the hiring of a new Director of Outreach & Recruitment and many personnel changes within the TRiO Upward Bound and Talent Search programs. Much of the outreach strategy and expansion was being supported by limited time Outreach & Retention funds from the compendium of CCCO Allocations, however in the most recent report, the original budget for both 2022 and 2023 was significantly reduced, and we did not receive any new funding from CCCO in 2024. Due to collaborations and commitments including with Student Services, Umoja/AFFIRM, Art, Dual Enrollment, Tutoring, and Financial Aid, the budget for discretionary for Outreach has been much less than anticipated. Despite this, the FYE program has seen significant growth and success, with FYE retention data up about 15-20% for every cohort since its inception compared to all first-time EVC students. The FYE program continues to host about 8 events and workshops every year with students. The Outreach team has hosted almost 350 activities for high schools and community partners in the past year, including tabling, presentations, campus tours, and more.

**Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans**

Outreach: EMP and Guided Pathways - help getting students into the college and on a pathways via CAPS, typically through Career Coaching app via CCCApply and Early Admissions Program in collaboration with counselors. Directly and intentionally supports equity plan by focusing on Outreach and enrollment for Black/African American students and families through partnership with African American Community Service Agency, Black History Month events, and Juneteenth Events.; First Stop Center: EMP - incentivizing full time student status in their first year (2 semesters) via First Year Experience Program, decreasing time to completion, as well as eliminating barriers via workshops pertaining to financial aid, financial literacy, time management, and more. Additionally, FYE program covers textbooks for students via Sobrato grant and Student Equity Funding. FYE program supports graduation and transfer for Latinx students, as a majority of the students are Latinx students that persist into their second semester, and second year at EVC. First Stop Center connects students with resources as initial contact of students to the campus.

Outreach and Recruitment activities align with the EMP regarding the following:

1.1: Increased High school presentations that include information on how/when to speak with counselor about signing up for college-level Math and English courses; 1.2: Included more students in early outreach programs and dual enrollment in the underserved communities in East SJ; 1.1: Expand support for GSP as one-stop center for students to prepare for enrolling college-level English and Math courses in accordance with AB705; 1.2: Expand support, resources, and services for our FYE program with an emphasis on first-generation college students at EVC; 1.3: Ensuring First Stop Center and FYE program can continue to support student retention in completing College Level Math and English courses through workshops, supplies and textbooks, and improved sense of belonging; 1.2: Expand support for TRiO pre-college services, which provides services and resources to underserved populations in local high schools in East San Jose; 1.3: Offer workshops and dual enrollment/non-credit courses for TRiO students throughout the academic year and summer in preparation for college-level English and Math

2.1: Expanded locations to local high schools and communities to help students choose and enter their pathway through Outreach, Career Coaching Tool, Early Admissions Program; 2.5: Increased opportunities for resources and engagement with partnerships with community through Community Partner Meetings, HS and Community Partner Day, and new, collaborative events; 2.8: Increased partnerships with nonprofits and local agencies through community partners and connected to LAEP; 2.11: Increase successful enrollment as the team of employees that are out in the community and schools to make them aware of EVC and supporting their application/registration' 2.1: Help students enter their pathway and stay on the path with support and resources from FYE and FSC; 2.5: Increase in on-campus and community based engagement through FYE programming, workshops, and community building; 2.7: Utilize data to examine existing programs, and redesign where needed (San Jose Promise redesign to First Year Experience Program under First Stop Center. 2.9: Embedded mental health support as FYE workshop and collaboration on events; 2.11: Hosting GSP, supporting registration, and being the one-stop and first-stop area for students to get resources supports the onboarding of enrolled or potential students; 2.1: Continue to help students enter the pathway by offering college tours/exploration; 2.8: Looking to VTA Waiver as a partnership incentive for underserved communities; 2.10: Renewal of Blumen and StudentAccess tracking systems disaggregate data on first generation and low-income students to be able to serve through TRiO; 2.11: TRiO Team continues to be located in East SJ schools and support enrollment to EVC (host school)

**Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates**

Health/safety issues

Currently the FYE staff are situated in the Student Services Complex Welcome Center and only have computers for their work. Many students come without laptops, but would need to work on a computer together. It is not best practice to have non-ambassador students come behind the Welcome Center desk for assistance (closer proximity to being sick, information behind the desk that should not be seen by non-ambassador students, personal belongings behind the desk), so we requested a similar computer set-up compared to what was previously in the First Stop Center.

#### State, federal, and other regulatory mandates

Accreditation Mandate(s) - First Stop Center directly relates to ACCJC Accreditation Standard 2 (Student Learning Programs and Support Services) as the location (physical and virtual) for students to access resources and to navigate student services – a separate computer area is needed to ensure safety and that students know where to get support with online applications at the First Stop Center

Guided pathways – First Stop Center helps students enter and stay on the path as the space for self-placement, registration support, and referral to resources, but computers are needed to effectively display this information for the student

AB 705 - letting HS and prospective students know about multiple measures and enrollment into college level English and Math;  
Guided Pathways - entering and staying on the path

EAP CAPS Day is an event that occurs on a weekend or evening for accessibility, that supports getting new and prospective students on the path for guided pathways, connected to their CAPS Major, and enrolling students in college-level English and Math in their first year.

#### Workload distribution (impact on other's work)

EAP CAPS Day is a college-wide endeavor, and in order to not be overwhelmed by the near-400 students and parents that attend, funding is needed to support OT/Extra hours for additional counselors, staffing support, and facility fees.

#### **Assessment results (could include: SAO/SLO)**

The Program Goals outlined by the Outreach and Recruitment Program Review were as follows: (1) partner with our newly established Director of Marketing to develop standardized print and digital materials for mass dissemination amongst prospective students and parents. (2) The use of Salesforce type technology with built in analytics to understand where and when to focus our outreach and recruitment efforts. (3) Better coordinate the delivery of service for students by referring students to onboarding services and retention programs aimed at long term student success.

The previous SAO assessment results indicate that students are requesting on site services in the form of counseling and educational planning. A new Program Specialist will allow for an expansion of the number of students that can participate in the Early Admission Program which promotes and ensures students receive on site services such as counseling, educational planning, and the First Year Experience Program.

In the past year, the department has submitted assessments on FYE orientation (97%, or 46 out of 47, of student participants felt welcomed by college staff/personnel) and Community Partner Day (93%, or 13 out of 14, community day partner participants indicated that Community Partner Day fostered a sense of community).

#### **Additional Resources**

Outreach and Retention Funding from CCCO: Of the \$135M originally allocated in 2022-2023, there was a \$55M reduction (from the 2023 Budget Act), and a decrease in the 2023-2024 allocation to \$50M in all of CA Community Colleges. For SJECCD, the District received \$1.5M, which was reduced by \$625k to \$900k for the '22-'23 allocation. For '23-'24, we have \$565k for the District, meaning \$282,500 per college this year; For '24-'25 we ceased receiving funds from CCCO. Currently, we are overbudget by \$20k for plans until the end of FY 2025, and looking for ways to reconcile this. Purpose: Funds are provided to support enrollment and retention at community colleges as they face enrollment challenges caused by the COVID-19 pandemic; Spending



Guidelines: Districts should use these funds primarily to engage former community college students that may have withdrawn from college due to the impact of the pandemic, current students that may be hesitant to remain in college, and prospective students that may be hesitant to enroll in a community college due to COVID-19. Funds may be used to provide a fiscal incentive for former or prospective students to enroll. As a temporary allotment, funds are not used for hiring full-time, permanent Classified positions. Funds have been utilized for temporary Hourly Outreach team members, OT for Classified for support of outreach, swag and marketing items and advertisement, Food for outreach/retention events, multiple contracts with marketing agency support and technology initiatives.

Sobrato Family Foundation \$125k in grant year (ended October 2024) for the purpose of supporting FYE programming and mental health; allocation not to be used for staffing full time permanent Classified personnel; So far, the funds are contributing to book vouchers for FYE students (amount due still TBD with bookstore), connecting students with Wellness services at EVC, additional student worker support for follow-up with FYE students, and mitigating financial barriers via financial literacy workshops and incentives. 100% of funds are budgeted to be utilized by the grant end. \$95,062 has been used or encumbered thus far, with \$30k remaining for Spring programming, however this grant ends within the next fiscal year.

**Previous use of funds**

No funds were received from previous year's allocation. The only Fund 10 allocation we typically receive is for personnel (Program and Outreach Specialists), benefits, and we used to receive an allocation of \$1000 for mileage, which is no longer in our budget, and not even enough for the year (total is more than double that for mileage for our Classified Outreach Specialist). As these funds went towards Classified staffing, their presence and getting their job responsibilities completed contributed to increased enrollment and retention from Outreach and First Stop, but the programs do not receive any discretionary funds from the institution, despite the success from both areas.

**Manager/Vice-President Prioritization**

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**Total Amount Requested** 110250.00

**Total Amount Requested by Manager**

Itemized List (should equal the total of the Total Amount Requested by the Manager):

**Amount Requested**

**Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)**

**Supplies**

38500.00

**Supplies Ranking**

**Equipment**

**Equipment Ranking**

**Technology**

26000.00

**Technology Ranking**

**Other (Contract, Subscriptions, Memberships, etc.)**

15750.00

**Other Ranking**

**Attach Files**

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Attached File

**IEC Reviewers**

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**IEC Mentor**

William Sapigao

**IEC Second Reader**

Guy Ras

