

Recruitment and Outreach Operational Plan

A Three-Year Plan



El Centro College
Downtown Campus
West Campus
Bill J. Priest Campus

Student Services and Enrollment Management Division
Academic Year 2014-15

Table of Contents

Introduction	4
College Mission Statement	4
El Centro Vision and Core Values	4
Division Mission Statement	5
Rationale for the Recruitment Plan	5
Goals, Objectives and Action Plan	6
Goals	6
Objectives	7
Action Plan	7
Projected Outcomes	8
Communication	9
Market Analysis and Assumptions	9
Market Analysis and Data	9
Poverty Issues	10
Market Assumptions	10
Fall Enrollment Percentage 2013-2014 (Men)	11
Fall Enrollment Percentage 2013-2014 (Women)	11
Who are our Students?	12
Where Do They Come From	12
Achieving the Dream Data-Team's Report	13
Our Target Market	14
Stakeholders	14
Our Magnet and Attractions	15
Outreach & Recruitment Target Market	16
Test Data, Spring 2014 and Summer 2014	17
Enrollment Data, Fall 2012 and Fall 2013	18
Enrollment Data, Fall 2013, Spring 2014, and Summer 2014	18
Follow-Up and Retention Efforts	19
Summary of Yearly Activities	20
Early College Awareness Activities	21
Traditional Recruitment Activities	22
Non-Traditional Recruitment Activities	23
References	25

Appendix:

Organizational Chart

Office of Recruitment and Outreach

Testing and Transition Center

Recruitment & Outreach Operational Plan

Introduction

El Centro College's student population mirrors the composition of diversity in the Dallas, Tarrant and Collin counties. The aim of this plan is to employ a holistic approach to outreach and recruitment that champions student access as well as retention. This is represented in this outreach and recruitment plan as well as other college wide initiatives, such as the College's goal to "Change Lives through Higher Education." We aim to advance student success through a focus on the achievement of learning outcomes for all students with the active involvement of all employees. As well, this recruitment plan supports the College's strategic initiatives.

ECC's outreach and recruitment team ensures that all potential students have access to information. Information is provided through recruitment activities, publications, media (radio and television) announcements, and outreach workshops. Interactive communication through social media, attractive usage of our website and the user friendliness of our web pages will serve as a major connection to targeted groups. Several efforts are made to contact underrepresented and underprepared groups. This set of unique recruitment plans have been established in tandem with overall Student Services and Enrollment Management division goals. These plans are designed to meet the needs of student populations of all ECC campuses.

College Mission Statement

Changing Lives through Higher Education

College Vision

Recognizing the unique opportunity offered by an urban multicultural college, El Centro will purposefully promote a global perspective, transcultural values and competencies, and responsible citizenship. The college will focus on student success and lifelong learning with an emphasis on systematic assessment of student learning outcomes.

College Core Values

In pursuit of our Mission, we value:

Learning

- Providing exemplary and innovative instruction, measured student learning outcomes, and personalized student support services
- Providing professional development opportunities for all employees

Diversity

- Challenging individuals to embrace diversity through broadened concepts of self, and expanding their views of the world and recognizing their roles in a global society

Integrity

- Insuring equity and fair treatment in all policies, processes and procedures
- Valuing academic freedom and respecting the rights and views of each individual; encouraging an honest, respectful, and continual exchange of views among students, faculty, staff, and administration

Excellence

- Creating high standards of performance through the acquisition of new knowledge and a commitment to constant responsiveness to the needs of our community of learners

Communication

- Encouraging the individual viewpoints of the college community through collaborative shared governance

Office of Recruitment & Outreach Mission Statement

Recruitment Mission Statement: To promote, educate, recruit and reach out to prospective students to attend college and achieve higher education at any one of our three locations.

Rationale for the Recruitment Plan

To define the current state of new student enrollment, it is important to know where El Centro College has been in order to determine where it's going. El Centro College's aim is to make data-informed and data-driven decisions and to use historical information to help drive the future of the college.

The Recruitment Plan approach is built upon three key objectives:

- **To establish clear and realistic goals.** Having a plan for the future is a key element. The Recruitment & Outreach division will work in tandem with enrollment and admissions teams to start each year with a goal which, from the beginning, is attainable. It is important to look at both new student recruitment and improvements in student retention to help achieve enrollment goals.
- **To develop strategies to reach each goal.** The recruitment team must craft activities to assist the college to reach overall enrollment objectives. Evaluations are conducted to determine whether or not an activity is helpful. Outreach efforts should occasionally be updated to reflect the individual needs and goals of each of the ECC campuses.
- **To put the El Centro College strategies into a written action plan.** This plan's aim is to establish clearly identified goals. Always reviewing and prioritizing, it is the commitment and task to put who, what, when, where, and why into place. The action plan is the recruitment team's daily operations guide.

El Centro College Enrollment Framework

First year college students are 40% of new student enrollment. Dual credit students (which include Early College) are 39% of the new student enrollment. The Dual Credit Program shows promising future possibilities, and the traditional - first year college students' entrance test scores indicate that each El Centro campus holds an excellent opportunity to offer the variety of alternative choices. Student access and student success is attainable through certificates and short-term training.

Historically, the Dual Credit Program has carried the most emphasis among outreach efforts. The growth of the Dual Credit Program demands most of the attention of the current Recruitment and Outreach staff. Ironically, the optimum seasons for the recruitment of dual credit students run alongside and beyond the colleges' optimum registration periods. The fall and spring registration periods for the Dual Credit Program last beyond the colleges' registration periods and are usually flexible entry.

Student recruitment requires a continual and concentrated partnership between the Office of Recruitment & Outreach and El Centro's Marketing Services. Our Bill J. Priest Campus and West Campus provide educational choices and economic and workforce development opportunities for our targeted markets. Hence, proactive and intentional activities through Marketing Services with the outreach efforts of El Centro's recruiters towards the non-traditional student is essential. The Rising Star and Veteran student enrollment could benefit from additional outreach efforts as well. The current outreach efforts of both areas will be supplemented by our office.

It is necessary to periodically have the presence of recruiters and outreach personnel on the high school campuses for the recruitment of traditional students. Visits are scheduled to run in tandem with the enrollment process (which includes remote testing sessions) for the dual credit special population. More productive high school visits can happen, at best, during the TSI Assessment testing sessions. The usage of technology may be the vital answer for gathering and processing of enrollment documents while testing and recruitment is held simultaneously.

- Test session days will be "El Centro College recruitment days"
- Enrollment information will be available during face to face visits

- Eligibility, exemptions, financial aid dates & deadline questions will be answered
- Information provided regarding certificate, technical courses, and other educational opportunities
- Encouraging and arranging on-campus tour

The strategy is to impress upon all students that they are important to us. We do NOT want to appear to have a focus only upon recruiting dual credit students. Our approach must bear a genuine appeal to traditional and non-traditional students alike. It is important to have an outreach and recruitment contact for each feeder high school whether test sessions for enrolling dual credit students occur there or not. It is equally important to have contacts in the business sector and among agencies within the community.

The goals must be S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Time-oriented), so we begin with certain outcomes in mind. The team's commitment is to work a plan with recruitment while bearing an increase in enrollment and retention in mind. The specific goal is to recruit the traditional and non-traditional student together and at all times be equipped to offer information on a variety of degree, certificate, and continuing education choices. Data suggests that most of our dual credit students transfer to other colleges and universities. Hence, efforts to retain other traditional and the non-traditional students are important to us.

The Department of Outreach will have numerous events, activities and programs which are designed with a specific audience in mind:

- **Community Outreach Programs:** will be open to the general public and usually involve city, non-profit agencies, churches, universities and school districts as planning partners.
- **Education Outreach Programs:** will be tailored to directly impact targeted student groups based on specific informational needs. These programs are usually coordinated with ISD administration.
- **Special Populations Outreach Programs:** will be designed to engage hard to reach and underserved populations including minority males, low income with strong academic potential, adults returning to education, a workforce faced with the need to retool its employees, students with special skill inclinations, students on the verge of dropping out, veterans returning home from the military, dual enrollment high school students, non-English speakers and parents.

Recruitment and outreach efforts will become the norm for the entire college as the plan is committed to ensuring the involvement with all divisions, programs, units and initiatives. The annual reviews and evaluations will result in a written update of this plan's aim for the incoming year's strategies that will be data informed and driven for attainment of measurable increase in enrollment, retention and student success.

Goals, Objectives and Action Plan

Goals

- To design and implement an intentional outreach and recruitment program that convinces perspective students to make El Centro College their college of choice for higher education.
- To clearly align the student type, considering student life issues and academic performance measures, with the proper recruitment approach.
- To establish and to maintain an onsite presence at feeder high school campuses.
- To deliver college enrollment and financial aid information to students in a timely manner.
- To create an awareness of degrees, certificates, technical and academic programs which are available and achievable through El Centro campuses: **Bill J. Priest, West Campus & Downtown Campus.**

Our marketing materials and recruitment activities will convey the message that all programs are open to all students without regard to race, color, national origin, and gender or disability status. Information about college and career education opportunities will be available to all potential students. Recruitment teams, to the extent possible, will represent persons of different races, national origins, gender and disabilities.

Objectives

- To attain our outreach and recruitment goals
- To build relationships with area ISDs, high schools, agencies, churches and organizations
- To increase student enrollment
- To be a source of college and career options and related information
- To identify early intervention opportunities to ensure college readiness
- To develop prospect lists for follow-up and more personalized recruitment
- To assist both Traditional and Non-traditional students with transitioning into the college environment
- To increase the usage of technological methods and approaches for outreach and contact assignments

Action Plan

- Identify and attend recruitment venues in partnership with Marketing Services between registration periods
- Contact ACT, SAT score recipients when scores are provided to our institution
- Partner with Summer Bridge and Learning Communities to enable college readiness for “bubble students”
- Coordinate ECC’s Dual Credit program in partnership with ISDs and high schools
- Follow up with Dual Credit student prospects who score ineligible and TSI un-met status
- Administer skill and interest assessments when appropriate
- Follow up with students who score on the ABE level across all skill areas and attempt to recruit them for Adult Education Literacy programs, CE and Workforce Education
- Follow up with GED recipients for transition into El Centro College
- Follow up with Rising Star cohort students who dropout
- Attempt dropout recovery in partnership with degree audit and Health Occupations divisions for Health Occupations students who have challenges with HESI testing, pre-requisites, or program entry
- Contact 4-year College and University students who’s GPAs are low to assist in raising them. This is Reverse Articulation.
- Conduct e-mail and phone blitz outreach to El Centro College students who are enrolled but not currently registered
- Each Recruitment Team member will produce and report quarterly objectives and accomplishments (January – March / April – June / July – September / October – December)
- The recruitment team will conduct “quarterly review meetings” and produce year end reports
- To implement, on average, two new sustainable recruitment methods per academic year over a 5 year period

Host a Summit - Create a venue to inform and showcase those successful education opportunities offered from El Centro College. Invite high school and middle school talents to also showcase their extra-curricular talent; merge parents and students into informational settings, career choices and pathways.

Peer Mentor Program- The use of Peer Mentors will always serve as a magnet. Peer mentors will assist in attracting students in a variety of ways. Students listen to students and our task will be to equip peer mentors with the right, desired message which must be timely. A few of these peer mentor types are:

- Academic peer mentors
- Financial Aid peer mentors (Go Center grant)
- Student Life clubs and recreation peer mentors

Projected Outcomes

We propose the following projected outcomes:

- 10 % increase in Outreach Activity
- 5% increase in recruitment after a baseline measure is established
- 40% increase in establishing prospect list, contact assignments and follow-ups; targeted to serve as the catalyst for projected outcomes
- 2% increase in fall and spring academic course enrollment **after 2014-15 baseline** is established
- 5% increase in fall and spring technical course enrollment **after 2014-15 baseline** is established
- 2% increase in recruitment / retention correlation **after 2014-15 baseline** is established
- 8% increase Benchmark in West Campus Enrollment **after 2014-15 baseline** is established

High School or District Name	Actual 2012-13	Actual 2013-14	Benchmark 2014-15	Target 15-2016
DISD / 6- Townview High Schools	153	210	200	250
MISD / 5 Mesquite district schools	165	114	190	200
Duncanville High School	42	57	75	100
Booker T. Washington High School	13	86	100	125
Uplift Peak Preparatory	163	75	50	175
Irma Lerma Rangel Y.M. L. H.S.	84	32	50	100
Dr. Wright Lassiter E.C. H.S.	180	110	150	100
ECC Cohort Name (enrollments)	Actual 2012-13	Actual 2013-14	Benchmark 2014-15	Target 2015-16
Dual Credit students	2,954	2,979	3,000	3,200
Rising Star students	126	100	126	150
Veteran students	240/FA	344/SP	250/SP; 375/FA	350
Traditional students	6,094	4,926	5,000	5,200
Non-Traditional students	568	211	300	325
West Campus students(all categories)		479	500	550
Prospect / Contact / Follow-up list by Type	Actual 2012-13	Actual 2013-14	Benchmark 2014-15	Target 2015-16
ACT Score recipients	0	100	250	500
SAT Score recipients	0	100	150	350
TSI level ABE score recipients	0	239	300	500
Dual Credit TSI score ineligible	35	10	80	100
Rising Star non-placement	440	337	389	400
GED diploma recipients	233	172	150	200
Business & Industry retooling (new)	0	0	25	50
Reverse Transfer students (new)	0	0	2	5

Outreach strategies and activities consider that while many students attempt college enrollment on their own, most students require recruitment, information and encouragement from college employees. Traditional and non-traditional activities are required. We seek to utilize best practices and cutting-edge methods while considering each student type. These approaches require continuous training. Our skills are continuously enhanced through professional development offered by our college district and the attendance of workshops and conferences.

Four key components will be emphasized to maintain fluidity in our program's approach:

- Follow ups
- Establishing quarterly objective reports
- Quarterly review meetings on accomplishments
- Departmental meetings

Communication

According to a 2013 Noel-Levitz benchmark study on marketing and student recruitment practices, the following types of communication are most effective with prospects for two year public institutions:

- Text messaging
- Flash/Media player videos embedded in campus Web site
- Publications in general (viewbook, search piece, etc.)
- Recruiting pages on Web site
- Social networking sites like Facebook

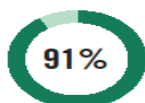
The use of media sources to establish frequent means of communication will minimize conflicts, foster more efficiency, and add excellence to the enrollment and registration process. We endeavor to:

- Convey deadlines
- Deliver cutting - edge information
- Share best practices
- Emphasize changed policies
- Discuss “HOT Topics”
- Exchange valuable resources
- Provide emergency assistance
- Encourage college tours

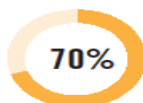
Market Analysis and Assumptions

Market Analysis and Data

DEMOGRAPHIC ISSUES



Of all Dallas county students attend public school



Of public school students are economically disadvantaged

Dallas Public School Demographics



"If you're wondering what the USA that your children or grandchildren – depending on your age – will look like, all you need to do is look around because in a very real sense, the Texas of today is the USA of tomorrow. If you don't change these differences, you're going to have a poorer and less competitive state."

—Steve Murdock, Former state demographer
Director, Hobby Center for the Study
of Texas, Rice University



By 2030, 60% of jobs will require a degree or credential beyond high school

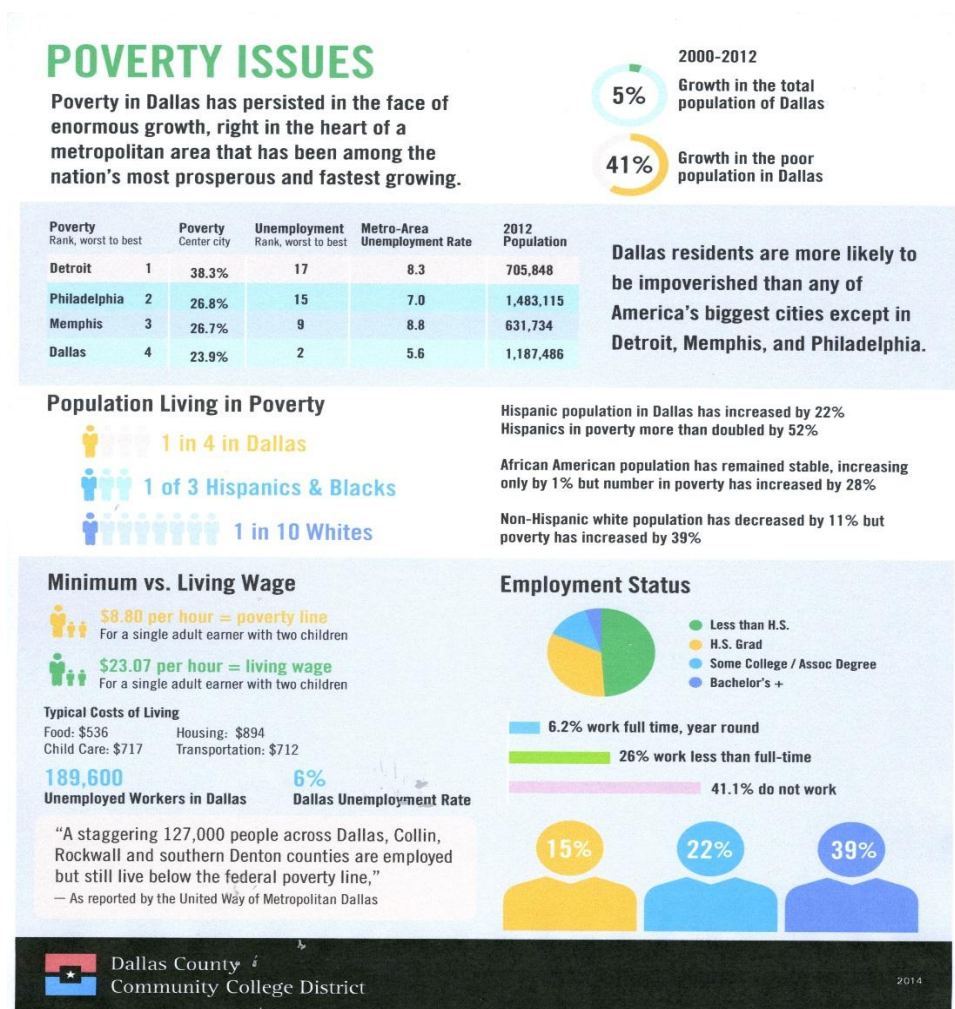


Currently only 13% of high school students graduate ready to succeed in post-secondary education

Education & Income Comparisons City of Dallas

Race/ Ethnicity	10 Year Population Growth	Median Income	Adults 25 & Older with College Degree
Hispanic	250,703	\$40,083	10.8%
Black	49,918	\$37,539	22.7%
Asian	37,781	\$70,006	53.7%
White	-36,389	\$66,611	36.9%

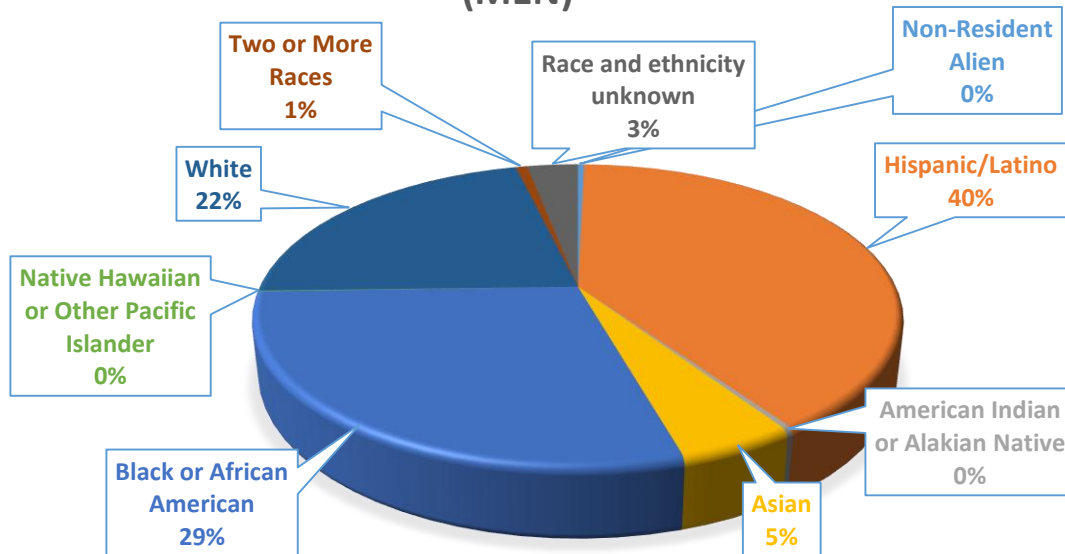
Poverty Issues



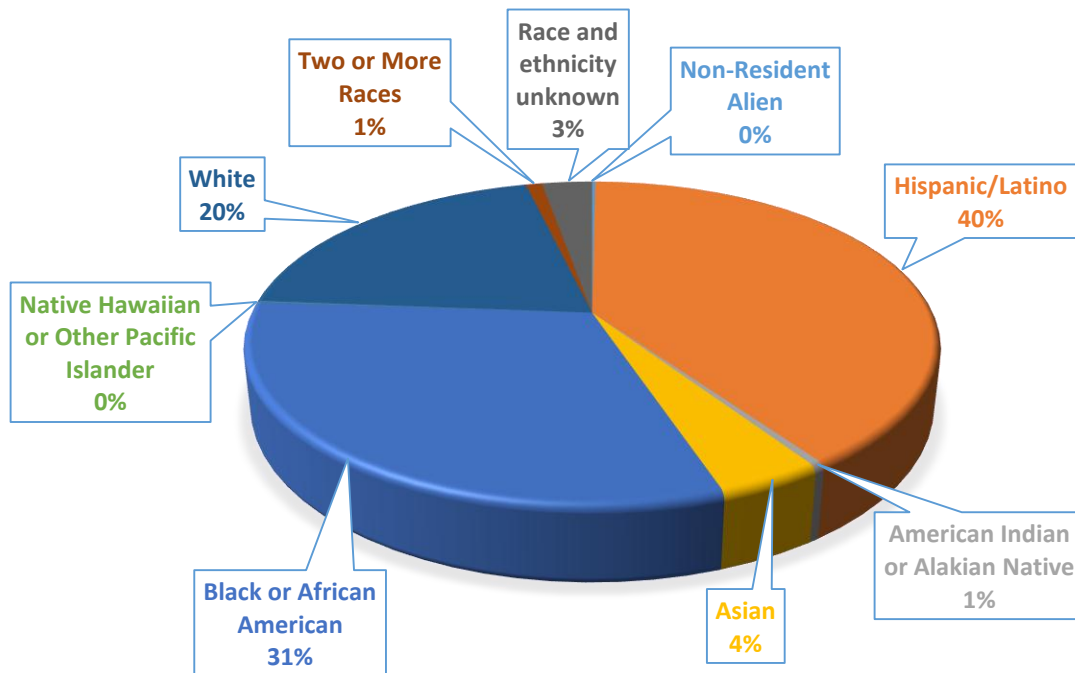
Market Assumptions

- A major percentage of our students will require Financial Aid
- A major percentage of our students will be underprepared for college
- El Centro student demographics is reflected by the City of Dallas demographics
- Our college and Bill J. Priest Institute is tasked to prepare skilled workers for the workforce
- We can predict a proportionate increase in Hispanic student enrollment due to growth measures
- We can expect to engage in greater retention efforts towards Hispanic and African American students, particularly men of color
- Workforce Education is of value to our market
- Providing new credentials through Continuing Education for retooling the workforce is marketable
- The English Language Learner (ELL) is a major cohort to target

FALL ENROLLMENT PERCENTAGE 2013-2014 (MEN)



FALL ENROLLMENT PERCENTAGE 2013-2014 (WOMEN)



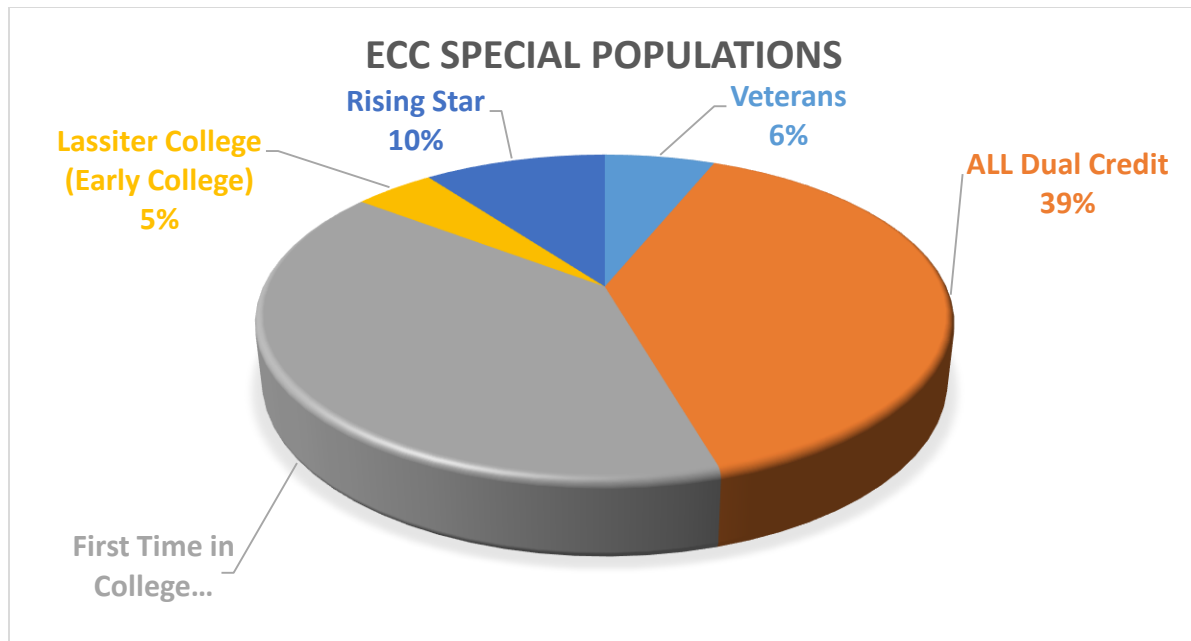
El Centro's student population mirrors the demographics of the City of Dallas, which is 54% Hispanic, 23% African-American, 17% white, 4% Asian and 2% other. This gives us a great opportunity to utilize peer mentors who will assist in recruitment efforts.

Who are our students?

Where do they come from?

The ECC Special Populations chart below represents our special student population. While our first time in college students enrolled at 40%, our Dual Credit program enrolled 39% of our total student population in the fall of 2013. The Rising Star cohort and our military veterans make up 10 and 6 percent, respectfully.

- ISD's & Feeder Schools
- High School graduates
- Dual Credit cohort
- Early College
- Rising Star cohort
- Military Veterans
- Non-high school completers
- Transfer students from 2 yr. colleges
- College & University transfer students
- ELL (English Language Learners), ESL, ESOL
- ABE (Adult Basic Education) Lower Skilled Learners
- Workforce and retooling students



Institutional Profile Academic Year 2013/2014

Racial Profile	%of Population
Hispanic	34.37%
Am. Ind/Alaskan	0.50%
Asian	4.87%
Hawaiian	0.04%
White	24.30%
Black	31.66%
Bi-racial	0.91%
Unknown	3.08%
Non-Res Aliens	0.28%

Source: IPEDS

Enrollment by Term	Count
FALL '13	10,771
SPR '14	10,506
SUM '14	4,497

Special Populations	Number
Veterans	218*
Dual Credit	1393
First Time in College	1410**

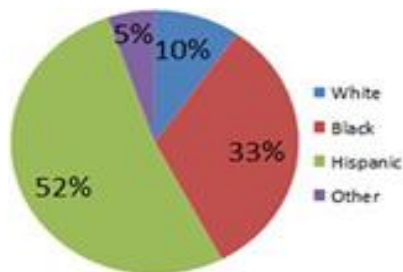
*Self Identified

**IPEDS data

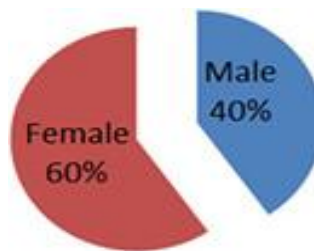
Achieving the Dream Data-Team's Report:

What does a first time in college student look like at El Centro?

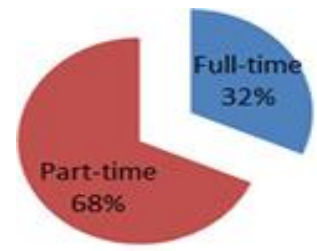
- 81% are under 25 years old
- 53% take at least one Developmental Ed course
- 42% receive financial
- 52% are Hispanic in ethnic origin
- 33% are African American in ethnic origin
- 10 % are White in ethnic origin
- 5% are other ethnic origins
- 60% are female
- 40% are male
- 68% attend school as part-time students
- 32% attend school as full-time students



52% Hispanic



More Female



**Mostly Part-time
Takes about 9 hours**

Our recruitment plan includes ***“follow up”*** which fully supports two of ECC’s initiatives:

The Mandatory New Student Orientation: workshops are designed to give students the opportunity to learn more about the college environment, specifically in the areas of financial aid and academic advising. All first time in college students in each semester will be required to attend both a Financial Aid session and an Advising/Registration session, including information about the college online registration process.

A Summer Bridge Program: offered to students placing at the highest level in developmental mathematics or developmental reading. The program will provide DMAT093, DREA093, and PSYT 1313 (Student Success) and group tutoring over six weeks during the summer months for Spring 2015 high school graduates. Students completing the Summer Bridge Program will be advised and enrolled in fall classes should they choose to continue their studies at El Centro College.

An **Outreach through Testing Program** will support the transitioning of special population students and lower-skilled learners. Targeted prospects are:

- **ACT and SAT** score recipients whose scores identify them as ready for **Summer Bridge**.
- Students identified through failed attempts to test into **Dual Credit** courses but are ready for Summer Bridge.
- **ABE students** whose scores indicate a readiness and need for **Adult Education Literacy (AEL) pathway options** and courses offered through Continuing Education, Workforce Education and Technical Skills programs.

Our Target Market

- Core Completers – non-graduates
- Ineligible Dual Credit prospects
- GED Graduates
- Area church parents & youth attendees
- Community based organization clients
 - League of United Latin American Citizens (LULAC)
 - National Association for the Advancement of Colored People (NAACP)
 - Neighborhood Associations
- Drop Out & Credit Recovery Agency clients
- City of Dallas employees
 - Employee tuition reimbursement incentives
- Area Colleges & Universities (articulation agreements)
- 4yr. College & University (transfer in)
- Recreation Centers & Health club members
- Shopping Mall recruitment stations
- Texas Workforce Commission clients (AEL)
- Texas Youth Commission clients (GED & AEL)
- National ACT & SAT score recipients (regional outreach)
- Residents of West Dallas

Stakeholders

- Residents of Dallas County
- Feeder High Schools
- Local Colleges and Universities

Creating informational environments will serve to bring cohesiveness among our partners. We aim to host on-campus events or summits targeted to high school program directors, principals and counselors which will add value to our success rates.

Our Magnet & Attractions

It is essential for us to maintain an emphasis upon our main attractions. Hence, we are committed to advertise and promote what El Centro College does best. Several of our programs have national recognition. Currently, we take pride in the following:

- Health Care Programs & Occupations
- Food and Hospitality Institute & Culinary Arts
- Para Legal studies
- Fashion Design and Marketing
- Bill J. Priest Institute

Special Feature efforts which promote our magnets and attractions are listed on the following page:

ISDs and High Schools

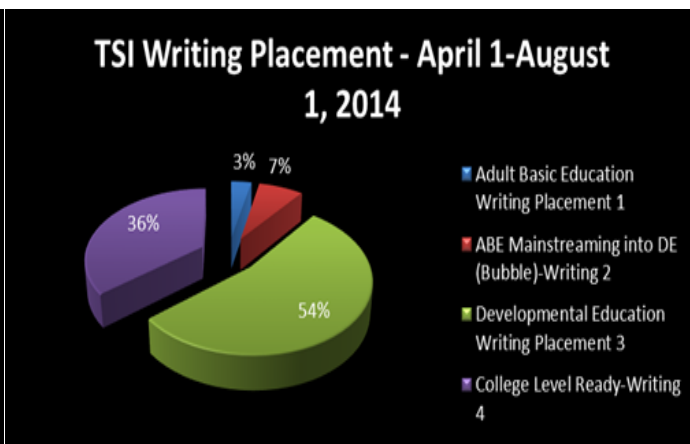
School	Dual Credit	Rising Star	Not Participating
D.I.S.D. Feeder Schools			
A. Maceo Smith High School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Booker T. Washington High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dallas Can! Academy (Ross Avenue Campus)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Franklin D. Roosevelt High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Irma Lerma Rangel Young Women's Leadership School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
James Madison High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L. G. Pinkston High School (West Dallas)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lassiter Early College High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lincoln High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maya Angelou High School (Health Special School)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dallas High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Thomas Jefferson High School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W. H. Adamson High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W. W. Samuels High School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Woodrow Wilson High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yvonne A. Ewell Townview Center (6 Schools in 1)			
•Townview School for Public Service, Government, Law , and Law Enforcement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
•Townview School for Talented and Gifted	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
•Townview School of Business and Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
•Townview School of Education and Social Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
•Townview School of Health Professions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
•Townview School of Science and Engineering	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Non-Feeder Schools			
Cedar Hill High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dr. John Horn High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duncanville High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grand Prairie High School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mesquite High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naaman Forest High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Garland High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Mesquite High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ralph H. Poteet High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skyline High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Garland High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Oak Cliff High School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Mesquite High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private Academy and Charter Schools			
Pegasus Charter High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uplift Heights Preparatory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uplift Luna Preparatory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uplift Peak Preparatory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uplift Summit International Preparatory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Williams Preparatory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

El Centro College

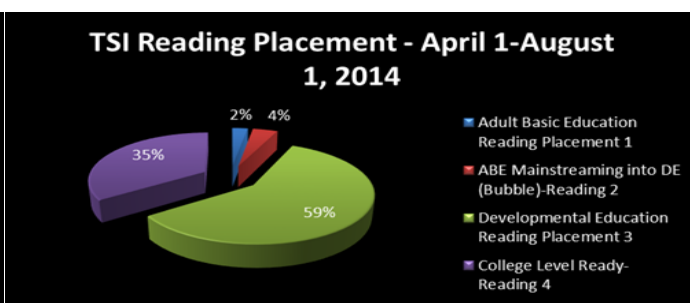
Test Data

Spring and Summer 2014

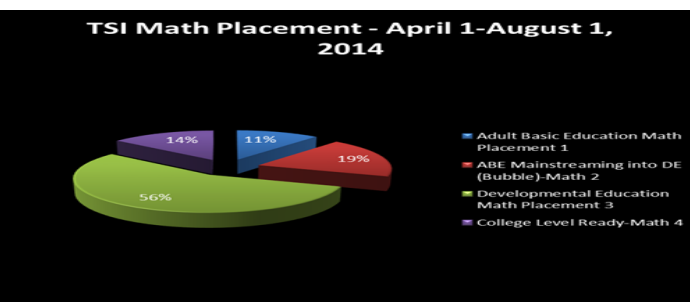
Explanation Table
1 - Students that scored 1-3 on ABE Writing.
2 - Students that scored 4 on ABE Writing with 4 or below on TSI Essay and TSI Writing Score of 349 or below.
3 - Students that scored 350-362 on TSI Writing Placement with 4 or below on TSI Essay; or scored 363 or above on TSI Writing Placement with 3 or below on TSI Essay; or scored less than 350 on TSI Writing Placement with a 4 or below on TSI Essay and 5 or 6 on ABE Writing.
4 - Students who have scored 363 or above on TSI Writing Placement with a 4 or above on TSI Essay; or 5 or above on TSI Essay regardless of TSI Writing or ABE Writing Scores.



Explanation Table
1 - Students that scored 1-3 on ABE Reading.
2 - Students that scored 4 on ABE Reading.
3 - Students that scored 342-350 on TSI Reading Placement; or scored less than 342 on TSI Reading Placement with a 5 or 6 on ABE Reading.
4 - Students who have scored 351 or above on TSI Reading Placement.

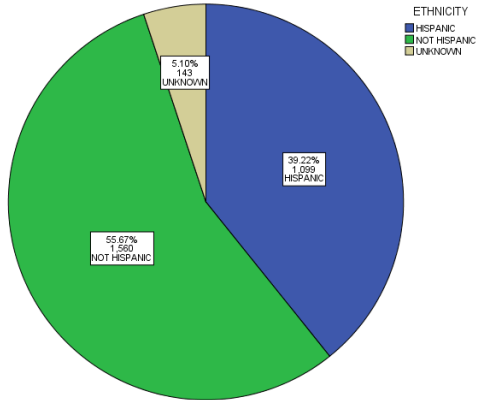


Explanation Table
1 - Students that scored 1-3 on ABE Math.
2 - Students that scored 4 on ABE Math.
3 - Students that scored 336-349 on TSI Math Placement; or scored less than 336 on TSI Math Placement with a 5 or 6 on ABE Math.
4 - Students who have scored 350 or above on TSI Math Placement.

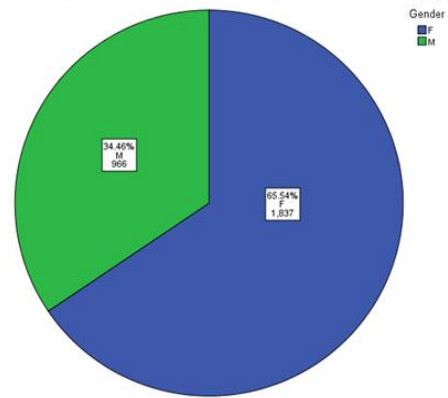


Enrollment Data

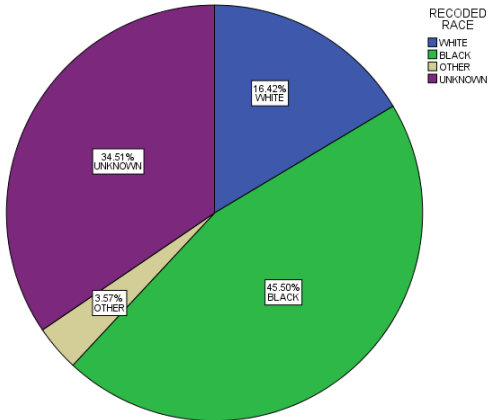
HISPANIC ETHNICITY, STUDENTS ENROLLED IN AT LEAST ONE DEV ED COURSE AY2013/14



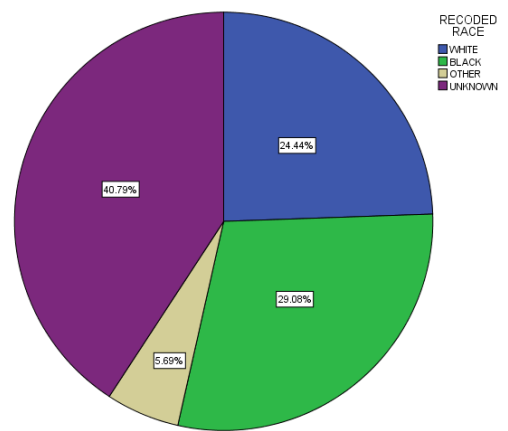
GENDER OF DEV ED PARTICIPANTS (AT LEAST ONE COURSE), AY2013/14



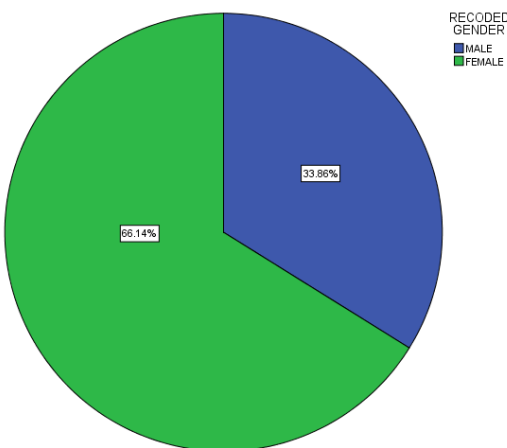
RACE OF STUDENTS ENROLLED IN AT LEAST ONE DEV ED COURSE AY2013/14



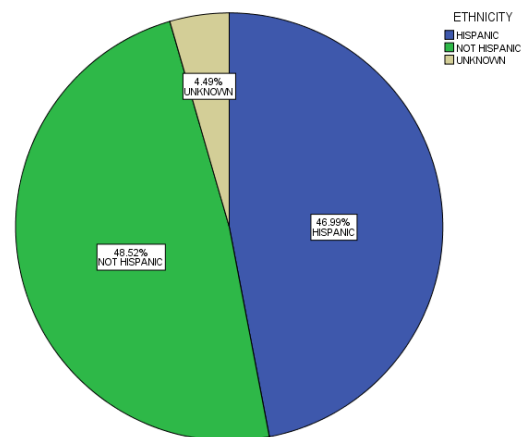
RACE OF STUDENTS ENROLLED IN ENGL 1301 AND MATH 1314, AY 2013/14



GENDER, ENROLLED IN MATH 1314, ENGL 1301 AY 2013/14



ETHNICITY, ENGL 1301 AND MATH 1314 AY 2013/14



Closing the Back Door: Recruitment and retention efforts will work together. This is a proactive means to capture the lower skilled learner to offer career choices or skill builder opportunities. Outreach requires an effort to reach out to those who go through enrollment, but score beneath their eligibility to register for their declared program of study and tend to leave altogether.

Follow-up and Retention Efforts

El Centro College has identified Gateway courses where there is high enrollment with low success. Because of this, we have established initiatives to enable students to achieve success and progress towards their educational goals. Our recruitment plan includes a partnership with Office of First Year Experience and Retention to acclimate our students to the college environment. We collaborate with our Career Services office where professional services and encouragement towards promising career choices are provided to students and community members.

Summary of Yearly Activities

Early College Awareness Activities

Target Group	Activity	Purpose of Activity	Schedule	Performance Measures	Participants	On/Off Campus	Date Task Completed	Outcome
High school seniors	Senior Blitz	To assist high school seniors with applying to DCCCD and Rising Star	Spring	50% of high school seniors visited were expected to enroll	Education is Freedom HS representative and designated Rising Star personnel	Off	April 30	36 H.S. seniors enrolled
High school seniors	Major Mania	To assist high school seniors with applying to DCCCD and Rising Star and Financial Aid	Summer	150 high school seniors were expected for advising sessions	DCCCD personnel from each area of the 7 campuses (Admissions, Rising Star, Financial Aid, DO-Outreach staff, DISD admin	On	August 13	60% RS high school seniors were advised
High school counselors	Send Email	To introduce Rising Star Representative	Fall	20% Counselors are expected to attend	Designated Rising Star Representative	On	December 11	20% counselors attended
High school seniors	FAFSA/TAFSA nights	To assist high school seniors with applying for financial aid	Spring	Expected to visit with and complete applications for 50 students	Education is Freedom HS representative and designated Rising Star staff	Off	April 25	20 attendees complete the application process
Students planning to transfer to 4 year college or university	TACRAO College Fair	To provide our students an opportunity to speak with over 50 universities about their programs	Spring	Expected 55 students to attend to visit w/ institutions	ECC staff from Transition and Outreach	On	January 31	20 students attended
All students	District Transfer Awareness College Fair	Bring awareness about college programs and opportunities.	Fall	80 students were expected to attend	ECC Transition staff, District Office, Student Services	On	October 16	80 students attended
Elementary and middle schools	Presentation and campus tour	Early awareness to school age children about college and attending college	Ongoing	25 children were expected to attend	Outreach, Transition and student volunteers	Off	Ongoing	15 children attended & toured the campus
11th-12th graders or 16 years of age	Dual Credit	An opportunity for high school students to receive college credit while currently enrolled in high school	Ongoing	1,200 Dual Credit students were targeted for re-enrollment	Dual Credit/ Transition Office Staff	On/Off	Ongoing	1,573 Dual Credit students were enrolled in Fall 2014
All students	Transfer workshop	A chance for students to receive college information in a group setting	Spring, Fall	38 students were expected to attend	Visiting University representatives and Transition Center staff	On	February 13	20 students attended
Dual credit nursing students	Tours of Paramount	Introduce to dual credit students what programs are offered by ECC as well as the district	Ongoing	50 students were expected	Dual Credit/Outreach Team and Nursing Program personnel	On	Tours are provided Tues.-Thurs., February 3-April 30	20 attendees

Traditional Recruitment Activities

Target Group	Activity	Purpose of Activity	Schedule	Performance Measures	Participants	On/Off Campus	Date Task Completed	Outcome
High School Counselors and Directors	Informational Sessions	To inform and to develop processes for the Dual Credit program and to inform about ECC's academic programs, student services and opportunities for transfer	On-going	10 counselors were expected to attend	Student Services and Enrollment Management	On/Off	Ongoing	9 counselors attended
High School Students	High School Visits	Marketing to prospective students about ECC's programs and student services and transfer opportunities	On-going throughout the academic year	14 High Schools were targeted for visitation	Student Services, Outreach, Enrollment Management	Off	Ongoing	7 high schools were visited
High school students and their parents	High School College Fairs	To inform prospective students and the community about ECC's programs, student services and transfer opportunities	Spring, Fall	Projected to attend 5 college fairs each year	Outreach and Recruitment Teams, ECC staff	Off	Dates Vary	4 fairs attended
High school students and their parents	Host College Fairs	Highlight the campus, educate attendees about academic programs, student services and transfer opportunities	Spring, Fall	planned to host 2 fairs	Transition, Outreach and Recruitment Teams, ECC staff	On	Dates Vary	2 fairs hosted
High school students and their parents	Dual Enrollment Orientation/ Informational Sessions	Promote Dual Enrollment opportunities and educate attendees regarding ECC programs and transfer opportunities	Spring, Fall	2 orientation sessions planned	Transition, Outreach and Recruitment Teams, ECC staff	On	January 14	2 orientation sessions held
High School seniors and their parents	Campus Visit Days	Attendees are provided information such as steps for admission, financial aid information, Q & A with current students, walking tour of campus	Spring	2 sessions planned per calendar year	ECC staff and student volunteers	On	No sessions have been held	No sessions have been held
Rising Star Applicants	Send emails	To inform student of missing items needed for applying	Summer	50 applicants were expected to supply missing items needed to apply	Rising Star Staff	On	August 13	(60%) 30 applicants completed the missing items needed to apply
Ineligible Rising Star applicants	Send emails	To assist with completing enrollment process	Summer	Expect 10% of ineligible students to become eligible for Rising Star	Rising Star Staff	On	July 1	15 students become eligible
ECC students that are planning to transfer and interested in living on campus	University trips	An opportunity for students to view campus and speak with other students about their experience and meet college administrators	TX Wesleyan TX A&M Commerce UT@ Tyler	Expect 3 trips per semester w/ 10 students, each trip, for these type of events	ECC staff including Transition, Outreach and Rising Star	Off	Sept. 26, Oct. 18, Nov.15 3 trips in Spring TBD	4 student went on the college trips

Non-Traditional Recruitment Activities

Target Group	Activity	Purpose of Activity	Schedule	Performance Measures	Participants	On/Off Campus	Date Task Completed	Outcome
DISD Counselors and Students in Feeder schools	Provide marketing materials to attendees	Increase awareness of Summer Bridge Program and recruit candidates for the program	Spring, Summer	Expect to enroll 50% of students targeted	Outreach and Recruitment Team	Off	June 1	50 candidates enrolled
DCCCD students	Provide information about Summer Bridge to students	Educate at-risk students on benefits of the program	Spring, Summer	Expect 25% of students targeted to enroll	Program Coordinator	On	June 1	20 students enroll in the program
ECC Title IV Staff	Emails, flyers, contact with staff	Increase awareness of Summer Bridge Program and encourage student participation	Spring, Summer	Expect a 20% increase in student prospects	Recruitment team	On	June 1	80 students became prospects
Area H. S. Students Targeting 9th graders	High School Recruitment Visits	Visit to area high schools for individual, group, or classroom presentations to provide overview of ECC programs and services and admission process	Ongoing	Target to make 4 classroom visits per academic year	Outreach Team	Off	Ongoing	Made 3 classroom visits
ECC Testing Center staff	Collaborate with Testing Center for student contact information	Obtain students identified as having bubble scores to solicit student participants	Spring, Summer	Target to identify 100 bubble students per academic year	Summer Bridge director and staff, Testing Center staff	On	June 1	60 students were identified
University Probate Students	Send email/make calls	Discuss with institutions' advisors and probationary students how El Centro College can assist in raising their GPA	Spring, Fall	Market to 5 institutions who are partnering colleges or universities	Outreach Team	On	S: January 10 F: August 15	No marketing efforts
Church goers	Host college fair/presentation/information sessions at area churches	To bring awareness of ECC affordable programs and services to the church goers	Ongoing	2 churches per academic year	Outreach team	Off	Ongoing	No sessions have been held, as of yet.
Tenants of public assistance housing agencies	Presentation/info sessions on career opportunities and financial aid	To inform the housing tenants of the programs ECC has to offer	1-2 times per semester or at agency re-certification meetings with the clients	Projecting to visit with 10 tenants per academic year	Outreach team	Off	Ongoing	2 tenants were visited
Students from LIFT (Literacy Instructions for Texas)	Visit location to speak to students	To inform and recruit to attend ECC or an Institution of higher education	Coordinate with the agency for schedule/ongoing	Expect to visit 15 students per academic year	ECC staff	Off	Ongoing	Visited with 10 students
F1 Students, ESOL Students and ESL-CE Students	Institute of English Language Training	Established intensive English Program to enable enrollment in language training program, removing limitations for F1 International student population.	Fall 2014	Expect to enroll 20 students	Multicultural Center staff and Communications and Math Division staff	On	December 11	16 students enrolled
International students	International Club	As a tool to support student success and retention and encourage participation in other ECC programs offered	Spring	100% of International students were targeted for membership	Multicultural Center staff and other ECC volunteers or sponsors	On	May 10	10 students retained through this effort

Non-Traditional Recruitment Activities (cont.)

Target Group	Activity	Purpose of Activity	Schedule	Performance Measures	Participants	On/Off Campus	Date Task Completed	Outcome
Veterans and dependents	Provide exceptional customer service to all whom we have interaction. Maintain and improve office procedures to support usage of benefits at ECC. Work with other DCCCD colleges to improve shared processes & overall student success. Partner with VS offices at local 4 year institutes to encourage use of our courses in context of their degrees.	Increase enrollment by encouraging persistence in usage of VA benefits, graduation and transfer	Annual	52 veteran students were targeted	SVS Staff	On	July, 2014	30 VA certifications completed
Current Veteran and dependent students who are not using benefits.	Design and place marketing items throughout college promoting the SVS office and the various federal and state benefits available to veterans and their dependents.	Increase awareness of Federal and State benefits available to veterans and dependents allowing for greater usage	Annual	Targeted to service 50 Veterans to increase their awareness of benefits	SVS Staff	On/Off	October, 2014	Number of VA and Hazlewood certifications completed increases to 60
Veteran Dependents	Partner with Rising Star, the Early high school and other programs aimed at recruiting/success of high school students.	Increase awareness/usage of Federal and State benefits available to dependents of veterans	Annual	Targeted 40 veteran students	SVS, Rising Star, Lassiter and other designated areas	On/Off	September, 2014	50% resulted in Hazlewood Legacy waivers
Locally Employed Veterans	Contact local businesses and promote El Centro College as a viable opportunity for their employees to gain education through use of Tuition Assistance or Veteran benefits.	Provide employers with information on how their employees could benefit from using their GI benefits at El Centro possible in conjunction with company sponsored programs	Annual	Targeted to contact 15 businesses within each calendar year	SVS Staff	On	November, 2014	4 business were visited
Unemployed Veterans	Attend local Veteran Job fairs to promote El Centro/DCCCD as an alternative to traditional employment. Aimed at recently separated veterans with GI bill or Hazlewood Benefits.	Provide eligible veterans with viable alternative to seeking full time employment while raising their level of education, making ability to find future employment greater	Annual	Target to attend 4 Job Fairs per calendar year	SVS Staff	On/Off	May, 2014	Attended 1 Job Fair
Current/ Future Students in Certification Classes	Restructure specific Certification Programs to allow for VA approval	Increase the ECC offerings eligible for VA approval/benefits	Annual	4 programs are targeted for approval	SVS Staff	On	February, 2014	1 program approved for VA benefits
Service Members eligible for TA	Meet with local military services to share information on the tuition assistance process.	To provide information on how tuition assistance can be used at ECC	Annual	Will have 3 visits w/ military agencies	SVS Staff	On	2013-2014 academic year	3 visits w/ military agencies

References

Noel-Levitz (2013), *2013 Marketing and student recruitment practices benchmark report for four-year and two-year institutions*. Coralville, Iowa: Noel-Levitz. Retrieved from www.noellevitz.com/BenchmarkReports.

Appendix

Organizational Chart

Office of Recruitment and Outreach

Testing and Transition Center

Recruitment and Outreach Testing and Transition Center



Monty Francis
Associate Dean,
Student Recruitment
& Outreach

