EVERGREEN VALLEY COLLEGE

2025-2027
STRATEGIC ENROLLMENT MANAGEMENT PLAN

Presented to the Evergreen Valley College
community on March 14, 2025

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ABOUT EVERGREEN VALLEY COLLEGE

President's Message

I would like to extend my sincere gratitude to the Evergreen Valley College (EVC) Enrollment Management Committee (EMC). The EMC has written its Strategic Enrollment Management (SEM) Plan through an intentional and concerted effort from various constituency groups. An unprecedented pandemic, the overdue recognition of racial inequities, and economic hardship that many faces have affected many in the community, which was a primary motivator to build a strategic plan for EVC students.

The EMC seeks leveraged strong leadership and collaboration, and a student-centered budget to develop activities and practices to support enrollment, student success, fiscal viability, and facilities and technology usage, regardless of the teaching modality. EMC members reviewed current and reliable trend data, demographics, and labor market demand so that the plan is data informed. EMC members also identified goals and representative activities that align with college practices to best support enrollment, persistence, retention, and completion.

EVC strives to serve its diverse student population and infuse equity-mindedness and anti-racism throughout instruction and support programs. Student equity is at the forefront of what EVC does, and the SEMP focuses on helping students achieve equal outcomes by addressing systemic inequities and providing the best possible access and success for students. I am very proud of the work this group has undertaken. The EMC and college community continually proves that student dreams are our dreams, and the College will continually move forward in solidarity with students in pursuit of their academic and career goals.

Vinicio J. López, Ed.D.
President/CEO
Evergreen Valley College
San José, California

History of Evergreen Valley College

Evergreen Valley College opened its doors in 1975 to 3,000 students and currently hosts over 9,000 students from more than 70 countries. The rich variety of cultures, which enhances and enriches campus life, comprises one of the most diverse student bodies within the California Community College System.

Planning for the College began on July 1, 1964, when the San José-Evergreen Community College District officially became an independent college district. The site was purchased in 1967 and named Evergreen Valley College in 1970. When the first two buildings were complete on September 3, 1975, the College welcomed its first graduating class in Spring 1976.

Thanks to support from the community, recent bond measures have re-imagined the campus. As the campus footprint has moved closer to San Felipe Road, in 2024 EVC opened the Student Services Complex and General Education Building, while expanding its nursing building. That followed the opening of Language Arts in 2023. The campus also features a visual and performing arts space (opened in 2009), an automotive technology building, MS3 Science Building and Observatory on Montgomery Hill.

Purpose and Executive Summary

The Evergreen Valley College Strategic Enrollment Management (SEM) Plan utilizes the Guided Pathways framework to organize our efforts in recruiting, enrolling, serving, retaining, and graduating a diverse student population that is in alignment with the College's Educational Master Plan 2022-2027, the Chancellor's Office Vision 2030 Plan, and the College's mission and values. The SEM plan emphasizes the development or maintenance of policies and procedures that support enrollment, student success, fiscal viability, and facilities and technology usage to accommodate the needs of programs and courses in online, in-person, and hybrid modalities. The 2025-2027 SEM document is a two-year operational plan that expands upon the prior SEM plan that was submitted to the California

Community College Chancellor's Office in Fall 2018 and focuses on the creation of transfer maps and Guided Pathways. The goal of this updated plan is to provide strategies for efficiency, quality, access, inclusiveness, and completion for students and their respective course of study. Specifically, this plan will operationalize strategies related to how students enter a pathway, how the College connects to and builds community with students, including ensuring learning and student success through a lens of social justice and racial equity.

Connections to Existing Plans
Educational Master Plan 2022-2027

The Evergreen Valley College Educational Master Plan 2022-2027 (EMP) helps the institution navigate toward the fulfillment of its mission and vision. Furthermore, because the most crucial measure of success in educational planning is the success of all students and the achievement of equitable outcomes, the College intentionally focused the EMP processes and intended outcomes around five guiding, student-centered questions.

To answer these questions and thereby inform the overarching and paramount master plan goal, the College relied upon the student's voice to understand the student experience and learn what students need to be successful. Consequently, the key actions for this Educational Master Plan's goal provide the foundation for a targeted implementation process, which will emerge from the College's annual planning and budget processes. Therefore, the EMP provides the means by which Evergreen Valley College will focus its energies and resources on student success and simultaneously support the District's core values of opportunity, equity, and social justice.

Additionally, the Evergreen Valley College Educational Master Plan 2022-2027 provides the overarching structure for all institutional planning. It aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success, guides the full development of the Guided Pathways framework, and works to address systemic racism and discrimination. Moreover, this Educational Master Plan articulates with and helps support the San José-Evergreen Community College District's Strategic Priorities (2018-2025). In sum, the alignment of the state's, District's, and College's plans provides a cohesive structure for meeting critical student success and equity metrics.

Technology Master Plan 2017-2024

The purpose of the Evergreen Valley College Technology Master Plan 2017-2024 is to describe the technology direction and support needed for the College to deliver on the promise to 'empower students to become agents for socioeconomic change'. The EVC Technology Master Plan anticipates technology trends in society and higher education and outlines how the College will proceed to leverage Information Technology (IT) to meet student technology needs and enable students to succeed when they transfer to a four-year college or university, enter the workforce, or embark on a path of lifelong learning. This Technology Master Plan highlights how technology resources are prioritized and applied on behalf of the District, San Jose City College, Evergreen Valley College, District Office and Workforce Institute. The plan anticipates a continuously changing IT environment and the need for maintaining secure and reliable core services while simultaneously implementing new technology tools and solutions to further the mission of the District. A fundamental organizing structure for the plans is the "People, Process, Technology' framework. The consideration of these three elements is essential when defining high level strategy where the interaction of people, task structure and technology must align for success. Frequently attributed to Professor Harold J. Leavitt, the People, Process Technology framework was subsequently expanded by Gartner and ITIL, serving as a set of practices for IT service management that focuses first on institutional needs. An understanding of the way in which technology supports the institution can lessen stress, improve productivity and encourage task understanding and teamwork guides all technology planning: People are at the heart of every institutional initiative. Student success is achieved through collaboration in support of strategic goals within a shared value structure. A shared understanding of technology goals and initiatives serves as a foundation for informed, collective action.

Process incorporates the 'what' and 'how' of essential operations. The best tools cannot make up for broken processes. Understanding of the current state and desired future state, along with how results will be measured enable the institution to prioritize and pursue opportunities for improvement in both efficiency and effectiveness Technology is the essential enabler for supporting people and processes. Technology is a tool for achieving student and institutional success. Alignment of people through collaboration, efficient and appropriate business processes leading to the selection and use of appropriate technology

tools is the hallmark of the Technology Master Plan. These institutional building blocks have been used to structure planning observations and recommendations for the District, EVC and SJCC, with validated initiatives incorporated into plan materials. This Technology Master Plan is built upon a foundation of collegial input and ongoing dialog with students, faculty and staff. Feedback and comments about the plan and IT projects are always welcome. This document presents an overview of the processes EVC used to align planning with District priorities and how planning activity elicited the needs of our students, campus stakeholders, faculty and staff while supporting common district wide initiatives, priorities and projects.

The District has recently hired a new Vice Chancellor of Information Technology Services and Support in [date]. This office is in the process of creating a new District Technology Master Plan at the time of this writing. When that is approved, it will connect to this SEM Plan accordingly.

Student Equity Plan 2022-2025

The Evergreen Valley College Student Equity Plan 2022-2025 established benchmarks for success, while collaborating to determine what is working best for the specific needs of our students. Its goal is to have an impact in three main areas of campus in order to close achievement gaps.

• **Individual:** Everyone has the responsibility to engage in individual change and self-reflection. Through a continued focus on ongoing equity based professional development training opportunities, it is hoped that employees will feel empowered in their equity work.

• **Structural:** The College seeks to remove the barriers that disenfranchise students of color and creates equity gaps through an examination of investigation of policies, procedures, and practices that lead to friction points.

• **Cultural:** The College will focus on becoming a campus of care where students not only feel a sense of belonging, but feel that they, their identity, and their success matter to everyone in the campus community. The College aspires to achieve this culture of care through intentional activities, a shared vision, and equity centered actions.

The College is in the process of crafting the updated Student Equity Plan, which will run 2025-2028. The metrics of the plan align with this SEM Plan.

Participants
• Academic Senate President, Prof. Henry Estrada
• Associated Student Government President, Ms. Daisy Yadav
• Classified Senate President, Ms. Vicky Brewster

Faculty Representatives:
• Dr. Grace Estrada, Curriculum Chair and Psychology Faculty
• Prof. Tina Iñiguez, Counseling Faculty
• Dr. Fahmida Fakhruddin, Institutional Effectiveness Committee Chair and Economics Faculty

Classified Representative:
• Mr. José Denton, Admissions and Records
• Ms. Rita de la Cerda, Office of Academic Affairs

Managers:
• Ms. Tina Nguyen, Supervisor, Academic Services

Academic Deans:
• Mr. Robert Gutiérrez, Language Arts
• Dr. Sean Stewart, Social Sciences, Art and Physical Education
• Enrollment Services Dean, Mr. Sam Morgan
• Researcher, Dr. Andrew Takamoto
• Vice President of Student Affairs, Mr. Howard Willis
• Vice President of Academic Affairs, Dr. Matais Pouncil
• Editor and Gap Analyst: Dr. Sarah Harmon of Lengua Franca Consulting

TIMELINE OF THE STRATEGIC ENROLLMENT MANAGEMENT PLAN PROCESS

Date	Draft	Constituency	Task and Actions
November 21, 2024	1	SEM Committee (w/ Editor)	Draft creation
December 1, 2024	2	SEM Committee	Draft creation
January 23, 2025	3	All College	Draft disseminated to campus community
February 3, 2025	4	Institutional Effectiveness Committee (IEC)	Information Item, Feedback, Recommendations
February 4, 2025	4	Academic Senate	Presentation of draft
February 11, 2025	4	EVC Associated Students	Info Item, Feedback
February 20, 2025	4	SEM Committee	Draft creation per community feedback
February 21, 2025	4	Classified Senate	Information Item
February 24, 2025	4	College Council	Information Item, Feedback, Recommendations
March 3, 2025	4	IEC second read	Feedback, action item
March 4, 2025	4	Academic Senate	Feedback, action item
March 4, 2025	4	Associated Students	Information Item
March 4, 2025	4	Admin Council	Information Item
March 4, 2025	4	Gap Analyst and Editor	Revise
March 6, 2025	6	Gap Analyst and Editor	Finalize
March 10, 2025	Final	College Council	Action Item
March 11, 2025	Final	Board of Trustees	Information Item, Feedback, Recommendations
March 24, 2025	Final	Town Hall: The Making of the EVC Strategic Enrollment Management Plan	Presentation

Mission and Values

Mission
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.

Vision
To be the leading college advancing opportunity, equity, and social justice through supporting students' aspirations, education, and career attainment.

Values

- **Opportunity:** EVC defines opportunity as providing pathways to success in higher education regardless of students' unique circumstances.
- **Equity:** EVC defines equity as continually creating conditions that allow historically marginalized and underrepresented students to reach their educational goals successfully, with the commitment to deepening our awareness of institutional barriers that impede students' success by intentionally reviewing, changing, and addressing our programs, procedures, and practices.
- **Social Justice:** EVC defines social justice as eliminating structural barriers and racial hierarchies to ensure fair access to resources and opportunities that create a sense of belonging where all can thrive

COLLEGE GOALS

The key actions of the **Educational Master Plan 2022-2027** lead to the college goals, which are to shorten the time to completion of a degree or certificate and to eliminate equity gaps. These goals are the basis of this SEM Plan.

Key Actions to Shorten Students' Time to Goal Completion

- Include more students in early outreach programs and dual enrollment in the underserved communities in East San José.
- Fully implement AB705, legislation related to math and English, by markedly reducing pre collegiate courses and adding support to students who need it in transfer-level coursework.
- Increase the percentage of students who complete transfer-level math and English in their first year.
- Implement a degree audit tool and provide training to students, faculty, and staff on its effective use.
- Support our counselors, who are critical players in guiding students through their educational pathways by providing ongoing professional development.
- Intentionally increase and sequence EVC's course offerings to allow students to complete their programs of study expeditiously.
- Offer fully online associate degrees and certificates and provide students with the support resources they need to complete online courses and programs of study successfully.
- Invest in innovation, technology, and professional development to shorten students' time to goal completion.

Key Actions to Eliminate Equity Gaps

- Meet the Vision for Success and College goal, fully implement the Guided Pathways framework.
- Humanize the curriculum to include plural voices and customize the curriculum for each learner and classroom.
- Regularly review classroom and campus climates and develop a strategic action plan to implement equity-focused, anti-racist, and inclusive practices.

- Provide regular professional development opportunities and ongoing racial equity and diversity, equity, and inclusion (DEI) training and coaching for faculty, classified professionals, and administrators.
- Increase on-campus (e.g., clubs, athletics) and community-based (e.g., volunteer) student engagement opportunities to create student belonging and support.
- Increase the diversity of full-time and part-time faculty and staff by providing ongoing racial equity and DEI training to recognize and interrupt implicit and explicit bias. Analyze hiring process results at the announcement, screening, interviewing, and onboarding phases using data disaggregated by race and ethnicity.
- Examine demand for current programs based on data to redesign existing programs if needed and offer additional new instructional programs (credit and noncredit) in high-demand occupations that provide living wages.
- Increase partnerships with nonprofits and local agencies to address students' basic needs, including, but not limited to, food, housing, childcare, medical, and mental health resources.
- Provide ongoing campus-wide training on mental health and wellness issues and crisis intervention and expand mental health support to students.
- Invest in innovation, technology, and professional development to eliminate student equity gaps.
- Increase the successful enrollment of students from our district service area, including those coming from adult education.

INITIATIVES AND PRIORITIES

Guided Pathways

Guided Pathways at Evergreen Valley College is a student-centered approach to organizing college programs to make it easier for students to successfully navigate the college system and achieve their career and educational goals. Guided Pathways will assist with closing equity gaps and shortening a student's time to completion. The guiding principles to Guided Pathways is to be student centered, focused on student outcomes that are data driven. There is a commitment to institutionalize Guided Pathways campuswide because it is designed to increase student success (retention, persistence, and completion rates).

The four pillars of Guided Pathways are Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning. As the college community came together to create the various pathways, there were concerted efforts to holistically change how students are supported in attaining their educational goals, optimize enrollment, and plan class schedules. The College organized the majors into six Career Academic Pathways (CAPS) to assist students to explore areas of interests before choosing a specific major. Once an Educational Program is selected, each program has their own program map that students can download and use in their student educational plans. This feature has helped in the planning of when courses are offered in each term. Students can also use the college catalog to see when each course is typically offered, as a means to plan out their educational pathway. Furthermore, the College created a checklist for deans and programs to consider when adding a course in a given term. The checklist is based Section 12.4 of the SJECCD-AFT 2023-2026 Contract, which has been reproduced in the Appendix on page 17. This checklist would come into play as adjustments from one term to another are needed. Key points to consider when adding a course include the following:

- Budget concerns;
- Facilities;
- Staffing of the course;
- Safety, particularly for career technical courses and lab courses;
- Existing number of same sections listed to not oversaturate the semester that would yield potential negative effects on enrollment on the subsequent term;

- Frequency of the course being offered; and,
- Whether the course is part of a program or certificate.

When the decision to cancel a section needs to be made, deans must follow the process as outlined in the SJECCD-AFT 2023-2026 Contract, Section 12.8; this language has been reproduced in the Appendix on page 17.

In aligning Guided Pathways and SEM strategies and practices, the College is committed to focus on inclusiveness of stake holders which includes all constituent groups in collaboration with the community. Guided Pathways will be embedded in practices to do with outreach, class scheduling, career pathways, student engagement, support services, as well as marketing and communication.

At the time of this writing, these processes are currently in progress. Once completed, these processes will be integrated into the full Guided Pathways planning structure. As a result, the implementation of Guided Pathways has been added to the Areas of Future Focus, as outlined on page 15.1717

Waitlists, Additional Sections and Fraudulent Students

Three areas that have been identified as gaps with respect to standardized processes are the management of waitlists, the addition of sections to the course schedule and the addressing fraudulent students. All three areas are of high importance to the SJECCD District Office and each of the colleges. The Strategic Enrollment Management Committee is working with the Executive Team and the District Office to create a recommended process on waitlist management. The District Office, particularly the Information Technology Services and Support (ITSS) department, is currently working with the respective Enrollment Management teams in the District to better support their efforts in addressing fraudulent students. At the time of this writing, these processes are currently in progress. Once completed, these processes will be integrated into the full Guided Pathways planning structure. Full versions of the internal policies and procedures for these areas can be seen in the Appendix on page 18.

District Strategic Priorities

The San José Evergreen Community College District (SJECCD) 2018-2025 Strategic Priorities outline six goals for the district. These goals act as guiding principles for Evergreen Valley College in the creation of its Educational Master Plan and any other planning structure.

The SJECCD Strategic Priorities are as follows:

Strategic Priority 1: Student Success

- The San José-Evergreen Community College District will improve student success through a culture of evidence by providing structured educational pathways and continuous support services that align with their educational and career goals and promote responsible global citizenship and civic engagement.

Strategic Priority 2: Workforce and Economic Development

- The San José-Evergreen Community College District will support economic mobility of our diverse community by responding to the workforce needs of the Silicon Valley region.

Strategic Priority 3: Organizational Effectiveness and Sustainability

- The San José-Evergreen Community College District will develop and utilize systems that promote institutional effectiveness, fiscal sustainability, and accountability.

Strategic Priority 4: Technology

- The San José-Evergreen Community College District will invest in secure information technology solutions and instructional technology that enhance the learning and working environment and support guided pathways, institutional effectiveness, and student success.

Strategic Priority 5: Communication

- The San José-Evergreen Community College District will engage in effective communication with internal and external audiences to improve stakeholder satisfaction

Strategic Priority 6: Total Work Environment

- The San José-Evergreen Community College District will promote a total work environment that contributes to the success and development of its students and employees.

These District Strategic Priorities are built upon the Mission, Vision and Values of the colleges and of the District, and they are directly connected to all other plans across the District. In this way, there is consistent application of philosophy across all planning.

For the EVC Strategic Enrollment Management (SEM) Plan, the goals set out connect directly with Strategic Priority 1, with secondary connections to Priority 2. By addressing student engagement in support programs, reducing the average number of units to degree completion and reducing equity gaps in mathematics and English courses, the College will directly improve student success in guided and responsible ways. Specifically, Objectives 1 (increasing the number of students completing a degree, certificate and transfer) and 2 (expansion of pathways and support services to support educational goal completion and civic engagement) are directly addressed with the SEM Plan Goals, as described below.

These SEM Plan goals will lead to support students who are enrolled in workforce and career technical programs by addressing their barriers to completion of degrees and certificates. Objective 1 (creating and delivering career technical pathways at respond to the labor market) is addressed by these goals; by connecting workforce and career technical programs to a Guided Pathways-style plan, students will have a clear understanding of the requirements that they need to meet. By reducing the average number of units that students take, the plans become more attractive to students, thereby allowing them to be trained quicker and better in response to the labor market.

STRATEGIC ENROLLMENT MANAGEMENT GOALS

Purpose

The purpose of the 2025–2027 Strategic Enrollment Management (SEM) Plan is to serve as an actionable and flexible plan that will allow Evergreen Valley College to regain enrollment numbers to pre-COVID-19 levels, improve student outcomes, success and retention, and establish baseline funding to support categorical programs and long-term goals. This plan is aligned with the College's strategic goals and the California Community College's Vision for Success. Moreover, this plan includes an assessment section that will allow the College to modify goals, strategies, and activities as the enrollment picture continues to develop through the 2024-2025 academic year.

The SEM plan was developed in partnership with faculty, staff, and administrators at Evergreen Valley College. The committee initiated their efforts in Spring 2024 by identifying contributors and stakeholders throughout the campus community. The SEM Committee was expanded in Fall 2024, leading to the development of baseline goals, strategies, and activities that are included in this plan. Through Fall 2024 and Spring 2025, the plan was finalized, and an assessment section was included to ensure accountability, measure effectiveness, and create flexibility to adjust the work as conditions require. The plan was reviewed through the College Governance process in March and April 2025 for input from constituent leadership. Finally, the plan was brought to the College Board of Trustees in April 2025 for review and feedback, ahead of the hiring of the incoming Vice Chancellor of Educational Services, who will be creating a district-wide Strategic Enrollment Plan in Fall 2025.

This SEM Plan lays out goals and strategies. These elements will be implemented by the College by the respective committees and personnel by any means that are available in the next two years. In doing so, the College and its stakeholders have the flexibility to address the goals and strategies to the best of their abilities.

Enrollment Data Summary

Evergreen Valley College continues to be significantly impacted by enrollment losses experienced during the COVID-19 pandemic. Based on enrollment data, fall-over-fall unduplicated headcount fell from 7,676 in 2021 to 7, 582 in 2022 which is a 1.2% decrease. The College had a 20.5% increase in headcount (9,140) in fall 2023. But the headcount fell to 9,047 in 2024 which is a 1% decrease. The college lost 94 unduplicated students. In addition, Full-Time Equivalent Students (FTES), fell by 98 (-3.90%) from 2023 to 2024. This second metric is critical as it represents 70% of the College's funding of categorical programs under the Student-Centered Funding Formula.

In addition to the direct enrollment losses, an equity analysis was conducted to determine the impact on access to the college. The analysis reviewed data based on race, ethnicity, gender, age, enrollment status (part-time/full-time), and special populations (California Promise, first generation, DSPS, EOPS, foster youth, veterans, first-year students, and students with more than 60 units). Based on headcount enrollment losses for Fall 2023 and Fall 2024, the largest impacted groups include African American students (-18.8%). Hawaiian/Pacific Islander students (-11.1%), Latinx students (-1.4%), Asian students (-1.6%), and White students (-9.3%). With respect to age, two groups showed the highest enrollment losses: students aged 18-24 (-5.8%) and those aged 40 or older (-4.7%).

Finally, the EVC Strategic Enrollment Management (SEM) Committee and the Executive Team wished to view enrollment losses with respect to low-income students, who are identified as those who had been on a Board of Governor's Waiver and now are recipients of the California College Promise Grant, as well as enrollment losses with respect to foster youth. While the data on both of these groups is not longitudinal, these two student cohorts are known areas of concern.

Data Summary for Withdrawal Rates

When comparing Fall-to-Fall data from 2023 and 2024, there were significant decreases in withdrawal rates across most demographics.

- **Age: 18-24 years** (23% decrease), 25-39 years (49% decrease), 40+ years (47% decrease)

- **Gender: Female** (40.9% decrease), Male (27% decrease)
- **Race/Ethnicity: Asian** (43% decrease), Black (39% decrease), Latinx (33% decrease), Two or more races (38% decrease), White (15% decrease)
- **First-generation:** 34.2% decrease

Despite these significant areas of change, there were three student groups that showed increases in withdrawal rates with respect to Spring-to-Spring data for 2023 and 2024:

- **Male:** 8.5% increase in withdrawal rates
- **White:** 130% increase in withdrawal rates
- **First-generation:** Nearly 10% increase in withdrawal rates

As a result, the SEM Committee made the following recommendations:

- Provide targeted support for male students.
- Investigate the dramatic increase in White student withdrawals.
- Continue and enhance support for first-generation students.
- Analyze factors contributing to the positive trends observed in Fall 2023/2024 to ensure sustainability

Data Summary for Modality

The College understands that planning course modality is a primary way to address equity gaps. By monitoring student modality preference, deans and programs schedule courses as best fits the needs of the students.

Since Fall 2021, there has been a reduction of face-to-face courses, from 59% of course sections to 45-50%. The percentage of online asynchronous course sections has remained 38-43%, but starting in Fall 2022 there was a significant increase in hybrid modality, from only 4% of course sections in Fall 2021 to 12-15% starting in Fall 2022 and continuing through Spring 2025. The College started offering a small number of online synchronous courses in Fall 2023, with only 1-2% of course sections in any one term being offered in this modality.

Since Fall 2022, there has been a gradual decline in the number of late-start courses offered, from a high of 36% of all course sections being offered as late-start to 28-29% of all sections through Spring 2024. For Fall 2024, there was a further reduction, just 24% of all course sections starting late; Spring 2025 has a projected 23% of all course sections being late start, at the time of this writing.

Data Summary for Retention

The data trends when comparing Fall-to-Fall and Spring-to-Spring data from 2023 and 2024 showed generally higher retention rates for the fall semesters over the spring semesters. There were increases in some significant student populations while also showing decreases in other significant student populations.

AGE
- 18-24-year-olds and 40+-year-olds: Retention declined in BOTH Fall & Spring 2023-2024.
- 25–39-year-olds: Larger decline in Spring 2024 (-13.80%) than Fall 2024 (-9.49%).

ETHNICITY
- Asian students consistently show the highest persistence.
- Most ethnicities improved Spring-to-Spring 2023-2024 and Fall-to-Fall 2023-2024.

There was one notable exception: White students showed a large decline in retention in Fall 2023 (-43.32%).

GENDER
- Females slightly outperform males consistently.
- Both genders showed declining retention rates in Fall 2023 and Spring 2024, but Fall 2024 male decline was larger (-18.63% vs. -9.00% in Spring).

Recommendations
- After reviewing the above-mentioned enrollment data and in consultation with participatory governance bodies and campus stakeholders, the SEM Committee made the following recommendations:
- Investigate the factors contributing to lower persistence in Spring semesters compared to Fall semesters.
- Develop targeted interventions to address the specific needs of 18–24-year-olds, students 40 and over, male students, and White students.
- Continue monitoring persistence trends by semester and demographic group to ensure the effectiveness of interventions and identify emerging areas of concern.
- Strengthen support services and create a welcoming campus environment to promote persistence and success for all students.

At the time of this plan, the College did not have data on retention and success rates disaggregated by modality. This is an area that will be added to the Areas of Future Focus on page 15.

ENROLLMENT GOALS

GOAL 01

Reduce equity gaps across measures of success, retention, and completion through accelerated improvements among all student groups, with the goal of reducing achievement gaps by 4% annually as we approach the goal of 20% within 5 years and fully closing achievement gaps within 12 years.

Based on the data presented, the SEM Committee viewed the reduction of equity gaps in the gateway courses of English Composition (ENGL C1000), Statistics (STAT C1000), and Calculus I (MATH 071) as being significant areas of concern. This is particularly pertinent due to the elimination of pre-transfer courses in these disciplines. With the implementation of the Cal-GETC general education pattern, as required under AB928 (Berman, 2021), the College aims to better leverage the existing Guided Pathways plans and implement the use of Student Success Teams, which are organized by Career Academic Pathways (CAPs). The intention is to focus support and guidance to EVC students initially in English and Math and expand services to the other areas incrementally over the next 5 years.

This work includes increasing support services and being more intentional with course offerings, as outlined in Goals 2 and 3 below, to better address retention rates overall. Starting in Fall 2025, data on success, retention, and completion will be collected and reviewed by the SEM committee biennially to modify and adapt these programs and plans as needed.

This goal has strong alignment with all plans emphasizing equity. SEM's target of reducing gaps by 4% annually mirrors the California Community College Chancellor's Office (CCCO) Vision for Success and Vision 2030 equity goals.

- **EVC EMP 2022-2027:**
    o Equity is central to the mission, strategic goal, and all key actions.
- **EVC Student Equity Plan 2022-2025:**
    o Entire plan is centered on targeted strategies to close equity gaps, including those embedded in enrollment management.
- **SJECCD Strategic Priorities 2018-2025:**
    o Strategic Priority 1: Student Success
    - Explicit commitment to closing equity gaps.
- **Guided Pathways:**
    o Pillar 4: Ensure learning
- **CCCCO Vision for Success:**
    o Goal: Cut equity gaps by 40% in 5 years, close them in 10
    - SEM's annual 4% target is a strong parallel.
- **CCCCO Vision 2030:**
    o Goal 1: Equity in Success, Goal 2: Equity in Access, Goal 3: Equity in Support
    - Direct focus on annual, measurable equity improvements.

ENROLLMENT GOALS

GOAL 02

Increase student services by a total of 10% over two years starting Fall 2025 (approximately 5% per year) primarily through the development of student success teams that are organized by CAPs.

Existing student support services will examined to prepare for the implementation of student success teams. These teams will consist of designated counselors, program specialists , discipline faculty, and tutoring services along with staff from financial aid, admissions and records, mental health, and the DSP (Disability Services Program).
Once developed, student success teams will focus on supporting students taking the gateway English and Math courses. Student success teams interface with the existing support programs including (but not limited to) Extended Opportunity Program and Services (EOPS), the Disabilities Support Program (DSP) and various cohorted programs like First Year Experience (FYE) and Asian Pacific Islander Resources for Excellence plus Powerful Leadership and Learning for Unified Success (ASPIRE+PLLUS). Moreover, individuals in student support areas will be trained to use and implement artificial intelligence (AI) to handle routine student questions and tasks to reduce counselor workload.

The student success teams and support programs would continue to build on the work of the Caring Campus initiative that the College started in fall 2021 that encourages interdepartmental connections across all student support systems. Because student success team are organized by CAPS, they will support both part-time and full-time students.

This goal aligns with Guided Pathways and equity-centered support. Moreover, it supports the emphasis in Vision 2030 of equity in support and modernized student services.

- **EVC EMP 2022-2027:**
  - o Calls for enhanced advising and support infrastructure linked to Guided Pathways.
- **EVC Student Equity Plan 2022-2025:**
  - o Advocates for case management and wraparound services for marginalized students.
- **SJECCD Strategic Priorities 2018-2025:**
  - o Strategic Priority 6: Total Work Environment
  - - Staffed, supported teams contribute to this goal.
- **Guided Pathways:**
  - o Pillar 3: Help students stay on the path
- **CCCCO Vision for Success:**
  - o Commitment 3: Pair high expectations with high support
  - - SEM's investment in success teams is directly aligned.
- **CCCCO Vision 2030:**
  - o Goal 3: Equity in Support
  - - Focuses on embedded support systems for students.

ENROLLMENT GOALS

GOAL 03

Reduce the average number of excess units taken to complete a degree or certificate by 10%.

The current average number of units to complete a degree or certificate at EVC is 80 units. By aiming to reduce that average to 72 units, EVC students will achieve their academic goals faster and with fewer courses. This will be achieved through intentional and student-centered planning as prescribed by Guided Pathways. Specifically, departments will formulate course offerings in two-year plans that mirror the Program Maps of each CAP. Moreover, members of the campus community will be trained to use artificial intelligence (AI) and other tools to reduce course scheduling conflicts and optimize offerings to maximize student access and ability to take required courses and electives to complete their academic goals. Each semester, starting in Fall 2025, divisions and departments will have time specifically designated to reflect on data from assessments, fill rates, success rates, and completion rates from prior semesters with the goal of sharing best practices and making adjustments to improve student success rates.

This goal directly supports the Vision for Success goal to reduce excess units and Vision 2030's focus on system efficiency and student-centered planning.

- **EVC EMP 2022-2027:**
    - o Strategic Goal: Shorten time to goal attainment
    - - Reduction of excess units is a key component.
- **SJECCD Strategic Priorities 2018-2025:**
    - o Strategic Priority 1: Student Success
    - - Promotes structured pathways and better advising.
- **Guided Pathways:**
    - o Pillar 2: Help students choose and stay on the path
- **CCCCO Vision for Success:**
    - o Goal: Reduce average units to degree from 87 to 79
    - - SEM echoes this metric exactly.
- **CCCCO Vision 2030:**
    - o Goal 1: Equity in Success and Strategic Direction 3: Future of Learning
    - - Redesigning programs to streamline completion paths.

ENROLLMENT GOALS

GOAL 04

Increase the number of students completing stackable credentials by 10% by 2027 through the development and promotion of at least 5 new stackable certificate pathways that lead to degrees or industry-recognized credentials in priority sectors such as business, information technology, education, and traditional trades.

To support adult learners and working professionals in attaining valuable, short-term educational outcomes that lead to long-term degree completion and employment, the college will develop modular, stackable credentials that can be earned independently or as part of a larger degree pathway. These certificates will be designed with employer input and aligned with statewide transfer and workforce initiatives, ensuring they are both academically sound and industry-relevant. Specifically, starting Fall 2025, the Dean of Business and Workforce development will conduct a labor market analysis to identify 3–5 high-growth industries in the region. In these areas, advisory boards and employer partners will be engaged to map core skills and competencies into stackable credentials. By the end of Spring 2026, existing programs will be redesigned (e.g., Business, Computer Science) into stackable modules of 6–12 units each. As courses are designed, faculty will ensure curriculum alignment between noncredit and credit where feasible to create seamless transitions. The stackable pathways will be marketed through adult education and workforce development centers, social media, and targeted community outreach. Finally, completer data will be tracked annually, disaggregated by program, age, and enrollment status, to evaluate progress and equity in outcomes.

This goal aligns with workforce development goals of all the strategic plans. It emphasizes modular, industry-aligned credentials, supporting adult learners and economic mobility.

- **EVC EMP 2022–2027:**
    - o Strategic Goal: Shorten time to goal completion
    - Stackable credentials are part of accelerating progress.
- **EVC Student Equity Plan 2022–2025:**
    - o Emphasizes career-aligned pathways for disproportionately impacted students.
- **SJECCD Strategic Priorities 2018–2025:**
    - o Strategic Priority 2: Workforce & Economic Development
    - Emphasizes job-aligned credentials to meet regional economic needs.
- **Guided Pathways:**
    - o Pillar 1: Clarify the path
- **CCCCO Vision for Success:**
    - o Goal: Increase completions by 20%
    - SEM's stackable credential focus directly contributes to this metric.
- **CCCCO Vision 2030:**
    - o Strategic Direction 2: Equitable Workforce and Economic Development
    - Promotes workforce-aligned credentials for economic mobility.
    - o Goal 1: Equity in Success
    - Completion of short-term credentials.

EVC SEM Goal	SJECCD Strategic Priorities	Vision for Success	Vision 2030	EVC EMP (2022–2027)	Student Equity Plan (2022–25)	Guided Pathways Pillars
1. Reduce Equity Gaps	Priority 1: Student Success	Close achievement gaps	Goal 1: Equity in Success	Eliminate equity gaps (Strategic Goal)	Race-conscious design; remove friction points	Pillar 4: Ensure learning
2. Increase Student Services by 10%	Priority 1 & 4: Student Success & Technology	High support with high expectations	Goal 3: Equity in Support	Expand support access; student-centered planning	Campus of care; belonging	Pillar 3: Help students stay on path
3. Reduce Excess Units by 10%	Priority 1, 3, & 4	Reduce average units to degree	Direction 3: The Future of Learning	Shorten time to goal completion	Support for DI students navigating systems	Pillar 2: Help students choose and stay on path
4. Stackable Credentials (+10%)	Priority 1 & 2: Student Success & Workforce Dev	Increase completions & CTE employment	Direction 2: Workforce & Economic Development	Align credentials to workforce trends	Career-focused pathways for DI students	Pillar 1: Clarify the path

Alignment with Current Plans

Alignment with the EVC Educational Master Plan (EMP)

This plan supports the EMP Strategic Goal, to reduce the average units earned upon degree completion to 63 units by 2027, a 21% decrease.
Alignment with Guided Pathways
This plan directly supports two key pillars of

Guided Pathways:

Create clear curricular pathways to employment and further education: By streamlining pathways and improving efficiency, students can achieve their educational goals with fewer unnecessary units.

Help students choose and enter their pathway: Clearer pathways and support structures will enable students to make informed choices and progress efficiently.

Alignment with Program Review
ENGLISH DEPARTMENT

In their most-recent Program Review, the EVC English Department reported a number of accomplishments that lead directly to the SEM Plan goals.

- Enhanced Student Support: Developed the English 105 support course to increase one-year success rates in English 1A and shorten time to degree completion, contributing to EVC's mission of providing equity-centered academic pathways.

- Improved Access and Affordability: Launched a Zero Textbook Cost (ZTC) Open Educational Resource (OER) textbook for English 1A in Fall 2023, eliminating financial barriers and promoting equitable access to course materials.

- Fostered Inclusive Teaching Practices: A number of faculty participated in Humanizing Curriculum and Instruction workshops, demonstrating a commitment to eliminating structural barriers and creating a more equitable learning environment.

- Expanded Faculty Capacity: Hired a new full-time faculty member to support student success and course completion.

- Strengthened Curriculum: Cleaned up all Student Learning Outcomes (SLOs) and Course Outlines of Record (CORs) to ensure alignment with program standards and student success goals.

The EVC English Department also listed a number of goals that lead directly to the SEM Plan goals.

- Expand OER Initiatives: Develop an OER textbook for English 1C, modeled on the successful English 1A OER textbook, to further reduce student costs and improve access.

- Establish Community of Practice for English 1C: Create a Community of Practice for English 1C instructors to foster collaboration and share best practices, similar to the successful model used for English 105.

- Revitalize Literature Course Enrollment: Increase enrollment in literature courses, which have experienced a decline since the pandemic, to further support EVC's mission of fostering a culture of inquiry, growth, and respect. Examples include:
  - Gender in Literature
  - Asian/Asian-American Literature
  - Mexican American and African American Literature

- Address Equity Gaps: Implement and expand interventions to address equity gaps, particularly for Black or African American (57.3% success rate), Latino (57.5% success rate), and Hawaiian/Pacific Islander (53.3% success rate) students. Note the concerningly low success rate for American Indian students (48.2% based on six students).

Finally, the EVC English Department listed a number of ongoing and planned interventions to address known equity gaps in their courses.

- Community-Centered English 1A Courses: Pair English 1A with a support course (ENGL 105) to provide more individualized instruction and support for students in small groups.

- Communities of Practice: Facilitate monthly collaborative meetings for faculty teaching community-centered courses to share best practices and resources.

- Collaboration with Counselors and Special Programs: Work closely with a counselor assigned to the division and maintain active connections with Enlace and Umoja programs to support students from disproportionately impacted groups.

- Early Alert Team Participation: Continue to participate in the Early Alert Team to identify and support struggling students.

- Transfer-Level English Completion Review: Conduct a full department meeting (starting Spring 2024) to review and discuss transfer-level English completion for Latino students.

- •   Leverage State Chancellor's Office Funds: Utilize funds from the State Chancellor's Office (2023-2025) to support these interventions.

MATH DEPARTMENT

In their most-recent Program Review, the EVC Math Department listed a number of accomplishments that lead directly to the SEM Plan goals.
Complied with AB 705 regulations.

- Created new courses (MATH 021L, MATH 063X, MATH 016) to support students with weak math backgrounds
- Created these courses to provide more options for AS-T students and support other programs (e.g., AS-T Computer Science, AS-T Chemistry, AS-T Physics).
- Consistently ranked as the highest productivity department on campus (17.9 compared to the campus average of 14.5 in 2020).
- Made progress in closing equity gaps.
- Increased success rates for African American students (from under 50% to 50%).
- Increased completion rates for Latinx students (from 70% to 78%).
- Increased the number of students in the AS-T program.
- Expanded online and hybrid offerings for transfer-level courses.
- Established better consistency in course content and SLOs across instructors.
- Offered more professional development in learning theory and cooperative learning.
- Developed new interventions (support courses, courses to support other programs, summer bridge programs, supplemental instruction, Statway) to support student success.
- Obtained disaggregated student data per strand and better access to cohort data.
- Built a culture of evidence to evaluate the effectiveness of educational

Additionally, the EVC Math Department listed a number of future goals that lead directly to the SEM Plan goals.

- Mission and Vision Update: Align the department's mission and vision with the college's goals.
- Success Rate Improvement:
- Increase success rates for African American students (from under 50% to 50%).
- Continue to increase success rates for underperforming (less than college average) ethnic groups.
- Address the decrease in success rates for Latinx students (from 60% to 50%).
- Completion Rate Improvement:
- Increase completion rates for Latinx students (from 70% to 78%).
- Continue to increase completion rates for underperforming (less than college average) ethnic groups.

- Address the decrease in completion rates for African American students (from 70% to 63%).
- Achievement Gap Narrowing: Narrow the achievement gap between top and bottom-performing students (2% per year).
- Increased Online Offerings: Expand online and hybrid offerings for transfer-level courses.
- Distance Education Development: Develop distance education courses for the Math AS-T degree.
- Assessment Instrument Development: Create reliable assessment instruments for 80% of courses, including those not usually taught by full-time faculty.
- Class Size Reduction: Advocate for smaller class sizes in developmental courses (previously denied by the district).
- Technology Integration: Improve technology integration in classrooms for a more collaborative learning environment (e.g., acquire a dedicated math computer lab).
- Non-Credit Course Development: Develop non-credit courses to replace developmental courses (due to AB 705 restrictions) and support transfer-level courses.
- Professional Development: Provide more professional development in learning theory and cooperative learning for all faculty (including adjunct instructors).
- Robust Professional Development: Offer robust professional development for faculty, tutors, and staff for Mathematics first level of transfer courses, including training in adult learning theory, cognitive learning strategies, and collaborative and cooperative learning strategies.

- Load Reduction for SLO Coordinator: Advocate for load reduction for the faculty member who coordinates SLO efforts (currently coordinating assessment in 30 sections).
- New Interventions: Develop new interventions (support courses, summer bridge programs, supplemental instruction, Statway) to increase success, retention, completion, and transfer rates.
- Data Collection and Analysis: Obtain and analyze disaggregated student data per strand and cohort data to identify learning gaps and monitor completion and student progress at each stage of a pathway.
- Culture of Evidence: Build a culture of evidence to evaluate the effectiveness of educational interventions and to more precisely identify achievement gaps. Ensure program review findings are used for budget allocation and integrated planning.
- Program Review Refinement: Review and refine program review processes to ensure they are systematic, linked to institutional planning, resource allocation, and used to assess and improve student achievement.
- Performance Metrics: Develop and use performance metrics to measure progress towards the future goals of the department, including continued use of student learning outcome assessment, item analysis, indirect assessment, and authentic assessment.

TWO-YEAR STRATEGIC ACTION PLAN FOR IMPLEMENTATION

Strategic Enrollment Management Strategies

Based on the information outlined in Alignment with Current Plans on page 11, as well as other recommendations from the SEM Committee, the College will address their SEM strategic goals over the next two years. The table below outlines the responsible parties for these goals.

Crse #	Two-Year Strategy	Responsible Party
GOAL 1.1: OPTIMIZE CURRICULAR PATHWAYS IN ENGLISH		
1.1.1	Continue development and expansion of OER materials to reduce financial barriers and improve access, particularly for high-enrollment courses like English 1C.	English Department
1.1.2	Strengthen support structures for gateway courses like English 1A through the continued use of the English 105 support course and Communities of Practice.	English Department, Office of Academic Affairs, Office of Student Services
1.1.3	Address equity gaps by expanding interventions like community-centered English 1A courses and targeted support for specific student populations (Black/African American, Latino, Hawaiian/Pacific Islander, and American Indian students).	English Department, Office of Academic Affairs
1.1.4	Analyze and revise curriculum in English 1C to align with the upcoming California General Education Transfer Curriculum (Cal-GETC).	English Department, Curriculum Committee
1.1.5	Share out with other academic departments and programs on best practices and lessons learned from their work in these areas.	English Department, participatory governance bodies
GOAL 1.2: OPTIMIZE CURRICULAR PATHWAYS IN MATH		
1.2.1	Continue to refine and update Math pathways to ensure alignment with AB 1705 to student needs.	Math Department, Office of Academic Affairs
1.2.2	Expand online and hybrid course offerings, including for the Math AS-T degree, to increase access and flexibility for students.	Math Department, Dean of Math, Science and Engineering
1.2.3	Develop non-credit courses to replace developmental math courses and provide additional support for transfer-level courses.	Math Department, Curriculum Committee
1.2.4	Invest in technology integration and explore the feasibility of a dedicated math computer lab to enhance learning.	ITSS, Technology Committee, Office of Academic Affairs
1.2.5	Share out with other academic departments and programs on best practices and lessons learned from their work in these areas.	Math Department, participatory governance bodies
GOAL 2.1: ENHANCE STUDENT SUPPORT SERVICES		
2.1.1	Maximize the use of the Early Alert system to identify and support students at risk of falling behind.	Counseling Department, All faculty
2.1.2	Strengthen collaboration between faculty and counselors to provide more proactive and targeted advising, particularly for students in gateway courses and those experiencing academic difficulties.	Counseling Department, Office of Academic Affairs and Instructional Deans
2.1.3	Deepen partnerships with special programs like ASPIRE, Enlace and Umoja to provide culturally relevant support and resources for students from disproportionately impacted groups.	Office of Student Services, Counseling Department, Director of Special Programs

Crse #	Two-Year Strategy	Responsible Party

GOAL 2.2: COMMUNICATE SERVICES TO CURRENT AND PROSPECTIVE STUDENTS

2.2.1	Communicate student support services to current and prospective students through updated websites and increased social media campaigns.	Marketing Office
2.2.2	Build on practices created in the Caring Campus initiative to ensure strong and appropriate responses to student needs and to foster interdepartmental collegiality in student support programs.	Office of Student Services
3.1.1	Develop clear and accessible program maps that outline course sequences, milestones, and career pathways for all programs.	Office of Academic Affairs, Instructional Deans, All instructional programs and departments

GOAL 3.1: PROMOTE INFORMED DECISION-MAKING FOR STUDENTS

3.1.2	Provide students with resources and tools to explore career options and align their academic choices with their career goals.	Office of Student Services, Division of Student Success/ Counseling
3.1.3	Implement meta-majors to help students explore fields of study and make informed decisions about their academic pathways.	Office of Academic Affairs
3.1.4	Connect with Dual Enrollment and Adult Education to develop strong strategies with those respective programs, including for-credit and non-credit options.	Office of Academic Affairs, Dean of Business & Workforce and Language and Arts, Non-Credit and Dual Enrollment, Director of Special Programs
3.1.5	Communicate pathways to current and prospective students through updated websites and increased social media campaigns.	Marketing Office

Monitoring of Progress and Evaluation of Effectiveness

This SEM Plan lays out initiatives and goals. These elements will be implemented by the College by the respective committees, divisions and departments, and personnel by any means that are available in the next two years.

The College will regularly analyze enrollment and completion data, disaggregated by demographics and program, to identify trends, assess progress, and inform decision-making. As part of this analysis, the campus community will utilize program review findings to identify areas for improvement and allocate resources effectively. From there, the College will develop and use performance metrics to measure the effectiveness of interventions and strategies in reducing excess units and improving student outcomes. The Research, Planning and Institutional Effectiveness (RPIE) Office will provide these data and guide the campus community in these discussions and plans. In addition, EVC Marketing will provide monthly and yearly data analytics on digital communication trends to leadership. Success will be measured by:

- A reduction in the average units earned upon degree completion to 75 units by 2027.
- Improved success and completion rates, particularly for historically underrepresented student populations.
- Increased student satisfaction with academic advising and support services.
- Enhanced collaboration and communication across departments and divisions.

Areas of Future Focus

While creating this SEM Plan, the SEM Committee and other stakeholders identified certain gaps in data that could not be addressed at the time of this writing. They include the following elements:

- The need to gather data about students who lack fewer than 12-18 units needed to complete degree or transfer-status.
- The need to gather data on the "working adult" (25-45) population and what their needs might, and how they differ from other student populations.
- The need to gather more nuanced data withdrawal counts with all students, including groups where there are more drop outs or low success.
- The need to gather data on retention and success rates disaggregated by modality.

Finally, the SEM Committee recognizes that while Guided Pathways have been designed, as described on page 5, they have yet to be fully implemented. This SEM Plan intends to actionize the implementation of the Pathways and address any resulting gaps that may arise.

Conclusion

The Evergreen Valley College Strategic Enrollment Plan 2025-2027 reflects a commitment to student success and serves as the navigational tool to guide the College toward accomplishing its mission and vision. This SEM Plan reflects the College's collective resolution to move forward courageously to increase enrollment over the next two years, despite any current obstacles or challenges that arise in the future.

APPENDIX

Language on Class Assignments and Cancellations

From the SJECCD-AFT Contract 2023-2026, Section 12 Workload, Class Size, Class Cancellation

12.4 Scheduling and Assigning Workload

12.4.1 Scheduling

A department/discipline-planning schedule of classes and service assignments shall be developed around the service and instructional needs of our students and the efficient operation of the District educational program. The department/discipline shall establish its procedure for including faculty input into developing the planning schedule. At least one week before assignments are made, the planning schedule shall be distributed to the full-time and regular faculty members by their immediate supervisor.

12.4.2 The department/discipline shall consider faculty input when making assignments but cannot guarantee requested assignments. The procedures may use the following criteria: faculty members' requests, qualifications, assignment rotation, split-load considerations, online load amount, special job-related skills, and the requirement to fulfill the educational needs of students and/or contractual obligations of the District and the unit members.

12.4.3 Each department/discipline's planning and assignment procedures shall be forwarded to AFT 6157 executive director and president for review, when questions arise about the process.

12.4.4 The assignment of each faculty member will be made by the District within the framework of this article with due regard for such factors as number of different preparations, class size, modality, clerical/technical and instructional assistance provided, and teaching experience. Assignments may include day, evening, and weekend responsibilities, subject to the limitations in Section 12.4.6, Assignment Limitations, and 12.4.7.

12.4.5 Work assignments shall be reasonable and equitable and provide for the needs of students and the efficient operation of the District's educational program with due consideration for the needs of the faculty. A reasonable effort shall be made by the District to schedule an instructor's classes within a six-hour workday, for a five-day week, and to avoid scheduling more than two classes consecutively. When deviations from these limitations are required, the appropriate supervisor shall submit a written memo to the affected faculty member stating the reasons for the deviation. Whenever possible, a faculty member's schedule shall be arranged to allow pursuit of professional activities which enhance the faculty member's academic effectiveness.

12.4.6 Assignment Limitations

A faculty member may not be scheduled for the following regular assignments without written permission of the faculty member:

- 12.4.6.1 A day assignment following an evening assignment with less than a thirteen (13) hour break;
- 12.4.6.2 An evening assignment followed by a day assignment when the regular teaching schedule for the day extends beyond eight hours; 12.4.6.3 A five (5) consecutive-day assignment; or
- 12.4.6.4 More than five (5) consecutive hours of instruction or six (6) consecutive hours of a non-instructional assignment without a half-hour intervening break.

12.4.7 Work assignments shall not be made on Saturdays, Sundays, or holidays without the faculty member's written consent.

12.8 Class Cancellation

Scheduled classes shall be canceled only after written notification by the appropriate administrator/designee is sent to the instructor. The written notification is to be issued on or around thirty days before the first day of instruction.

12.8.1 Without the Consent of the Instructor Classes may (not must) be canceled where enrollment does not meet the thresholds set forth in this article. In determining whether to cancel low-enrolled classes, scheduling deans will consider a variety of factors which may weigh against cancellation, including but not limited to:

- The course is being offered for the first time
- The course will not be offered again for at least one year
- The course is part of an active course sequence
- The course is critical for students to complete a certificate or degree
- 12.8.1.1 A class may be canceled within twenty (20) days before the class starts if the enrollment is less than 40% of the class maximum;
- 12.8.1.2 During the first two weeks of instruction, a class may be canceled if enrollment is less than 40% of the class maximum;
- 12.8.1.3 Classes shall not be canceled after the second week of instruction without the consent of the instructor.

12.8.2 With the Consent of the Instructor: Classes may be canceled with the consent of the instructor at any time.

12.8.3 Wait Lists: The District agrees to form a committee of faculty members and administrators to examine and propose potential better methodology to improve the wait list process for students and present potential solutions no later than August 2024.

Waitlists, Additional Sections and Fraudulent Students

Below are the internal policies on the management of waitlists, the adding of sections to the course schedule and the detection and removal of fraudulent students. These policies were created for this SEM Plan and reside here.

Waitlist Policy
- During the Fall and Spring Semesters, students can only be waitlisted for a maximum of 15 units across the San Jose Evergreen Community College District
- During the Winter Intersession and Summer Semesters, students can only be waitlisted for a maximum of 5 units across the San Jose Evergreen Community College District
- Waitlists at Evergreen Valley College are limited to 20 students per section, if you are unable to get on the waitlist – you will want to seek out alternative course(s)

- If a seat becomes available on the waitlisted course, the student will receive an e-mail notification to their EVC-student e-mail, and we will have 24 hours (including weekends) to register for the course.

Failure to register for the course within 24 hours so will result in the student being removed from the waitlist and the available seat will move to the next person on the waitlist .

It is the student's responsibility to pay for their classes. If a student moves into a course off the waitlist, payment must be made within 24 hours of registration. Failure to make payment will result in being impacted by "Drop for non-payment," which will drop a student from of ALL COURSES.

To avoid this outcome, it is important to make payment within 24 hours of registration

Policy on Additional Sections to the Course Schedule
The adding of sections to a course schedule (whether the course schedule is in construction or is at a finalized state) is at the discretion of the Academic Dean of that division in consultation with the Vice-President of Academic Affairs.

When the Academic Dean is in consideration of adding more sections to the schedule, they will take into consideration, but not limited to, such factors as student need, district need, fill rates of current sections, waitlist sizes, and/or contractual obligations that are unforeseen. The Academic Dean is not obligated to add sections to an already finalized course schedule for any reason unless otherwise noted; however, the Academic Dean, should consider unforeseen circumstances that may necessitate additional sections within a discipline or division.

Fraudulent Students
- Local activities
- Drop for non-payment
- Waitlist caps
- Use of ID.me technology
- Identification of Fraudulent Student Technology Platform or Tool

3095 Yerba Buena Road,
San José, CA 95135