
Outreach and Recruitment Services Program Review

Evergreen Valley
College

Spring 2007

Contents

Contents.....	2
Program Description	3
List of Staff and Titles.....	5
External Contributing Factors	6
Demographics:	6
BFAP (Board Financial Aid Program).....	8
Declining Enrollments	9
CAHSEE (California High School Exit Exam)	9
AB 540	10
SB 160 – Dream Act.....	11
Foster Youth.....	12
Basic Skills/ESL & Immigrant Education.....	12
Funding Restoration of Matriculation Funding	13
External On-Campus Factors.....	13
District and College Leadership	14
MAAS Report.....	14
Strategic Planning	14
Partnerships	15
Popular Education.....	15
New Marketing Director	16
Improved Facilities.....	16
Student Services Reorganization	16
Internal Factors	17
Team Approach.....	17
Master Calendar.....	17
Database Development	18
One Stop Shop	18
Staff Changes	19
Student Learning Outcomes (SLOs)	19
Available Data and Establishment of Baselines	21
Available Data:	21
Establishment of Baselines:	23
Program Strengths	26
Program Weaknesses.....	26
Program Goals and Areas for Improvement.....	27
Appendices.....	31

Mission Statement for the Program

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

Program Description

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

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

Early Admission Program (EAP)

The Outreach Team works with high schools students to assist them in completing all the necessary steps to becoming a registered student prior to their high school graduation. Follow-up and support to prospective students continues throughout the summer.

EOPS Outreach

EOPS Recruiters work with high schools and community agencies to provide specialized assistance to individuals who meet EOPS eligibility criteria. Students receive over and above services in various areas such as priority registration, counseling, financial assistance, and tutoring.

Mayfair Partnership

In addition to high school services designed to reach basic skills/ESL and immigrant students, there is a significant effort to reach immigrant adults who are involved in the Mayfair Improvement Initiative. College representatives work with families in this community to create college awareness and provide access to services, programs, and courses offered by the College.

Cal SOAP (California Student Opportunity and Access Program)

This program helps to increase student success and accessibility to higher education by providing comprehensive academic preparation and motivation support programs. Students and parents participate in Cal-SOAP activities beginning in the 5th grade and continuing through their transition to college. Activities include college and academic advising, academic tutoring, and programs such as “I’m Going to College,” “College: Making it Happen,” “Cash for College,” and “Transfer: Making it Happen.”

Bridge to Transfer

In partnership with Cal SOAP, college representatives work with high school students who are interested in transferring to a university but may not be ready for admission to a four year institution. At Evergreen Valley College students are assisted by personnel at the Transfer Center to ensure that they understand transfer requirements, complete appropriate course work, prepare a Transfer Admissions Agreement (TAA) and seek out scholarships, financial aid, and other support services available for transfer students.

Cultural Specific Programs

Evergreen Valley College also offers special student support to students of specific cultural backgrounds. The AFFIRM program provides African American students with academic and personal assistance to help students achieve success of their goals. The ASPIRE Program works to increase the academic and personal success of Asian and Pacific Islander students. The Enlace Program assists Hispanic students to achieve academic and personal success.

Concurrent Enrollment

The Concurrent Enrollment Program allows high school students to take courses at Evergreen Valley College. This program is provided for high school students to experience college classes for enrichment or personal growth.

FasTrack

FasTrack is a federally funded Student Support Services (SSS) TRIO program designed to assist first-generation (those whose parents did not complete college), low income, or disabled students as they prepare to obtain a two-year degree and/or transfer to four-

year universities. The program provides educational/career planning, workshops, counseling, cultural enrichment activities, scholarships, tutoring, and referrals to on-campus and community resources.

Financial Aid

The Financial Aid Team offers presentations to students and parents at high schools, community agencies, and on campus. Additionally they offer workshops to assist student in completing their financial aid application. They also support all of the outreach services provided by the campus.

Student Ambassador Program

Evergreen Valley College is committed to creating a welcoming community environment on campus. To help foster this environment, the Student Ambassador Program helps promote community through its diverse members who through their experience reach out to other students of many different backgrounds.

Foster Youth

The needs of foster youth at EVC are handled by the Independent Living Program. The Independent Living Program (ILP) at Evergreen Valley College provides independent living skills training, specialized education, on-campus support, and resources to foster and probation youth who have been living in out of home care (foster homes, kinship families, group homes, or residential placement). The Evergreen Valley College Independent Living Program is committed to prepare and support our foster youth in their transition to self-sufficiency by giving them the necessary life skills to thrive. This is a relatively new population on campus and efforts are being made to identify and support these students as through their educational experience.

All of the Outreach and Recruitment Programs are very good at the services each provides; however, there is a high need for increased coordination and collaboration.

List of Staff and Titles

Outreach Team

Angelina Duarte, Interim Vice President of Student Services

Octavio Cruz, Interim Director of Admissions

Alexis Montevirgen, Director Office of Student Life

Sylvia Cuevas, Basic Skills/ESL Immigrant Outreach

Victor Garza, Jr., Enlace Outreach, Recruitment, and Retention Specialist*

Lynn Gulkin, Outreach and Recruitment Specialist*
 Rosa Pereida, EOP&S Outreach Specialist*
 Debbie Morillo, EOP&S Outreach Specialist*
 Beverly Stewart, Outreach Counselor*
 Hang Chu, ASPIRE Program Counselor
 Elizabeth Eckford, Affirm Program Specialist
 Ingrid Rottman, Transfer Center Program Specialist
 Annette Ruiz- Esparza, Financial Aid Specialist II*
 Mark Sanchez, Independent Life Program Coordinator*
 Vivian Yabumoto, ASPIRE Program Specialist
 *Staff with formal outreach responsibilities

Student Ambassadors:

Yadira (Tigger) Andrade	Andres Munoz
Elizabeth Chan-Tung	Yesenia Madrigal
Julieta Chan-Tung	Ross Pusey
Serena Choi	Ron Rios
Doloras Estremera	Li Xu
Perla Garcia	

External Contributing Factors

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

Demographics:

The most significant shift in the California K-12 population is that of ethnicity. In less than 15 years (1981-2004), it has gone from a traditional majority population with 56% white to a “new majority” population with 66% students of color. During the same period of time the African American population declined from 10% to 8%, Asian Pacific/ Islanders grew from 7% to 11% and the Latinos nearly doubled by going from 26% to 47%. (Appendix A) This shift in ethnicity also reflects an increasing immigrant population and English language learners.

Locally a similar demographic pattern exists. The population of the city of San Jose is comprised of 34% Whites, 32% Latinos, 30% Asian, 2.6% African American, and 1.5% Native American. The College’s student population is yet more revealing with Whites composing only 16% of the

student population; Latinos 29%, Asians 26%, African-Americans 5%, and Native Americans 2% make up the balance with 10% Unknown or Not indicated. (Appendices B & C)

The College demographics will continue to shift; the main feeder high school districts reveal a continuation of the trend. The East Side Union High School District (ESUHSD) with a student population of 25,433 is the College's largest feeder district, and of those students 46% are Hispanic, 27% Asian, 12% White, 9% Filipino, 4% African American, 1% Native Americans, and 1% Pacific Islanders. The second largest feeder district for the College is San Jose Unified School District with a population of 8198; Hispanics comprise 56% of this population. The remainder of the high school population is 16% Asian, 35% White, 4% African American, 2% Filipino, 1% Native Americans, and 1% Pacific Islander. Of each of these populations, a large part is English learners. (Appendix D₁)

Also of significance is the number of students in the College's major feeder districts that are on free or reduced lunch program because often times they are the most vulnerable in that they have more obstacles to overcome. In the ESUHSD over 32% of the students are eligible for the free/reduced lunch program while in the SJUSD 31% fall in this category. Fortunately, these students are eligible for financial aid; however, they must be legal residents and be willing undertake the daunting process of filing a financial aid application. (Appendices D₁ & D₂)

Of the language learners in Santa Clara County, 65% are Spanish speaking. English learners in the ESUHSD number almost 6500 or 25% of the student population. The number of English learners in the SJUSD number 8017 or 26% of that K-12 population. (Appendices E₁, E₂, & E₃)

Summary of State and Local Demographics

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

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

BFAP (Board Financial Aid Program)

In 2003-04, Student fees were increased from \$11 to \$18 per unit, with full knowledge that this would adversely impact many students and actually prevent the lower income students from attending community college. In order to offset this impact, the State redirected \$38 Million within the community college budget for financial aid outreach and improved administrative capacity. Per an initial report to the California Legislature dated April 2004, a total of 1260 staff were hired (an average of almost three persons per campus) and 470 (37%) of them engaged specifically in financial aid outreach activities. Evergreen Valley College was able to hire three new staff members with the BFAP allocations. While some of them engage in financial aid outreach activities, there is no one specifically assigned to that responsibility.

The District has provided recent figures indicating that over a ten year period, Evergreen Valley College number of Board of Governors Waiver (BOGW) grew from 4418 to 5572 (a growth of 26%). A more recent “draft” report circulated by the State Chancellor’s Office shows the College actually increased the number of BOGWs from 4360 (02-03) to 5511 (05-06) or 22% during a period of time in which the College experienced at 1.3% decline in enrollment. During that same period, Pell Grants increased from 1581 to 1929, an increase of 22%. (Appendix F₁ & F₂)

Based on initial information recently provided by the State, Evergreen Valley College had 1929 Pell Grant Recipients (federal) and 5346 Board of Governors’ Grant Waiver (state). Given these numbers and enrollment figures of approximately 8500 students per semester, these are substantial portions of the student body.

BFAP Outreach Outcomes				
BOG Waivers				
2002-03	2003-04	2004-05	2005-06	2006-07
4360	5265	5511	5346	5164
Pell Grants				
2002-03	2003-04	2004-05	2005-06	2006-07
1581	2017	2065	1929	1937

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

Declining Enrollments

Another factor that has impacted and will continue to impact outreach and recruitment is the pattern of declining enrollment throughout the state, including our local region 4 which consists of 13 local community colleges (Appendix F₁). The average enrollment decline in this region is 8.5%. This decline in enrollment has increased the competition for the same students. The District's primary competitors are the Foothill/De Anza District and the Mission/West Valley District. Their enrollment declines are 12.3%, /6.1% and 15.3%, /16.3% respectively. EVC's decline during this period was only 1.3%

Because of this decline, the surrounding community colleges have increased the size of their outreach teams and their program budgets. In December 2006, EVC's Outreach Counselor reported that "many bay area colleges are going to be hiring many new outreach staff within the next several months. At that time Foothill College had 3 full-time outreach staff and was hiring two more. Mission College had recently hired a .5 Outreach Counselor and a full-time classified recruiter. De Anza College, with an already well defined task force in which "BFAP staff take on an extensive role in outreach" also uses student ambassadors to extend their reach. Outreach is the main focal point at all community colleges and money is being poured into this area to meet the need for increased enrollment." EVC has a .5 Outreach Counselor and 1.0 General Recruitment Specialist. EOPS has 1.5 FTE that specifically seek out EOPS eligible students and Enlace has a 1.0 Recruitment Specialist that has a major mentoring component.

Impact: While enrollment is not the primary driver—access and educational opportunity are—it is important to recognize that enrollment declines are real, and because they have significant financial impact, they are driving up competition. Evergreen needs to increase financial resources to become an increasingly visible and viable option for prospective students in the area.

CAHSEE (California High School Exit Exam)

Beginning with the Class of 2006, all public school students are required to pass the CAHSEE in order to earn a high school diploma. Students begin taking the exam in the 10th grade and every year following until they pass, or not. According to information posted on the website for the California Department of Education for the ESUHSD, the greatest percentages of students who pass are in the 10th grade (78% for English/Language Arts and 79% for Math). Students who have not successfully passed by their senior year usually experience much lower rates of success when they take it; only 26% pass English and Language Arts and only 30% pass Mathematics. In real numbers, 1278 seniors had not passed English and 1146 seniors had not passed math by December 2006. (Appendices G₁ and G₂)

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

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

Impact: This reality has serious implications on what the College needs to do in reaching out and recruiting these students. How do we convince students who feel beaten down by the system and who must overcome language, economic and academic barriers that they can succeed in college? What services need to be in place, what curriculum and what academic support is needed and can be provided? Students cannot be brought on campus to fail; appropriate assessment, counseling, educational programs, and a comprehensive approach to retention needs to be in place.

AB 540

Undocumented students are not allowed to legally establish residency and thus would have to pay out of state tuition. In October of 2001, Governor Gray Davis signed into law Assembly Bill 540 which allows certain undocumented students to be exempt from paying out of state tuition fees. As can be seen from the requirements below, for AB 540 students, the right to pay in-state tuition is based on high school attendance and not residency. Students must reside in the state of California, have attended a CA high school for at least 3 years, and have graduated from a CA high school or obtained their GED.

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

Since AB 540 does not provide financial aid to undocumented students, those who need financial assistance must look for scholarships that do not require legal permanent residency or U.S. Citizenship.

According to a District report which was presented to the Academic Senate in March 2007, it is estimated that 5000 to 8000 undocumented immigrants between the ages of 14 to 20 reside in California. Given the high percentage of Latinos in the area, it stands to reason that a significant number of them live locally; however, there is still a high degree of hesitancy among these individuals to make themselves known.

Impact: The major implication of this situation for outreach is the need to more adequately inform and assist those who qualify to take advantage of this opportunity. The way in which the information is shared and students are treated will be critical in having additional students come forward.

SB 160 – Dream Act

On the horizon is SB 160 (known as the Dream Act) which if signed into law, would grant qualified immigrant students the opportunity to obtain legal status and thus enable them to pursue higher education and contribute fully to the nation.

The bill would require that a person who has attended and graduated from a secondary school, rather than high school, in California be exempt from paying nonresident tuition at California Community Colleges and California State Universities. Under the bill, persons attending and graduating from California technical schools adult schools, as well as high schools, would be included within the scope of this provision.

This bill would also provide that persons are eligible to apply for, and participate in, any student financial aid program administered by the State of California to the full extent permitted by federal law. This bill would require community college districts to waive the fees of persons who are exempt from nonresident tuition under the provision described above, and who otherwise qualify for a waiver under this provision, under regulations and procedures adopted by the board of governors.

Impact: At this point there is not an impact because AB160 has not passed. However, the struggle that some of our students are engaged in making this happen does take a tremendous toll on them (i.e. recent fast in which some of our students and member of our board participated).

Foster Youth

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

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

Fortunately, Evergreen Valley College has a thriving Independent Living Program (ILP) that works with this very vulnerable population. The program started with three students, and it is now up to 49 and growing.

Impact: The College needs to have adequate strategies and resources to reach out to the growing population and integrate them into the mainstream. The College is in the process of working to integrate the ILP program into FasTrack, a federally funded TRIO program. Coincidentally, a report produced by Institute for Higher Education Policy makes that exact recommendation: "The federal TRIO programs and GEAR UP should be amended to provide for more effective outreach and services for foster youth." Likewise, the Casey Family Program, "the largest national foundation whose sole mission is to provide and improve—and ultimately prevent the need for—foster care," also produced a report that includes the following recommendation: "Encourage TRIO and GEAR-UP programs to make foster youth a priority."

Basic Skills/ESL & Immigrant Education

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

Another reason for this shift in focus is the Statewide Academic Senate approval of raised graduation requirements in English and in Math for obtaining an Associate Degree. It became obvious that in order for students to meet the higher standards and obtain an Associate Degree,

there is a great need to increase student success in basic skills and ESL classes, which serve as gateway courses to the college curriculum; these needs would have to be addressed.

In 2006-07 the District received \$401,540 for basic skills/ESL and immigrant education; in 2007-08, the district will receive \$388,351 and for 2008-09 the projected amount is \$357,445. Part of this funding is used by the District, and the remaining balance is equally distributed to each college.

Evergreen Valley College has decided to commit a portion of the funding to Instruction and another portion to Student Services. In Student Services, money was spent on outreach and counseling. Outreach services were provided through a partnership with the Mayfair Improvement Initiative, and counseling services were provided by a bilingual counselor primarily off-campus. These services will continue and will be more widely publicized through enhanced marketing. There is also an expectation that the district will conduct an assessment of Basic Skills/ ESL programs and submit a five-year plan to the Office of the State Chancellor by May 2008.

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

Funding Restoration of Matriculation Funding

Matriculation is in the third year of funding restoration. This will enable the College not only to restore services but to increase specialized services and modify their delivery to meet the changing needs of students.

Impact: Increasingly customized matriculation services are anticipated such as more ESL assessments, more off-campus assessments and orientations, and more off-campus educational planning in Spanish and Vietnamese. An increased need for Basic Skills/ESL guidance courses and bilingual assistance with the financial aid process are also critical.

External On-Campus Factors

The College and the District are undergoing tremendous change at all levels, and these changes are significantly influencing and impacting the area of outreach and recruitment. They are as follows:

District and College Leadership

In less than three years, there has been a major turnover in leadership at the District level and at the Colleges. The arrival of the new Chancellor has marked a new era for the District. Her philosophy, values, and commitment to the San Jose community have set the foundation and expectation for a new way of doing things that places the student at center-stage.

At EVC, the Executive Team is brand new and there has been a complete turnover of academic deans which has resulted in 5 new deans. The last two years have been dedicated to a process of repairing, healing, and rebuilding that has resulted in the College getting off a probationary accreditation status.

Last year significant work was done to integrate Instruction and Student Services, and as a result processes have been created that are easier for faculty, students, and staff. Many long-standing personnel issues are being resolved; policies and procedures are being reviewed.

Impact: This influx of new leadership is creating opportunities of change and innovation at all levels of the institution including the area of Outreach and Recruitment.

MAAS Report

In 2006-07 a report prepared by MAAS revealed that the District was not engaging residents of the local community at the rate that it should be. The average penetration rate of community colleges in the state is 55 residents per 1000. Evergreen is only reaching a penetration rate of 25/1000 (Appendix H).

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

Strategic Planning

Under the leadership of the new EVC President, a College-wide initiative to transform the institution was launched in Fall 2006. This strategic planning process begins with the Executive Team, major governance groups, then work teams, and culminated with an all College retreat in which all the work that had been done up to that point was finalized. The end result was a strategic plan that identified the values of the institution with three initiatives (Student Centered, Community Engagement, and Organizational Transformation), which had specific areas of focus and specific Commitments to Action (CTAs) in each area. Institutional CTAs were extended to the division level, the department/program level, and on down to the individual so

everyone is engaged in moving the institution forward. Further, this strategic planning process also folded in the budgeting process for the College by requiring that all requests in some way be linked to the three initiatives and CTAs.

Impact: The Commitments to Action that the Outreach Team prepared will be used as a blueprint for the coming years. If the budget request is funded, it will not only provide direly needed resources for Outreach and Recruitment but will formalize it as a service program (Appendices I1, I2, & I3).

Partnerships

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

Impact: The Fall 2006 meeting with the ESUHSD set the stage for strengthening outreach relations with the District. A partnership was initiated with the Mayfair Neighborhood Improvement Initiative to provide outreach services and educational counseling to families in that San Jose Community. The Outreach Team partnered with California Student Opportunities and Access Program (Cal-SOAP) to work with those who chose EVC but are transfer-bound, and assisted in creating a "Bridge to Transfer Program." Student Services and Instruction also partnered to improve the Genesis Program and to streamline processes. Outreach services provided information at ESUHSD schools about Accel Middle College as well as providing an organized process for concurrent enrollment. There are also exciting opportunities in creating partnerships with middle school districts and the ESUHSD with possible funding by the Gates Foundation via the Community College Foundation.

Popular Education

This approach to education is different from the traditional "banking" approach where participants are treated as empty vessels that must be filled with information. The underlying implication of the traditional approach is that students are "uneducated" and in need of knowledge that can come only from teachers or experts. This need creates a dependency and reinforces a sense of powerlessness. People learn to distrust themselves, their knowledge and intuitions which can lead to confusion. They often feel there is something wrong but they are

not sure what. The popular education model encourages students to see themselves as a fount of information and knowledge about the real world.

Impact: Use of the popular education theory validates and empowers students. It creates a democratic framework which values personal knowledge and experience. It is a model that includes students' emotions, actions, intellect, creativity, and high levels of participation. In popular education everyone teaches, everyone learns, and is involved in creating new knowledge. This approach is consistent with the District and College's student centered mission.

New Marketing Director

The College hired a full-time Marketing Director who has been working on branding and setting up a marketing team. She will also be responsible for developing processes and templates to be used in the production of marketing materials and for getting the College known in the community.

Impact: The campus community is beginning to understand branding and its importance in reaching our community. Instead of having a motley collection of recruitment materials (if at all) the Outreach Team will have a collection of coordinated professional materials that will not only convey our message more effectively, but materials which also inspire pride. The catalog that has been produced is an example of this.

Improved Facilities

While there are still many challenges related to facilities, the Library and the Mauro Chavez Student Services Center are noticed by students. The beginning of construction of the new Visual Arts building along with ongoing re-modernization activity may be somewhat inconvenient but also shows vitality. The fact that the College is also investing in power-washing shows pride of ownership.

Impact: The messages above are important to students. They want to come to a place "that is happening." They want to see state of the art facilities and be in clean and beautiful spaces. The more that we bring students on campus and convey these messages, the more attractive the campus will become.

Student Services Reorganization

In 2006-07 Student Services was reorganized to strengthen the administrative infrastructure and better support student services programs. In addition to the relatively new VP position, and the Dean of Counseling and Matriculation, a new Dean of Enrollment Services was created. Having

these three administrative positions allowed for a more realistic work load and increased administrative leadership and support. The new Dean of Enrollment will have responsibility over frontline services to students: Outreach and Recruitment, Admissions and Records, Assessment Services, and Financial Aid.

Impact: By formalizing Outreach and Recruitment Services and placing it under the Dean of Enrollment Services, it will have the integral relationship to admissions, assessment, and financial aid that it needs. As the Dean works with the Dean of Matriculation and Counseling, further integration with the student services programs will occur, and the critical component of retention and student success can be more effectively addressed.

Internal Factors

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

Team Approach

In recognition of the need to bring the various recruitment efforts together, a retreat was organized early in fall 2006. In attendance were representatives from General Outreach, Admissions, Counseling, EOPS, Financial Aid, AFFIRM, ASPIRE, Enlace, Honors, Cal-SOAP, and ESUHSD. Individual Program information was shared including specific outreach strategies that had been found to be effective, as well Outreach materials used by the various programs. The Outreach Team that emerged from the retreat continued to meet once or twice a month throughout the rest of the year.

Impact: Bringing the team group together on a regular basis increased the strength of team communication and coordination.

Master Calendar

Although a master calendar had been tried before, it was a paper calendar that had been very difficult to maintain and share. Therefore, a master calendar for outreach activities was set up in MS Outlook, so it could be easily accessed and maintained by everyone in the Team. This provided information on the upcoming event, when and where it was to take place, the contact person, and the persons responsible for attending. There was also a place for any remarks about the event by those who covered it. The calendar was placed in an Outreach folder within MS Outlook where other information such as a directory of all high school contacts was stored.

Impact: Knowing what activities were scheduled, when and who was going to cover them, made a tremendous difference. Team members stepped up to the plate and often covered events for one another. This helped to leverage both human and material resources and again served as a communication, coordination, and team-building tool. The master calendar also served as a tool to document activity throughout the year.

Database Development

Another major challenge in recruitment is the tracking of students as they progress through the various stages of becoming a student at EVC which includes application, assessment, orientation, financial aid, educational planning, and registration. Each program has been tracking students in their own way--if at all. The conversation began this year of possibly using Datatel to allow the team to track students, but in the end the team decided to go with the ACCESS database in MS Office. Initial work has been done with some preliminary information, but not much headway has been made.

Impact: It is critical that this central recruitment database be in place early in 2007-08 if the Team is to believe that it can be an effective tool. It is also important that reports from CCCApply and Datatel be available to the recruitment team (such as High School of Origin Reports, Applied but not yet registered, etc.).

One Stop Shop

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

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

Stop Shop was a piloted idea, there are some logistics that will need to be addressed to make the approach as efficient and successful as it should be.

Impact: 387 students received multiple services over a period of four nights. Students registered for the One Stop Shop were able to complete the process in one place over a period of a few hours; these students were registered for Fall College classes prior to their graduation from high school which is the goal of the Early Admission Program.

Staff Changes

For 2007-08, a new person has been assigned as Outreach Specialist. She began as a student at EVC and has been a long-term employee of the college, with her most recent assignment in the Transfer Center. She also participated in the Outreach Team in 2006-07.

Impact: Having a new recruiter will bring new life to the outreach and recruitment program. Her thorough knowledge of college programs and resources, along with her enthusiasm for her new assignment has increased the Teams anticipation and expectation.

Student Learning Outcomes (SLOs)

Evergreen Valley College has placed an increased focus on accountability for student learning; while the classroom is an obvious place for student learning, student services play a critical role as well. Developing Student Learning Outcomes for Outreach and Recruitment Services should address skill development in several areas. These may include, but are not limited to, learning processes and procedures within the college environment; examples of this include how to set goals, develop an educational plan, prioritize tasks, and navigate the educational system to meet those goals.

Outreach and Recruitment began the process of developing SLOs for the programs in fall 2006 resulting in the inclusion of SLOs within the General Outreach services and the Enlace Program in spring 2007.

Student Learning Outcome Surveys for General Outreach were conducted in spring 2007 as part of the Early Admissions Program (EAP). The EAP consists of three components for students to complete:

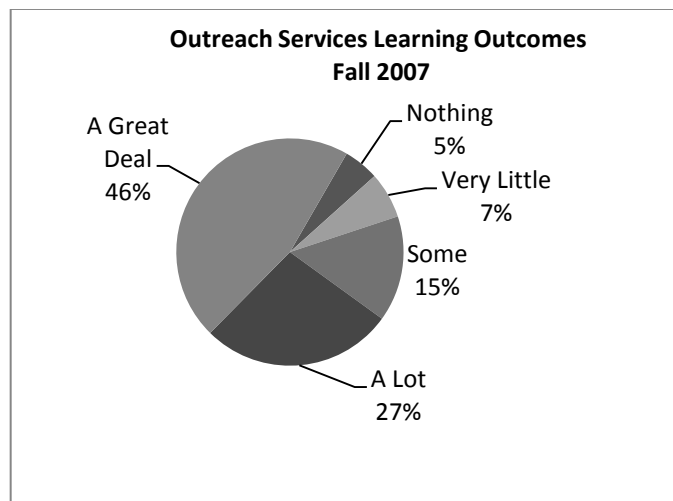
Students complete an application and assessment.

Students attend College 101 (an orientation held at the high school) or Orientation at Evergreen Valley College.

Students register for classes.

Students were given the survey following their Orientation session at the College. The majority of these students indicated an increased knowledge of the difference between an AA degree, AS degree, and a certificate of Specialization; how to find classes using the EVC Schedule of Classes; how to find course and college information in the EVC catalog; which English and Math courses to take based on assessment scores; and the name of three or more student services that may be of help to the individual student. (Appendix J)

Few students indicated little or no increase of knowledge in some areas; however, it is difficult to judge whether they did not receive adequate information, where perhaps late and missed some of the information, or if they had prior knowledge in the low scoring areas.



The highest percentage of low scores was pertaining to use of the Schedule of Classes and College catalog. Hopefully, these scores will be improved next year with the revising of the catalog and schedules; while there is still work to be done on these two documents, steps are being made to make each more student/user friendly.

Enlace also evaluates SLOs as part of its outreach component. Enlace has partnered with the California Community Partners for Youth (CCPY) to provide mentoring to underserved Latino youth at Yerba Buena High School. Members of the Evergreen Valley College Enlace group create mentoring relationships with the high school students while providing education about college through tours, events, presentations, and Enlace student testimonials. SLOs are measured through a survey at the beginning and end of the program; expected outcomes are: an increased knowledge about student services at EVC, changed attitudes about the importance of an education and in attending college, modified behavior at school, an expressed interest in attending EVC, and (in the long term) an improved social and economic

condition. The percentages for measuring these outcomes have not been fully developed; therefore, they are not included. This Program is being expanded into a targeted middle school in Fall 2007.

The expanded program, the CCPY Alcanzar, has established outcome targets which will be reported to the City of San Jose; these targets will be measured through sign-in sheets and attendance records (1 & 2) and by CCPY program staff monitoring and reporting students' goal completion (3). The Student Learning Outcomes for the project will be measured by a pre-and post test; the expected initial outcomes are much the same as the original program: understanding of the role and importance of an education, knowledge about student support services at Evergreen Valley College, expressed interest in attending college. Intermediate outcomes include improved or satisfactory school attendance, improved attitude towards school, and appropriate decision-making through increased positive choices.

Measuring of Enlace/EVC success within the program has yet to be determined, although there is some discussion on whether to have an outside party conduct a focus group of ten randomly selected Enlace students from the pool of twenty Enlace student participants. (Appendix K₁ & K₂)

Enlace also conducts informal SLOs during presentations; this is accomplished quickly and easily by asking whether students can name three things they learned about EVC or Enlace and counting or estimating the show of hands against the estimated number in the audience. While this is not as comprehensive as the SLOs surveys, it is a good way to get a rough idea of SLOs for a short presentation.

This is a start for a much needed component within Student Services. Work continues on the development of the SLOs for each department, and it has been established there will be a minimum of three SLOs developed for Outreach and Recruitment in 2007-08.

Available Data and Establishment of Baselines

Although there have been major improvements in the area of outreach and recruitment, data collection and access to existing data remain a primary challenge. This makes it difficult to make data-driven decisions and establish meaningful baselines. However, the commitment to meeting this challenge is in no way lessened. The most useful way to look at data available is to focus on local data that involves our primary feeder high schools and local community colleges which compete for the same students.

Available Data:

There is ample data for the local area related to high school students in the county and local community colleges. We have access to enrollment information in grades 9-12 for every high school in the county,

but our focus is on the 25,000 students in the ESUHSD. (Appendix L). We have demographic information on these students that includes ethnicity, number of graduates, UC/CSU eligibility, and those on free or reduced meal programs (Appendix D1). Additionally, we have the English Proficiency Report by school district that indicates number of students who are English proficient and those who are not (Appendix M). This information is vital in developing an intentional strategic plan that most efficiently and effectively uses existing resources.

At the District level several reports have been generated that also provide very useful information. These include “Planning for our Future: Examining the Nature of Our Students” (9/06), “The AB540 Student and Legal History” (5/07), and A Demographic Profile of EVC (7/07). These resources have been extensively used in the preparation of this review.

In contrast, student information on Datatel is very difficult if not impossible to access. It is important to know which prospective students apply, as well as their high school of origin, their intended major, and what services they are interested in receiving. Once the student has applied, follow through is essential to see whether assessment and course registration have been completed. Placement on the assessment test is crucial to determine which classes and support services students will need from the College. Listing students who need to complete the important, but daunting, process of financial aid should be as easy as running financial aid applicants against college applicant lists. However, what should be a simple process of generating data query reports containing the specific data required is most often not the case.

While there is ample data available, comparing data is a difficult process. It should be a matter of downloading the information or report into a spreadsheet, juggling it a bit and looking at it several different ways; however this is not the case. The data differs in form and content, so countless hours must be spent getting the data into a usable form for comparison. Many times there are huge pieces of data missing altogether; as a result, either more research is needed or an attempt must be made to complete an analysis with the data available hoping that resulting decisions are not haphazard. This seems especially true of data collected at the local level.

Data collected within the Outreach department has been somewhat lacking; although there have been attempts to rectify the problem, decisions should be made on the type of information needed and how best to gather it. In 2006-07, there were only two types of surveys conducted. One involved high school counselors that participated in Educators’ Day, and the other a survey was given to the Team in preparation for the program review.

Educator’s Day was successful and should be continued. Overall surveys from the day were positive. Attendees noted the amount and quality of information about EVC programs and services. Other

comments included that counselors are more confident in passing along information to students when they have more knowledge of the programs offered and the campus environment in general. Several surveys indicated the counselors are very interested in touring the automotive program as well as other career tech programs. A few felt the nursing program section was too long, so perhaps a better balance of programs and time allotted should be considered for next year. Also a parking pass for the day would be appreciated by those attending. (Appendix N)

The Outreach and Recruitment Team Survey concerned the overall view of changes that were made in fall 2006. The Outreach and Recruitment Team was formed, regular meetings were held, and a Master calendar was created. The overall feedback was positive. The responders indicated the team approach created community and eliminated isolationism while leveraging human and material resources, as a large part of Student Services Programs are involved with the team. Responders also stated limited staff and an unstable budget are the largest obstacles to a successful outreach program. (Appendix O)

Other program data available includes activity information from the master calendar and more limited activity information from two previous years. There is also student information kept by the Early Admissions Program for the past two years. (Appendices P₁ & P₂)

In 2004-05, data indicates that there was a fairly robust set of activities with a total of 2895 students contacted. However, in 2005-06 either numbers were not kept, or the number dropped to 120. Numbers for specific activities are found in the Appendix. In 2006-07, the total number was 1125. Until data is consistently kept, these numbers will not be as useful as they should be, but these will be used to establish baselines.

For the Early Admissions Program in 2003-04 a total of 789 students participated and 466 (59%) registered for classes; 755 student participated in 2004-05 and 358 (47%) registered and in 2005-06 a total of 823 participated and 559 (68%) registered. In 2006-07, a total of 688 students participated with 448 (65%) registering through the Early Admissions Program.

High school of origin information is very useful because it provides data on how many students from each high school attended EVC. Limited information is available for the years 2004-05, 2005-06 and 2006-07. As was expected from the Early Admissions information, there was a drop at each of the top five feeder schools.

Establishment of Baselines:

Baseline Data was reviewed at the annual Outreach and Recruitment Retreat with targets set at a subsequent meeting. Target numbers are formulated by taking the average of the available data and

calculating 10% growth for the 2007-08 academic year. Hopefully the database tool will assist throughout the year in tracking progress toward these goals.

Baseline and Targets for BFAP Outreach					
BOG Waivers					
2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
4360	5265	5511	5346	5164	5642
Pell Grants					
2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
1581	2017	2065	1929	1937	2096

Baselines and Targets For Early Admissions Program									
School	Application			Completed EAP			Registered		
	2005/06	2006/07	2007/08	2005/06	2006/07	2007/08	2005/06	2006/07	2007/08
Andrew Hill	104	90	107	38	80	65	68	77	80
Apollo	18	74	51	12	6	10	18	6	13
Evergreen Valley	51	24	41	40	23	35	46	21	37
Foothill	19	54	40	7	8	8	8	7	8
Independence	102	90	106	53	58	61	66	51	64
James Lick	39	17	31	23	14	20	23	12	19
Mount Pleasant	57	54	61	35	45	44	40	39	43
Oak Grove	83	64	81	1	61	34	60	59	65
Piedmont Hills	37	3	22	25	3	15	32	2	19
Santa Teresa	24	18	23	18	14	18	17	13	17
Silver Creek	71	20	50	60	19	43	55	19	41
W.C. Overfelt	63	72	74	45	68	62	39	63	56
Yerba Buena	53	30	46	22	28	28	42	26	37
Total ESUHSD	721	610	732	379	427	443	514	395	500
San Jose Unified	25	26	28	0	19	10	19	17	19
C.C.O.C.	75	30	58	23	22	25	26	20	25
Milpitas	2	22	14	0	18	10	0	16	9
Total Other	102	78	99	23	59	45	45	53	54
Grand Total	823	688	831	402	486	488	559	448	554

Baseline for Outreach Activities and Students Contacted				
Category	2006-07 Activities	2006-07 Students	2007-08 Activities	2007-08 Students*
Mailings	2	12,108	5	
Career Days	1	8	2	
College Fairs	11	125	14	
College Night	3	49	5	
Conference	4	9	5	
Lunch Visits	4	0	10	
Presentations	29	586	35	
Orientations	28	1818	35	
Tabling	10	93	20	
Tours	12	254	18	
Workshops	1	0	10	
Restocking	19	NA	20	
Financial Aid Nights and Presentations	58	NA	63	
Total Activities	153		144	
Total Students Contacted		13502		

**The projected number of students to be contacted is difficult to quantify at this time, but data will be collected, reported and updated throughout the year.*

Baseline and Targets for High Schools of Origin				
High School	2004-05	2005-06	2006-07	2007-08
Independence	415	313	174	331
Silver Creek	385	352	246	360
Andrew Hill	286	197	139	228
Mt. Pleasant	271	222	186	249
Overfelt	229	181	151	206
Oak Grove	229	257	248	269
Yerba Buena	NA	192	198	214
Evergreen Valley	NA	135	279	223
Santa Teresa	NA	132	130	144
Piedmont Hills	NA	120	139	142
James Lick	NA	119	72	105
TOTAL	1815	2220	1403	2471

Program Strengths

The strengths of the Outreach and Recruitment Program lie in its people. The staff consists of many hard-working, energetic, dedicated individuals representing several different programs on campus who are willing to work together “to get the job done.” The scheduled meetings of the Outreach Team and the creation of an Outreach Master calendar have helped the Outreach Team in several ways.

The team meetings have improved communications between departments concerning outreach activities. This has created more opportunity for collaboration between departments including the sharing of resources and information; the creation of a Master calendar has helped to keep the team informed of the many ongoing outreach activities within each department. Because of the collaboration and involvement of most of the student services programs, there is a reduction in the duplication of efforts, greater opportunities to host larger outreach events (i.e. tours, presentations, and one-stop shops), and the creation of working partnerships that are continuing to develop. Each of these factors has helped to alleviate much of the isolationism and to increase a sense of community within the Outreach Program.

The Outreach Team is a diverse group of individuals involved in equally diverse programs; through increased collaboration and a willingness to be flexible, the team has moved to an even greater student centered approach when administering its programs and services whether individually or in a group effort. The addition of the Student Ambassador Program has helped to bolster the student centered approach through its diversity of members who are able to reach out to students on a one-to-one basis providing leadership as well as community.

Program Weaknesses

While there have been some improvements within the Outreach Program, there remains much room for improvement; there are several weak areas that should be addressed. The most important of these are limits on resources, staff, and time. Each of these issues contributes to the other weaknesses within the program.

The lack of stable funding and a stable budget is the main hindrance to the overall health of the Outreach Program, for without these it is difficult to complete any long range planning. With the proper funding, the staff may look to the types of outreach programs and activities that are successful, fund more of them during the year, and hire the staff necessary to host, improve, and expand these activities. At the present time there is a lack of full-time outreach staff to focus on outreach activities for the community.

The lack of full-time staff leads to a myriad of problems. No one staff person has an overall view of the outreach program as a whole. There is no coordinator to focus on Outreach and Recruitment to provide

leadership for the team, collect data, and provide a comprehensive plan that includes budgeting for activities and events, professional marketing and recruitment materials, and how best to use these items for outreach and recruitment based on the data collected—“to get more bang for our buck.”

Data collected by individual programs over the past several years is spotty at best. To provide an overall view of the Outreach and Recruitment Program, decisions should be made as to the type of data needed for determining the success of each program, but also with a commonality to allow for ease of comparison and creating a general overview for program review. The type of database to be used is a tool is also critical in student tracking and follow-up

Student Learning Outcomes (SLOs) remain a challenge for students participating in outreach and recruitment activities because they come in contact with Outreach staff in a myriad of settings from a casual contact at a fair to a more structured environment such as a presentation or campus tour. This area, along with other student services, is committed to developing more meaningful SLOs that fit this activity. This process began this summer, and the first drafts are due by the end of the Fall Semester.

Program Goals and Areas for Improvement

Clearly the following areas for improvement are the following:

- Budget for the implementation of a strategic plan
- Coordination of outreach activities of multiple programs
- Database for data collection/retrieval and student tracking
- Marketing materials to increase the College’s profile in the community
- Strategic Plan direction, specific target, and the infrastructure for at least three years out.
- Revised SLOs for the assessment of student learning

Fortunately, the organizational transformation initiative that engaged the entire college community in strategic planning provided a great opportunity for the Outreach and Recruitment Team to develop goals and address areas for improvement. This was done through the development of Commitments to Action (CTAs) in each of the three transformation initiatives: Student Centered, Organizational Transformation and Community Engagement.

Below are the Commitment to Action for the Outreach and Recruitment Program; several have been met and others are works in progress.

INITIATIVE: STUDENT CENTERED

Access

- Assess current participation of retirement community residence in courses and other activities and market this population (6-30-2008)
- Provide representation to all high schools on a monthly basis for high impact schools and once a semester for low impact schools (6-30-2008)
- Work with Marketing Director to assist with branding EVC (12-15-2007)

Curriculum and Programs

- Request, through the VP of Student Services, an Outreach Program Coordinator to provide early admissions services (9-30-2007)
- Offer Guidance Courses for Foster Youth and ILP parents (6-30-2008)

Services

- Provide one-stop services during Open House in June for fall enrollment (6-3-2008)
- Develop a survey for high school students to see what they would like to see offered at EVC (6-30-2008)
- Organize high school campus tours on days EVC offers events (ex. Kicks it Outside, Transfer Day) (6-30-2007)
- Increase access to ESUHSD students by having a presence on the East Side District's website (6-30-2007)

INITIATIVE: COMMUNITY ENGAGEMENT

Increase Visibility

- Enhance outreach visibility on a website that the outreach team controls and monitors (9-30-2007)
- Outreach team members will meet regularly with the Director of Marketing to suggest articles for outside publications (9-30-2007)
- Outreach team members will represent EVC at East Side Community Events. (6-1-2008)

Bring the College to the Community

- Outreach team members will offer assessment and application workshops at off site locations including, but not limited to, high schools, community schools, adult ed., and community organization (10-30-2007)

INITIATIVE: ORGANIZATIONAL TRANSFORMATION

Build Community

- Fully participate in Kindercaminata (4-30-2007)

Employee Development

- Conduct annual outreach retreat (9-30-2007)

Transparency and Communication

- Develop a fully integrated outreach plan with timelines, goals, and objectives and communicate this to the campus community (12-15-2007)

Appendices

Outreach and Recruitment Program Review

2006-07

The Changing Profile of California K-12 Students: 1981-2005

Group	1981-1982	2004-2005
African American	10%	8%
Asian/Pac Islander/Filipino	7%	11%
Latino	26%	47%
White	56%	33%

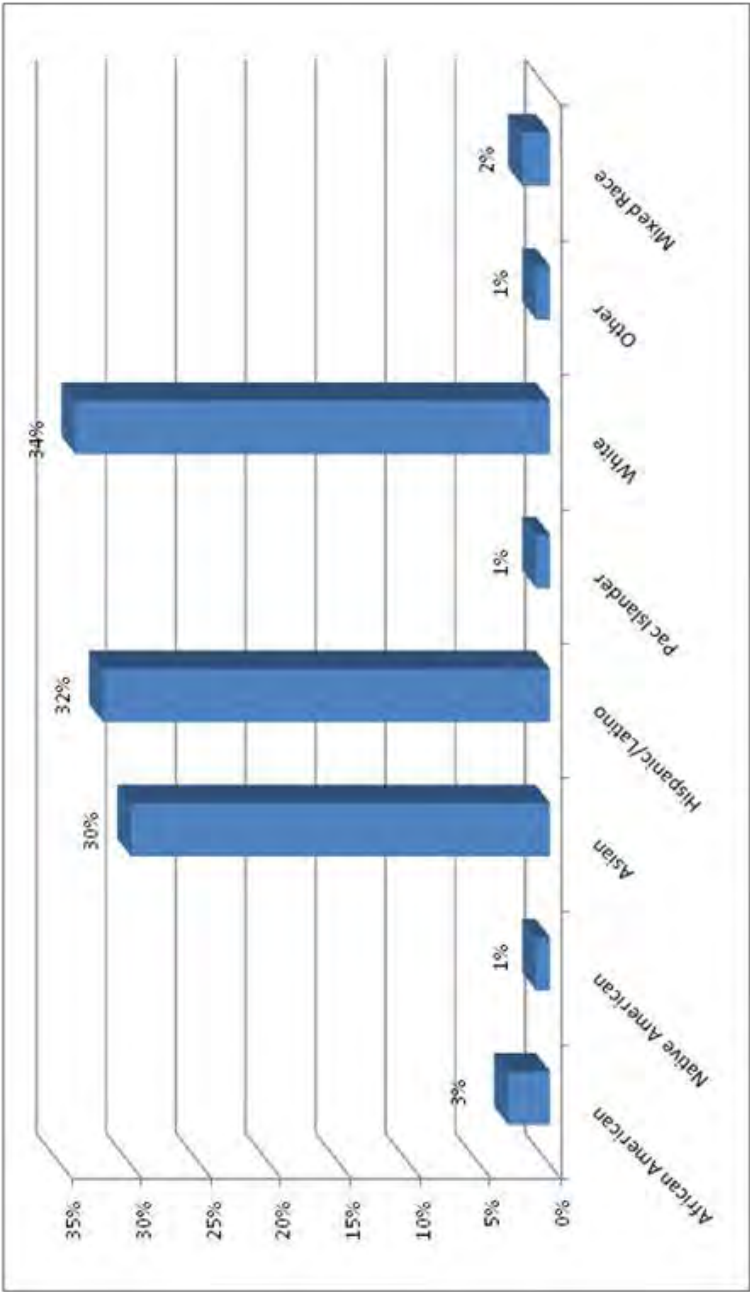
CBEDS Data, October 2004

Appendix A

City of San Jose: Ethnicity

2006 Population = 953,679

1990 Population = 782,248



Source: 2005 American Community Survey (ACS)

EVC Enrollment by Ethnicity

(Spring 2007)

	Number	Percent
Latino/Latina	3,339	29%
White	1,815	16%
Vietnamese	1,740	15%
Filipino	1,063	9%
African American	580	5%
Indian	282	2%
Chinese	262	2%
Unknown/Not indicated	1,196	10%

High School Demographics--Ethnicity

Eastside Union High School District

School By District	African American not Hispanic	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Graduates	UC-CSU Elig Grads	Free or Reduced Price Meals	Unofficial Enrollment Used for Meals
ADULT EDUCATION/EASTSIDE UNION	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	0	0	0
ADULT EDUCATION PROGRAM	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	0	0	0
ALTERNATIVE PLACEMENT ACADEMY	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	0	0	0
ANDREW P. HILL HIGH	79 (3.8%)	628 (28.2%)	105 (4.7%)	1,300 (58.6%)	17 (0.8%)	77 (3.5%)	315	85	1,493 (50.0%)	2,219
APOLLO HIGH	2 (2.5%)	4 (5.0%)	1 (1.2%)	66 (82.6%)	2 (2.5%)	4 (5.0%)	34	0	0 (0.0%)	80
CALIFORNIA YOUTH OUTREACH/ACAD	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	0	0	0
ESQUELA POPULAR ACCELERATED FA	5 (1.8%)	0 (0.0%)	1 (0.4%)	267 (96.0%)	0 (0.0%)	2 (0.7%)	4	0	210 (73.4%)	286
ESQUELA POPULAR/ CENTER FOR TRA	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	24	0	0	0
EVERGREEN VALLEY HIGH	105 (4.1%)	1,190 (46.1%)	302 (11.7%)	820 (24.0%)	24 (0.9%)	322 (12.5%)	507	213	282 (10.9%)	2,580
FOOTHILL HIGH	28 (7.3%)	18 (4.7%)	17 (4.5%)	287 (75.1%)	2 (0.5%)	25 (6.5%)	58	1	230 (60.4%)	381
GENESIS HIGH	7 (8.5%)	17 (23.0%)	9 (12.2%)	33 (44.6%)	1 (1.4%)	8 (8.1%)	8	0	0 (0.0%)	74
INDEPENDENCE HIGH	133 (3.7%)	1,256 (34.5%)	703 (19.3%)	1,267 (34.9%)	30 (0.8%)	214 (5.9%)	783	305	1,185 (32.8%)	3,695
JAMES LICK HIGH	24 (2.1%)	94 (7.4%)	47 (4.1%)	879 (77.1%)	1 (0.1%)	95 (8.3%)	188	62	478 (42.1%)	1,195
LATINO COLLEGE PREPARATORY JCA	0 (0.0%)	0 (0.0%)	0 (0.0%)	370 (100.0%)	0 (0.0%)	0 (0.0%)	88	18	0	0
MACSA ACADEMIA CALMECAC	1 (0.5%)	0 (0.0%)	0 (0.0%)	202 (98.5%)	0 (0.0%)	2 (1.0%)	27	27	124 (64.2%)	193
Mt. Pleasant High	82 (4.9%)	295 (14.0%)	231 (12.2%)	1,119 (56.2%)	14 (0.7%)	186 (8.3%)	346	77	646 (34.2%)	1,888
OAK GROVE HIGH	218 (8.4%)	588 (22.5%)	108 (4.1%)	1,114 (42.7%)	33 (1.3%)	635 (20.5%)	522	151	932 (35.7%)	2,610
OVERBELT ADULT	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	0	0	0
PEGASUS HIGH	7 (8.0%)	5 (4.3%)	13 (11.1%)	81 (68.2%)	3 (2.6%)	5 (4.3%)	62	0	0 (0.0%)	117
PHOENIX HIGH	7 (5.1%)	2 (2.6%)	2 (2.6%)	44 (57.1%)	0 (0.0%)	21 (27.3%)	21	0	0 (0.0%)	77
PIEDMONT HILLS HIGH	105 (4.8%)	1,037 (47.2%)	247 (11.2%)	457 (20.8%)	19 (0.9%)	308 (14.1%)	482	233	375 (17.1%)	2,197
SAN JOSE CONSERVATION CORPS CH	10 (5.1%)	7 (4.3%)	2 (1.2%)	135 (82.3%)	1 (0.5%)	5 (3.0%)	37	0	0	0
SANTA TERESA HIGH	103 (4.7%)	342 (14.7%)	52 (2.3%)	888 (39.5%)	11 (0.5%)	1,093 (48.9%)	436	152	282 (12.5%)	2,328
SILVER CREEK HIGH	113 (4.7%)	586 (41.4%)	305 (12.8%)	817 (34.3%)	21 (0.9%)	120 (5.0%)	475	254	754 (31.7%)	2,379
WILLIAM C. OVERBELT HIGH	38 (2.4%)	125 (8.0%)	134 (8.6%)	1,201 (76.9%)	32 (2.0%)	24 (1.5%)	225	50	873 (54.9%)	1,591
YERBA BUENA HIGH	35 (2.1%)	483 (28.5%)	119 (7.1%)	588 (35.0%)	9 (0.5%)	36 (2.2%)	257	55	741 (44.3%)	1,671
District Total	1,124 (4.2%)	7,038 (27.1%)	2,368 (9.2%)	11,957 (46.0%)	221 (0.8%)	3,064 (11.8%)	4,511	1,652	5,231 (32.4%)	25,443

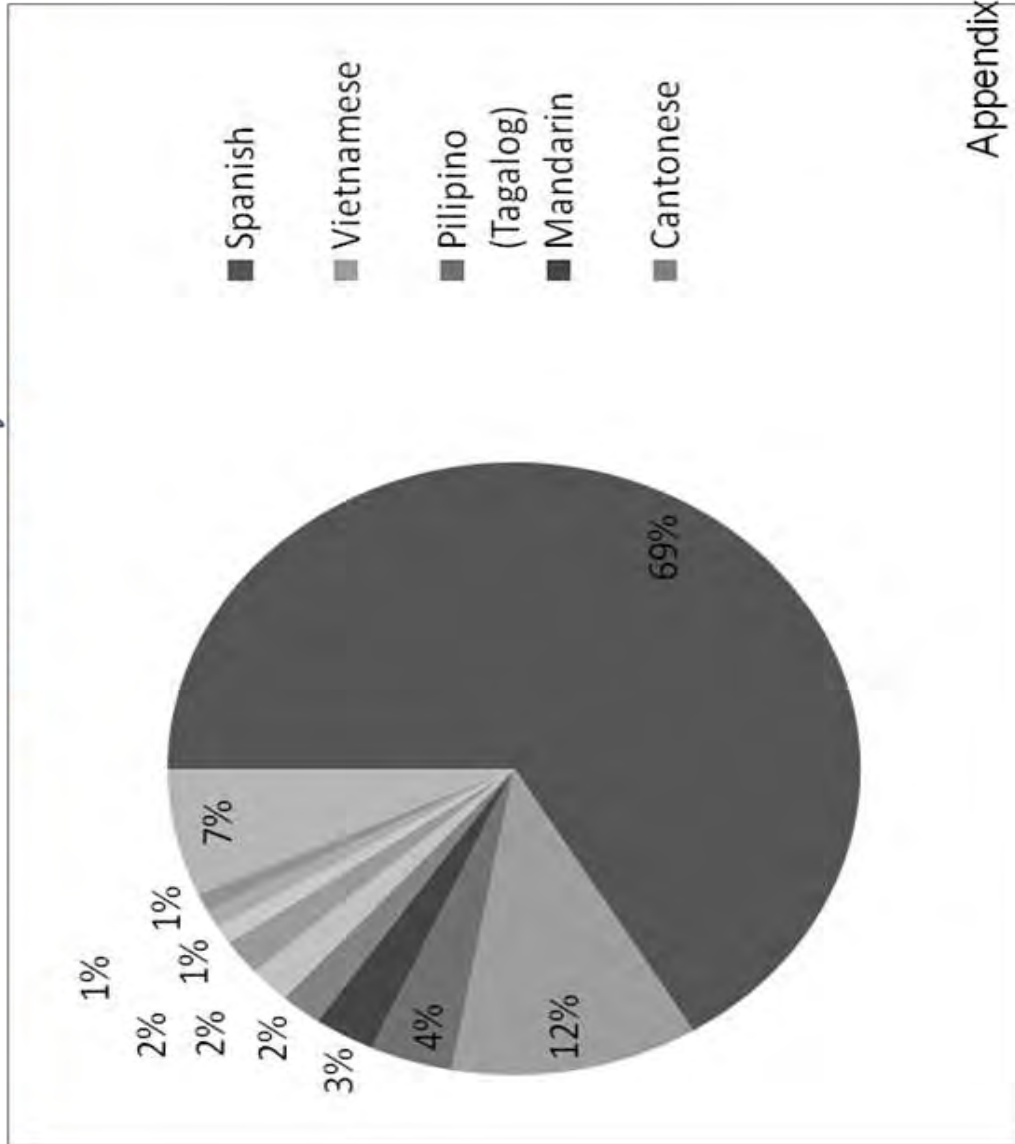
High School Demographics--Ethnicity

San Jose Unified School District

School By District	African American not Hispanic	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Graduates	UC/CSU Elig Grads	Free or Reduced Price Meals	Unofficial Enrollment Used for Meals
SJUSD										
ABRAHAM LINCOLN HIGH	59 (3.4%)	111 (6.4%)	26 (1.5%)	1,040 (59.7%)	12 (0.7%)	486 (26.3%)	279	212	579 (33.6%)	1,708
BOYS & GIRLS COMMUNITY DAY	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	0	0	0
BROADWAY HIGH	15 (6.8%)	4 (1.3%)	3 (1.4%)	145 (65.8%)	1 (0.4%)	44 (19.3%)	21	0	123 (50.0%)	205
COMMUNITY CAREER ACADEMY (CONT)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (73.3%)	0 (0.0%)	4 (26.7%)	8	0	14 (82.4%)	17
COMMUNITY DAY AT HESTER	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	0	0	0
CROSSROADS COMMUNITY DAY	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	0	0	0
DOWNTOWN COLLEGE PREPARATORY	3 (0.7%)	2 (0.5%)	2 (0.5%)	361 (94.5%)	2 (0.5%)	11 (2.7%)	35	21	257 (64.9%)	385
GUNDERSON HIGH	113 (11.1%)	110 (10.8%)	25 (2.5%)	540 (53.1%)	14 (1.4%)	153 (15.0%)	149	82	443 (41.5%)	1,053
GUNDERSON PLUS (CONTINUATION)	2 (6.0%)	1 (2.3%)	2 (6.0%)	28 (70.0%)	0 (0.0%)	7 (17.3%)	21	0	0	0
LELAND HIGH	16 (0.9%)	766 (40.0%)	24 (1.4%)	211 (12.0%)	10 (0.6%)	786 (48.5%)	425	370	91 (4.5%)	1,545
LELAND PLUS (CONTINUATION)	1 (2.8%)	3 (8.3%)	0 (0.0%)	8 (22.2%)	1 (2.8%)	20 (55.6%)	22	1	0	0
LIBERTY HIGH (ALTERNATIVE)	6 (2.5%)	6 (2.5%)	1 (0.4%)	152 (63.3%)	1 (0.4%)	89 (36.7%)	85	3	82 (33.9%)	259
LINCOLN PLUS HIGH	1 (2.6%)	0 (0.0%)	0 (0.0%)	36 (90.0%)	0 (0.0%)	1 (2.5%)	34	0	13 (32.5%)	40
METROPOLITAN ADULT EDUCATION-S	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	0	0	0
MIDDLE COLLEGE HIGH	4 (5.9%)	12 (17.6%)	2 (2.9%)	17 (25.0%)	0 (0.0%)	26 (38.2%)	44	28	6 (7.5%)	60
PIONEER HIGH	40 (2.7%)	181 (12.0%)	42 (2.8%)	445 (29.8%)	12 (0.8%)	744 (46.3%)	280	202	256 (17.3%)	1,551
PIONEER PLUS (CONTINUATION)	1 (2.6%)	1 (2.6%)	2 (5.0%)	14 (35.0%)	0 (0.0%)	21 (52.5%)	26	0	0	0
SAN JOSE COMMUNITY HIGH	2 (4.1%)	2 (4.1%)	0 (0.0%)	36 (73.5%)	0 (0.0%)	6 (12.2%)	1	1	34 (64.2%)	53
SAN JOSE HIGH ACADEMY	39 (3.7%)	66 (7.1%)	23 (2.5%)	875 (72.2%)	1 (0.1%)	107 (11.4%)	138	115	438 (65.1%)	978
SAN JOSE HIGH ACADEMY PLUS	3 (7.5%)	0 (0.0%)	0 (0.0%)	29 (72.5%)	0 (0.0%)	6 (20.0%)	16	0	0	0
WILLOW GLEN HIGH	32 (2.4%)	90 (6.8%)	21 (1.5%)	793 (58.4%)	6 (0.5%)	368 (26.4%)	203	134	457 (37.2%)	1,338
WILLOW GLEN PLUS (CONTINUATION)	6 (14.8%)	0 (0.0%)	0 (0.0%)	26 (63.4%)	0 (0.0%)	8 (19.5%)	22	1	0	0
District Total							1792	1182		9,532

English Learners in Public Schools

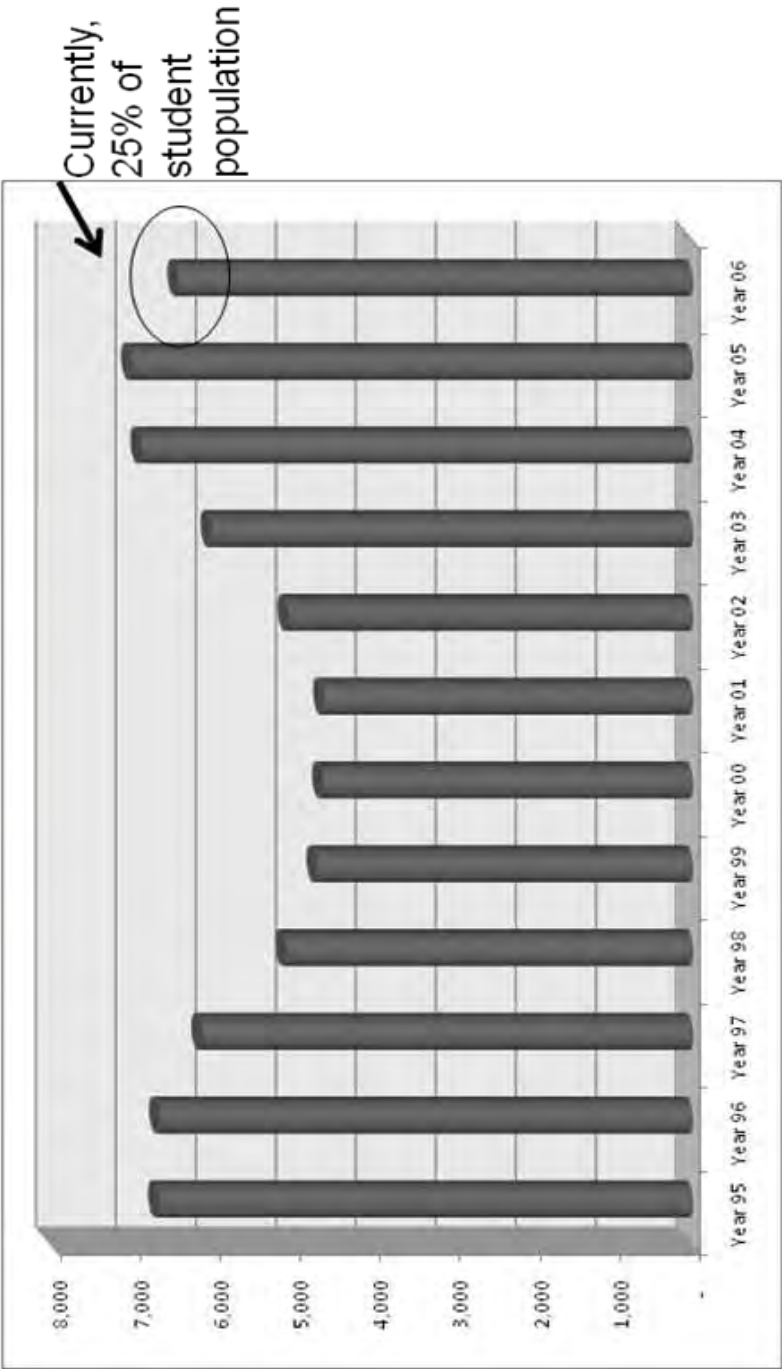
Santa Clara County: 2006



Appendix E₁

Number of English Learners

East Side Union High School District



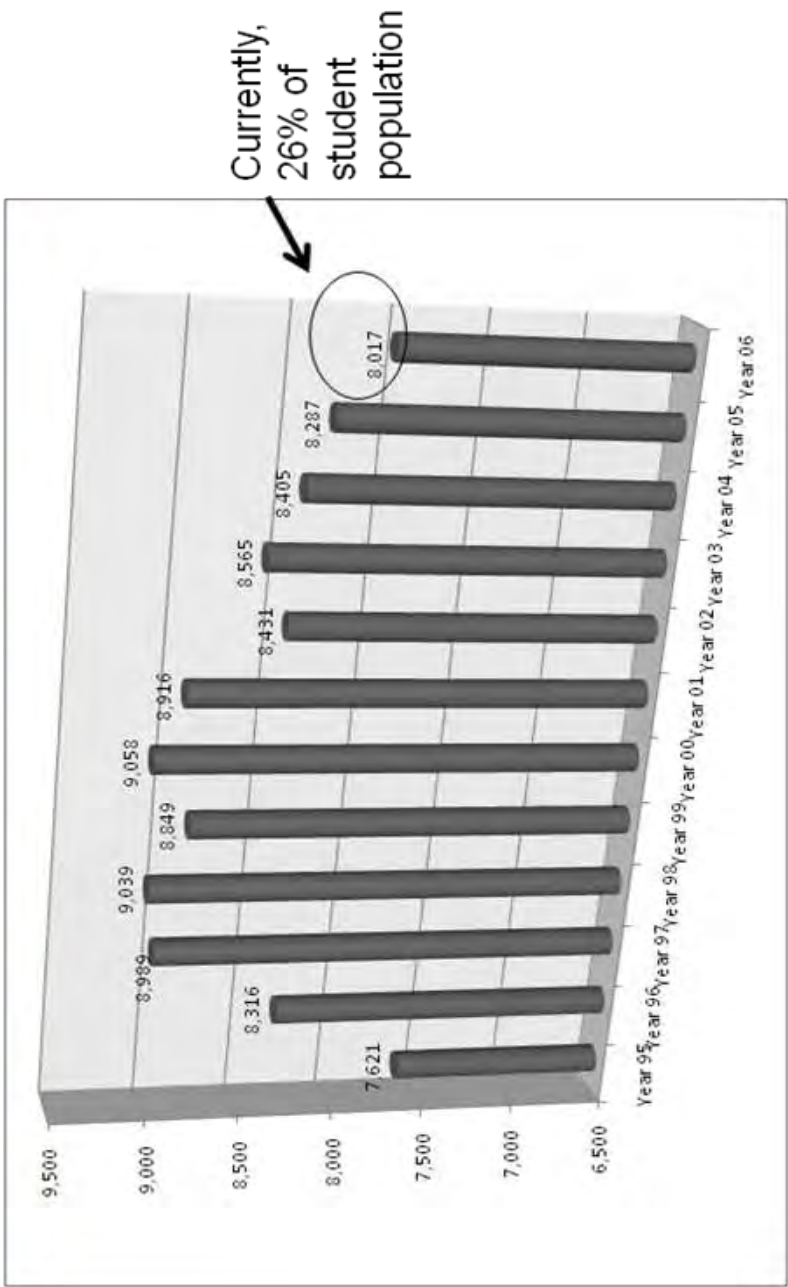
Since 2004, there have been fewer ELL students enrolled in SJUSD

Source: Calif. Dept of Education

Appendix E₂

Number of English Learners

San Jose Unified School District (Includes Elementary Students)



Since 2004, there have been fewer ELL students enrolled in SJUSD

Source: Calif. Dept of Education

Appendix E₃

BOG Waivers

Annual Comparison of California Community Colleges Credit Enrollment and Board of Governors Fee Waivers
2002-03 through 2005-06

College	Credit Enrollment Headcount Summary								Board of Governors Fee Waivers (BOGFW)							
	Total Credit Headcount				Change in Credit Headcount	%Change in Credit Headcount	Total BOGFW Recipients				Change in BOGFW	%Change in BOGFW	%Credit Headcount Served by BOGFW			
	2002-03	2003-04	2004-05	2005-06			2002-03	2003-04	2004-05	2005-06			2002-03	2003-04	2004-05	2005-06
CABRILLO	24,118	23,051	23,548	24,127	9	0.0%	4,740	5,285	5,909	6,019	1,279	27.0%	19.7%	22.9%	25.1%	24.9%
CHABOT	25,842	24,113	24,496	23,590	(2,252)	-8.7%	4,741	5,598	6,084	5,936	1,195	25.2%	18.3%	23.2%	24.8%	25.2%
DEANZA	51,737	49,662	47,721	48,573	(3,164)	-6.1%	5,620	6,456	6,978	7,102	1,482	26.4%	10.9%	13.0%	14.6%	14.6%
EVERGREEN VALLEY	22,846	21,463	21,501	22,538	(308)	-1.3%	4,360	5,265	5,511	5,346	986	22.6%	19.1%	24.5%	25.6%	23.7%
FOOTHILL	41,256	37,882	35,459	36,169	(5,087)	-12.3%	1,998	2,745	2,939	3,310	1,311	65.6%	4.8%	7.2%	8.3%	9.2%
GAVILAN	9,970	7,930	9,069	10,094	124	1.2%	2,438	2,398	2,862	2,825	388	15.8%	24.5%	30.2%	31.6%	28.0%
HARTNELL	22,108	19,322	18,291	17,859	(4,250)	-19.2%	3,251	3,397	3,832	4,314	1,063	32.7%	14.7%	17.6%	21.0%	24.2%
LAS POSITAS	13,658	12,018	12,525	12,569	(1,089)	-8.0%	1,020	1,633	1,946	1,839	819	80.3%	7.5%	13.6%	15.5%	14.6%
MISSION	20,041	18,838	17,191	16,968	(3,073)	-15.3%	2,520	2,854	3,029	3,356	836	33.2%	12.6%	15.2%	17.6%	19.8%
MONTEREY	19,380	17,872	16,736	16,821	(2,559)	-13.2%	1,621	1,901	2,193	2,055	434	26.8%	8.4%	10.6%	13.1%	12.2%
OHLENE	20,107	20,478	20,301	19,672	(435)	-2.2%	1,308	1,917	2,193	2,100	792	60.6%	6.5%	9.4%	10.8%	10.7%
SAN JOSE CITY	19,600	17,524	17,916	17,940	(1,760)	-9.0%	5,080	6,008	6,281	6,950	1,870	36.8%	25.9%	34.3%	35.1%	39.0%
WEST VALLEY	21,030	18,639	18,265	17,600	(3,430)	-16.3%	1,987	2,245	2,549	2,768	781	39.3%	9.4%	12.0%	14.0%	15.7%

Pell Grants

**Annual Comparison of California Community Colleges Credit Headcount and Pell Grant Recipients
2002-03 through 2005-06**

College	Credit Enrollment Headcount Summary					Pell Grant											
	Total Credit Headcount			Change in Credit Headcount from Base Year (2002-03)	Percentage Change in Credit Headcount from Base Year (2002-03)	Total Pell Recipients			Change in Pell from Base Year (2002-03)	Percentage Change in Pell from Base Year (2002-03)	% Credit Enrollment Served by Pell						
	2002-03	2003-04	2004-05	2005-06			2002-03	2003-04	2004-05	2005-06				2002-03	2003-04	2004-05	2005-06
CABRILLO	24,118	23,051	23,548	24,127	9	0.0%	1,755	1,982	2,104	2,078	323	18.4%	7.3%	8.0%	8.0%	8.9%	8.0%
CHABOT	25,842	24,113	24,486	23,590	(2,252)	-8.7%	2,046	2,133	2,614	2,432	384	18.8%	7.9%	8.0%	10.7%	10.3%	
DE ANZA	51,737	48,662	47,721	48,573	(3,164)	-6.1%	2,073	2,471	2,387	2,330	257	12.4%	4.0%	5.0%	5.0%	4.0%	
EVERGREEN VALLEY	22,846	21,463	21,501	22,538	(308)	-1.3%	1,581	2,017	2,065	1,929	348	22.0%	6.9%	9.4%	9.6%	8.6%	
FOOTHILL	41,256	37,882	35,459	36,189	(5,067)	-12.3%	537	616	685	695	158	29.4%	1.3%	1.0%	1.9%	1.9%	
GAVILAN	9,970	7,930	9,089	10,094	124	1.2%	718	805	782	808	90	12.5%	7.2%	10.2%	8.6%	8.0%	
HARTNELL	22,109	19,322	18,291	17,859	(4,250)	-19.2%	1,789	1,518	1,566	1,620	(169)	-9.4%	8.1%	7.9%	8.6%	9.1%	
LAS POSITAS	13,638	12,018	12,525	12,569	(1,089)	-8.0%	446	465	646	680	212	47.3%	3.3%	4.1%	5.2%	5.3%	
MISSION	20,041	18,838	17,191	16,968	(3,073)	-15.3%	932	1,120	1,293	1,322	390	41.8%	4.7%	5.9%	7.5%	7.0%	
MONTREY	19,380	17,872	16,736	16,821	(2,559)	-13.2%	709	804	822	757	46	6.6%	3.7%	4.5%	4.9%	4.5%	
OHLONE	20,107	20,479	20,301	19,672	(435)	-2.2%	724	867	951	889	145	20.0%	3.6%	4.2%	4.7%	4.4%	
SAN JOSE CITY	19,600	17,524	17,916	17,840	(1,760)	-8.0%	1,070	1,033	1,335	1,522	452	42.2%	5.5%	5.9%	7.5%	8.5%	
WEST VALLEY	21,030	18,639	18,265	17,690	(3,400)	-16.3%	908	1,004	1,191	1,155	247	27.2%	4.3%	5.4%	6.5%	6.0%	

ESUHSD CAHSEE English

ESUHSD	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	10,182	5,747	56%	4,435	44%	360
Grade						
Tenth	6,002	4,688	78%	1,334	22%	379
Eleventh	2,113	527	25%	1,586	75%	331
Twelfth	1,738	460	26%	1,278	74%	334
Adult Students	195	73	37%	122	63%	348
Unknown	134	19	14%	115	86%	322
Gender						
Male	5,555	2,852	51%	2,704	49%	354
Female	4,615	2,885	63%	1,730	37%	367
Unknown	1	—	—%	—	—%	—
Race/Ethnicity						
American Indian or Alaska Native	39	24	62%	15	38%	355
Asian	2,602	1,761	68%	841	32%	375
Pacific Islander	107	51	48%	56	52%	355
Filipino	836	608	73%	228	27%	375
Hispanic or Latino	5,122	2,276	44%	2,846	56%	347
African American or Black (not of Hispanic origin)	444	240	54%	204	46%	356
White (not of Hispanic origin)	1,006	772	77%	234	23%	382
Declined to state	26	15	58%	11	42%	357
Unknown	0	—	—%	—	—%	—
Language Fluency						
English Only Students	3,587	2,349	65%	1,238	35%	368
Initially Fluent English Proficient (IFEP)	1,255	970	77%	286	23%	381
Redesignated Fluent English Proficient (RFEP)	1,718	1,554	90%	164	10%	391
English Learner Students	3,465	825	24%	2,661	76%	330
Unknown	135	49	36%	86	64%	347
Economic Status						
Non-Economically Disadvantaged Students	3,029	2,115	70%	914	30%	373
Economically Disadvantaged Students	4,328	1,993	46%	2,335	54%	349
Unknown	2,825	1,639	58%	1,186	42%	364
Migrant Education Program Participation						
Students Receiving Services	386	144	37%	242	63%	342
Special Education Program Participation						
Students Receiving Services	1,439	277	19%	1,162	81%	325
Students Tested with Modifications	140					

Appendix G₁

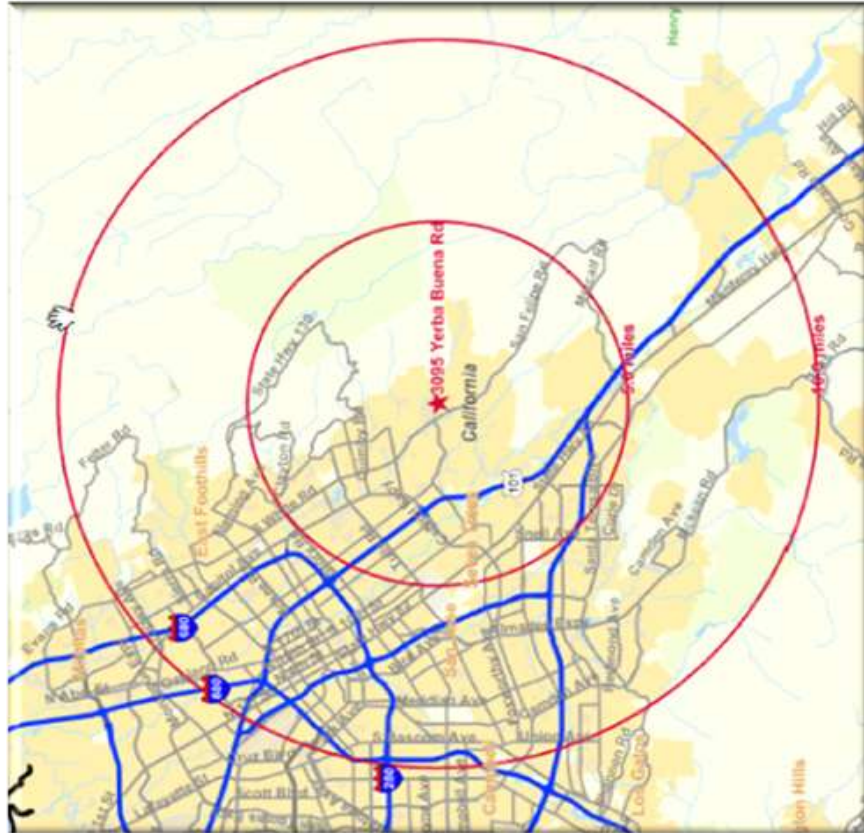
ESUHSD CAHSEE Math

ESUHSD	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	9,842	5,845	59%	3,996	41%	327
Grade						
Tenth	5,948	4,718	79%	1,230	21%	364
Eleventh	1,961	537	27%	1,424	73%	339
Twelfth	1,632	486	30%	1,146	70%	341
Adult Students	192	89	46%	103	54%	350
Unknown	109	16	15%	93	85%	331
Gender						
Male	5,042	2,978	59%	2,064	41%	366
Female	4,799	2,868	60%	1,931	40%	367
Unknown	1	--	--%	--	--%	--
Race/Ethnicity						
American Indian or Alaska Native	50	22	44%	28	56%	354
Asian	2,165	1,030	48%	1,135	52%	366
Pacific Islander	103	51	50%	52	50%	356
Hispanic or Latino	815	600	74%	215	26%	378
White (not of Hispanic origin)	5,117	2,334	46%	2,783	54%	351
African American or Black (not of Hispanic origin)	486	238	49%	248	51%	354
Declined to state	1,069	756	71%	303	29%	378
Unknown	24	14	58%	10	42%	371
Language Fluency						
English Only Students	3,768	2,287	61%	1,481	39%	366
Initially Fluent English Proficient (IFEP)	1,336	970	73%	366	27%	380
Redesignated Fluent English Proficient (RIFEP)	1,811	1,549	86%	262	14%	364
English Learner Students	2,794	966	35%	1,808	65%	344
Unknown	133	54	41%	79	59%	347
Economic Status						
Non-Economically Disadvantaged Students	3,034	2,088	69%	946	31%	376
Economically Disadvantaged Students	4,043	2,069	51%	1,974	49%	358
Unknown	2,765	1,869	67%	1,076	39%	369
Migrant Education Program Participation						
Students Receiving Services	379	170	45%	209	55%	349
Special Education Program Participation						
Students Receiving Services	1,326	239	18%	1,087	82%	331
Students Tested with Modifications	389					

Appendix G₂

Maas Report Radius Report

EVC Enrollment 50% of State Average



5 Mile Radius Population:
300,737

Avg. State Penetration Rate:
55 per 1K

EVC Potential:
300,737 x 55= 16,540

EVC Fall 2006 Enrollment:
Day 1: 8,180 (27 per 1K)
Max: 8,891 (30 per 1K)
End: 7,609 (25 per 1K)

Source: ESRI, 2007

Appendix H

2007-08 Individual Commitments to Action				
Name: Bev Stewart		Department: Outreach		
Initiative		Area of Focus		
Student Centered		1.	Access	
		2.	Curriculum and Programs	
		3.	Services	
Area of Focus	Individual Commitments to Action	Metrics	Time Frame	
1	Assess current participation of retirement community residence in courses and other activities and market this population.	Participation in courses/activities by 5% more involvement.	6/30/2008	
1	Provide representation to all high schools on a monthly basis for high impact schools and once a semester for low impact schools.	• 50% increase in hours of coverage at existing schools. • Five low-impact schools added.	6/30/2008	
2	Request, through the VP of Student Services, an Outreach Program Coordinator	Increase of 1FTE in outreach	9/30/2007	
2	Offer Guidance Courses for Foster Youth and ILP parents.	Provide two off-site Guidance courses	6/30/2008	
3	Provide one-stop services during Open House in June for Fall enrollment	50 to 75 new students enrolled	6/3/2008	
3	Develop a survey for high school students to see what they would like to see offered at EVC.	Recommendation based on survey	6/30/2008	
3	Organize high school campus tours on days EVC offers events (ex. Kicks it Outside, Transfer Day)	Three coordinated tours	6/30/07	
3	Increase access to ESUHS students by having a presence on the East Side District's website.	EVC link on website	6/30/07	
1	Work with Marketing Director to assist with branding EVC	Outreach materials with new branding.	12/15/07	

Appendix I₁

2007-08 Individual Commitments to Action				
Name: Bev Stewart		Department: Outreach		
Initiative		Area of Focus		
Community Engagement		1.	Increase Visibility	
		2.	Develop Strategic Partnerships	
		3.	Bring the College to the Community	
Area of Focus	Individual Commitments to Action	Metrics		Time Frame
1	Enhance outreach visibility on a website that the outreach team controls and monitors.	Updated and maintained outreach website.		9/30/2007
1	Outreach team members will meet regularly with the Director of Marketing to suggest articles for outside publications.	EVC promotional articles in the <i>Evergreen Times</i> and <i>Villages Newsletter</i> .		9/30/2007
1	Outreach team members will represent EVC at East Side Community Events.	Participation in "RSVP" events.		6/1/08
3	Outreach team members will offer assessment and application workshops at off site locations including, but not limited to, high schools, community schools, adult ed., and community organization.	A schedule of assessment and applications workshops for 2007/2008 off site locations		10/30/2007

Appendix I₂

2007-08 Individual Commitments to Action				
Name: Bev Stewart		Department: Outreach		
Initiative		Area of Focus		
Organizational Transformation		1.	Build Community	
		2.	Employee Development	
		3.	Transparency and Communication	
Area of Focus	Individual Commitments to Action	Metrics		Time Frame
1	Fully participate in Kindercaminata	100% Outreach team volunteers		4/30/07
1 and 2	Conduct annual outreach retreat	100% Outreach team retreat participation		9/30/07
2	Establish a list of outreach and recruitment conferences to attend	Assess current participation in outreach conferences, and establish a list of conferences and workshops for 2007/2008		6/30/08
3	Develop a fully integrated outreach plan with timelines, goals, and objectives and communicate this to the campus community.	A comprehensive, integrated, strategic outreach plan.		12/15/07

**High School Counselor Day
Evaluation Form
March 7, 2007**

Instructions: Circle your response to evaluate today's program.

1=Poor 2=Fair 3=Good 4=Excellent

Quality of program as a whole	1	2	3	4
-------------------------------	---	---	---	---

Presenters' knowledge/expertise on subject matter	1	2	3	4
---	---	---	---	---

Comments on presenters: _____

Quality/Quantity of materials in folder	1	2	3	4
---	---	---	---	---

Showcase of Acacia Building Programs	1	2	3	4
--------------------------------------	---	---	---	---

Showcase of Roble Building Programs	1	2	3	4
-------------------------------------	---	---	---	---

Showcase of Library and Technology Center	1	2	3	4
---	---	---	---	---

Showcase of EOP&S Program	1	2	3	4
---------------------------	---	---	---	---

Showcase of Nursing Program	1	2	3	4
-----------------------------	---	---	---	---

Quality of food and beverage	1	2	3	4
------------------------------	---	---	---	---

Instructions: Circle your response to evaluate this program.

1=Strongly disagree 2=Disagree 3=Agree 4=Strongly Agree

Do you feel today's program was of value based

on your time away from the high school campus?	1	2	3	4
--	---	---	---	---

Why or why not?

Did today's program meet your expectations?	1	2	3	4
---	---	---	---	---

Why or why not?

What are your ideas for next year's program? Additional comments: _____

Appendix J

ESUHSD Enrollments

2006-2007

School	Grade 9	Grade 10	Grade 11	Grade 12	Ungr. Sec.	Total Enroll.	Adults in K-12 Programs
<u>District Non-Public Non-Sectarian Schools</u>	12	11	13	13	0	48	0
<u>Andrew P. Hill High</u>	602	539	584	494	0	2,219	0
<u>Apollo High</u>	0	0	30	50	0	80	0
<u>Escuela Popular Accelerated Fa</u>	52	11	10	2	0	278	0
<u>Escuela Popular/Center For Tra</u>	0	0	0	0	0	0	713
<u>Evergreen Valley High</u>	691	641	639	809	0	2,580	0
<u>Foothill High</u>	0	0	94	288	0	382	0
<u>Genesis High</u>	0	0	28	46	0	74	0
<u>Independence High</u>	903	924	914	895	0	3,636	0
<u>James Lick High</u>	276	292	255	232	85	1,140	0
<u>Latino College Preparatory Aca</u>	113	104	80	73	0	370	0
<u>Macsa Academia Calmecac</u>	65	53	46	41	0	205	0
<u>Mt. Pleasant High</u>	439	466	521	483	0	1,889	0
<u>Oak Grove High</u>	649	704	656	601	0	2,610	0
<u>Pegasus High</u>	0	0	45	72	0	117	0
<u>Phoenix High</u>	0	0	13	64	0	77	0
<u>Piedmont Hills High</u>	579	553	555	510	0	2,197	0
<u>San Jose Conservation Corps Ch</u>	0	0	0	164	0	164	0
<u>Santa Teresa High</u>	621	603	568	537	0	2,329	0
<u>Silver Creek High</u>	652	635	545	547	0	2,379	0
<u>William C. Overfelt High</u>	407	419	394	342	0	1,562	0
<u>Yerba Buena High</u>	467	423	437	344	0	1,671	0
EAST SIDE UNION HIGH	6,528	6,378	6,427	6,387	85	26,008	713

Appendix L



Alcanzar Project Logic Model

Inputs	Activities	Outputs	Outcomes		
			Initial (3-6 months)	Intermediate (6-9 months)	Longer-term
Staff & staff time	Create mentoring relationships	# of mentoring sessions	Youth understand the role and importance of an education.	Youth demonstrates improved and/or satisfactory school attendance.	Youth enroll in college
Enlace students & their time	Educate youth about college via tours, events, etc.	# of college materials distributed	Youth acquire knowledge about student support services at Evergreen Valley College.	Youth demonstrates improved attitude towards school.	Improved social and economic condition
Facilities (tours, events)	Provide college program presentations	# of service hours	Youth express an interest in attending college.	Youth demonstrates appropriate decision-making through increased positive choices.	
Program literature	Enlace student testimonials	# of participants served			
Transportation	Life-Skills curriculum				

Outcome Targets:

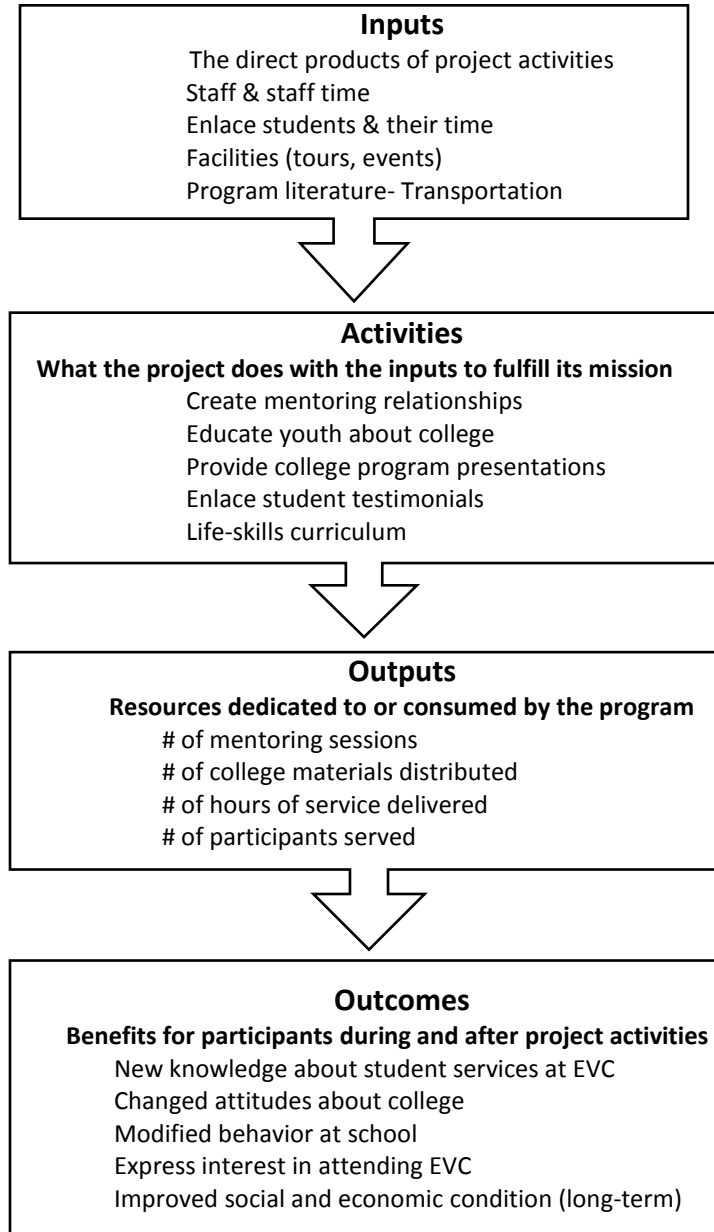
Retain 90% of the CCPY Alcanzar youth in middle school during the program

At least 60% of Alcanzar youth participate in 5 CCPY Community Meetings

Of the 2 goals each Alcanzar youth sets for the program, at least 80% will meet 1 or more of these goals



Alcanzar Project Outcome Model



Constraints on the project

- Laws designed to protect youth screening, fingerprints, DMV printouts)
- Regulations (High School, District, College)
- Grant Requirements - Limited funding

Limitations of Outcome Measurement

- Does not show where the problem lies or what is needed to fix it
- Does not prove that the program, and the program alone, caused the outcomes-
- The findings do not reveal whether the outcomes being measured are the right ones for the program

Semester/Year _____ Student Initials _____ Date of Birth _____

Pre-Test: Student Learning Outcomes Survey**Alcanzar**

Dear Student: Please review the Learning Outcomes (listed below). Next, think about how familiar you are with each of these learning outcomes. Using the scale below, please enter your ratings on this form and add comments if you wish. The purpose of this survey is to find ways to improve teaching and learning through the Enlace/CCPY Project.

Scale: 1 = Nothing 2 = Very little 3 = Some 4 = A lot 5 = A great deal

Rating from 1 to 5 (scale above)

How familiar are you with the following:		1	2	3	4	5
1.	The difference between an AA degree, an AS degree, and a Certificate of Specialization					
2.	What services the Enlace Program offers					
3.	What services the Financial Aide Department offers					
4.	What services EOP&S offers					
5.	What services the HSI Transfer Project offers					
6.	The benefits of getting a college education					

Next, please review the statements below. Indicate whether you agree or disagree using the scale below.

Scale: 1 = Strongly agree 2 = Agree 3 = Somewhat agree 4 = Disagree 5 = Strongly disagree

Rating from 1 to 5 (scale above)

Personal statements		1	2	3	4	5
1.	I seldom miss school					
2.	School is very important in helping my future					
3.	I think about my options before making a decision					
4.	I plan on attending college					
5.	When I have trouble at school I ask for help					
6.	My performance at school is okay					
7.	My experience with adults in a school setting are positive					
8.	I would benefit from support by an adult mentor					

Comments:

Appendix K₃

Semester/Year _____ Student Initials _____ Date of Birth _____

Post-Test: Student Learning Outcomes Survey**Alcanzar**

Dear Student: Please review the Learning Outcomes (listed below). Next, think about how familiar you are with each of these learning outcomes. Using the scale below, please enter your ratings on this form and add comments if you wish. The purpose of this survey is to find ways to improve teaching and learning through the Enlace/CCPY Project.

Scale: 1 = Nothing 2 = Very little 3 = Some 4 = A lot 5 = A great deal

Rating from 1 to 5 (scale above)

How familiar are you with the following:		1	2	3	4	5
1.	The difference between an AA degree, an AS degree, and a Certificate of Specialization					
2.	What services the Enlace Program offers					
3.	What services the Financial Aide Department offers					
4.	What services EOP&S offers					
5.	What services the HSI Transfer Project offers					
6.	The benefits of getting a college education					

Next, please review the statements below. Indicate whether you agree or disagree using the scale below.

Scale: 1 = Strongly agree 2 = Agree 3 = Somewhat agree 4 = Disagree 5 = Strongly Disagree

Rating from 1 to 5 (scale above)

Personal statements		1	2	3	4	5
1.	My attendance at school has improved or remained the same					
2.	My attitude towards school has improved					
3.	I think about my options before making a decision					
4.	I plan on attending college					
5.	When I have trouble at school I ask for help					
6.	My performance at school has improved					
7.	My experience with the Enlace Program has been positive					
8.	I see the Enlace/Evergreen Valley College students as positive role models					

Comments:

Appendix K₄

ESUHSD Enrollments

2006-2007

School	Grade 9	Grade 10	Grade 11	Grade 12	Ungr. Sec.	Total Enroll.	Adults in K-12 Programs
<u>District Non-Public Non-Sectarian Schools</u>	12	11	13	13	0	49	0
<u>Andrew P. Hill High</u>	602	539	584	494	0	2,219	0
<u>Apollo High</u>	0	0	30	50	0	80	0
<u>Escuela Popular Accelerated Fa</u>	52	11	10	2	0	278	0
<u>Escuela Popular/Center For Tra</u>	0	0	0	0	0	0	713
<u>Evergreen Valley High</u>	691	641	639	609	0	2,580	0
<u>Foothill High</u>	0	0	94	288	0	382	0
<u>Genesis High</u>	0	0	28	46	0	74	0
<u>Independence High</u>	903	924	914	895	0	3,636	0
<u>James Lick High</u>	276	292	255	232	85	1,140	0
<u>Latino College Preparatory Aca</u>	113	104	80	73	0	370	0
<u>Macsa Academia Calmecac</u>	65	53	46	41	0	205	0
<u>Mt. Pleasant High</u>	439	468	521	463	0	1,889	0
<u>Oak Grove High</u>	649	704	656	601	0	2,610	0
<u>Pegasus High</u>	0	0	45	72	0	117	0
<u>Phoenix High</u>	0	0	13	64	0	77	0
<u>Piedmont Hills High</u>	579	553	555	510	0	2,197	0
<u>San Jose Conservation Corps Ch</u>	0	0	0	164	0	164	0
<u>Santa Teresa High</u>	621	603	568	537	0	2,329	0
<u>Silver Creek High</u>	652	635	545	547	0	2,379	0
<u>William C. Overfelt High</u>	407	419	394	342	0	1,562	0
<u>Yerba Buena High</u>	467	423	437	344	0	1,671	0
EAST SIDE UNION HIGH	6,528	6,378	6,427	6,387	85	26,008	713

Appendix L₁

San Jose Unified Enrollment

2006-2007

School	Grade 9	Grade 10	Grade 11	Grade 12	Univ. Sec.	Total Enroll	ADVISOR K-12 Programs
<u>District Non-Public Non-Sectarian Schools</u>	3	4	1	4	0	12	0
<u>Abraham Lincoln High</u>	475	442	433	391	0	1,741	0
<u>Broadway High</u>	1	32	81	107	0	221	0
<u>Community Career Academy (Cont)</u>	1	1	6	7	0	15	0
<u>Downtown College Preparatory</u>	142	124	83	54	0	403	0
<u>Gunderson High</u>	297	290	254	175	0	1,016	0
<u>Gunderson Plus (Continuation)</u>	0	0	11	29	0	40	0
<u>Leland High</u>	474	455	412	420	0	1,761	0
<u>Leland Plus (Continuation)</u>	0	0	16	20	0	36	0
<u>Liberty High (Alternative)</u>	8	34	72	118	0	232	0
<u>Lincoln Plus High</u>	0	0	13	27	0	40	0
<u>Middle College High</u>	0	1	27	40	0	68	0
<u>Pioneer High</u>	396	400	378	334	0	1,508	0
<u>Pioneer Plus (Continuation)</u>	0	4	11	25	0	40	0
<u>San Jose Community High</u>	15	12	15	7	0	49	0
<u>San Jose High Academy</u>	278	245	224	188	0	935	0
<u>San Jose High Academy Plus</u>	0	0	11	29	0	40	0
<u>Willow Glen Plus (Continuation)</u>	0	3	14	24	0	41	0
SAN JOSE UNIFIED	2,090	2,047	2,062	1,999	0	8,198	0

Appendix L₂

CELDT

District:	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<u>East Side Union High</u>														
Number tested	0	0	0	0	0	0	0	0	0	1,261	898	775	799	3,734
Passing Students	0	0	0	0	0	0	0	0	0	624	269	234	279	1,406
% Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	49%	30%	30%	35%	38%
<u>San Jose Unified</u>														
Number tested	59	963	895	784	732	885	505	538	487	441	377	348	280	7,074
Passing Students	2	192	92	96	182	203	125	186	188	126	111	124	116	1,743
% Students	3%	20%	10%	12%	25%	31%	25%	35%	38%	28%	29%	36%	41%	25%
<u>Millitas Unified</u>														
Number tested	1	317	269	207	211	145	116	93	103	71	81	99	108	1,821
Passing Students	*****	100	92	48	82	77	50	41	55	31	26	45	53	700
% Students	***	32%	34%	23%	38%	53%	43%	44%	53%	44%	32%	45%	48%	38%
<u>Morgan Hill Unified</u>														
Number tested	7	207	175	166	156	145	140	100	113	85	82	66	61	1,503
Passing Students	1	76	17	29	49	65	68	60	67	44	27	31	32	566
% Students	14%	37%	10%	17%	31%	45%	48%	60%	59%	52%	33%	47%	52%	38%
<u>Gilroy Unified</u>														
Number tested	15	366	347	263	243	227	186	177	164	146	130	116	123	2,503
Passing Students	0	63	29	36	62	67	56	59	55	42	35	40	49	593
% Students	0%	17%	8%	14%	26%	30%	30%	33%	34%	28%	27%	34%	40%	24%

1) CELDT Form F results, administered in 2006-07, are reported using a new common scale. Beginning with these results, the common scale will allow year to year comparisons to be made in the future. Summary Results for Form F are not to be compared with any CELDT results of previous years (Forms A – E) including those available on this Web site.

2) As has been the case for the past five years, Summary Results for Form F include Listening/Speaking combined. New this year, separate Listening and Speaking results were provided to school districts and are included in the Research Files to comply with Title III of the No Child Left Behind Act of 2001.

*** Summary data are not provided for groups of three or less.

Appendix M

Outreach and Recruitment Team Survey

2006-2007

Questions
Have communications improved as a result of taking a team approach to providing outreach and recruitment services?
What are some of the personal benefits you have gained from being a team member?
In your opinion, what are the strengths of the current outreach and recruitment services?
What are the weaknesses?
For future planning what external factors should be considered?
What internal factors should be considered?
What specific SLOs do you use in outreach and recruitment activities?
What would you like see us accomplish next year?

Early Admission Program

2003-04—2004-05—2005-06

	Applications			Completed EAP			Registered Fall		
	2003/2004	2004/2005	2005/2006	2003/2004	2004/2005	2005/2006	2003/2004	2004/2005	2005/2006
Andrew Hill	61	69	104	49	29	38	32	31	68
Apollo	0	49	18	0	23	12	0	10	18
Evergreen Valley	0	45	51	0	40	40	0	33	46
Foothill	31	21	19	16	11	7	4	3	8
Independence	128	112	102	112	55	53	87	43	66
James Lick	37	38	39	29	25	23	19	20	23
Mount Pleasant	64	39	57	59	37	35	42	22	40
Oak Grove	63	65	83	62	53	1	51	42	60
Piedmont Hills	41	24	37	30	20	25	27	17	32
Santa Teresa	33	22	24	26	7	18	24	9	17
Silver Creek	103	63	71	95	52	60	85	43	55
W.C. Overfelt	67	38	63	62	32	45	34	32	39
Yerba Buena	46	66	53	36	44	22	27	30	42
San Jose Unified	29	27	25	15	17	0	10	9	19
C.C.O.C.	72	66	75	36	33	23	16	10	26
Martinez	14	11	2	12	0	0	8	4	0
Totals	789	755	823	639	478	402	466	358	559
		-34	68		-160	-76		-108	201

Appendix P₁

Outreach Activity Overview

Fall 2004-Spring 2007

Outreach Activity Overview

Activity	2004-2005		2005-2006		2006-2007	
	Count	Students	Count	Students	Count	Students
Career Day	2	250	1	N/A	1	8
College Fair	17	1259	6	N/A	11	125
College Night	2	64	5	N/A	3	49
Conferences	2	379	0	N/A	4	9
Financial Aid Night	N/A	N/A	N/A	N/A	N/A	N/A
Financial Aid Presentations	N/A	N/A	N/A	N/A	N/A	N/A
Lunch Visits	68	442	5	N/A	4	N/A
Presentations	1	57	16	N/A	29	586
Orientations	0	0	13	N/A	0	0
Tables	1	10	1	N/A	10	93
Tours	7	420	8	120	12	254
Workshops	0	0	5	N/A	1	N/A
Restocking	0	0	11	N/A	19	N/A
Totals	100	2881	71	120	94	1124

Appendix P₂