**Enlace Program Review**

2010-2011

Program Vice President of Academic Affairs: Keith Aytch

Contributors:

Amalia Alvarez

Cynthia Burnham

Elaine Ortiz Kristich

Guillermo Castilla

Mirella Medina Burton

Alfred Gonzalez

Richard Regua

Raquel Rojas

Jorge Vallin

**Program Review Self Study**

The Enlace Program Review is different in approach and content from the program reviews of most disciplines and programs. For example, because of the unique circumstances which led to the genesis of Enlace and because of the non-traditional nature of Enlace, the faculty and staff of Enlace believe including in this program review a detailed description of the theoretical basis of Enlace is necessary. Our program review includes a relatively detailed discussion of the central Enlace organizing principles which define and differentiate Enlace and which serve as the basis for strategic program planning. Furthermore, we believe Enlace Latin@ student success rates can be fully understood and evaluated only when compared to the success rates of Latin@ students in non-Enlace courses.

**Evergreen Valley College Mission**

With student learning as our primary focus, Evergreen Valley College’s mission is to empower students to expand their human potential and to succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.

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Evergreen Valley College Mission

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**Summary of the Enlace Program**

The Enlace Program of Evergreen Valley College began in 1983. Three EVC faculty members recognized the long-standing lack of academic success of EVC Latin@ students; however, at EVC there were no institutional strategies in place to address this problem. In fact, at that time the college did not collect disaggregated data to track student course success rates or course persistence rates. In response to the low academic success of Latin@ students, Enlace was created as a non-traditional approach to Latin@ student success, an holistic approach sensitive to the experiences, strengths, and needs of Latin@ students. Enlace combines a culturally and linguistically responsive teaching and counseling pedagogy with structured community participation.

In 1983 Enlace, with its mission of accelerating Latin@ student success, offered one English course each semester, supplemented by counseling and community mentorship. By 1989, two new instructional components were added, math and science, increasing the Enlace course offerings to four classes each semester. In addition, community participation was formalized in 1989 with the establishment of the Enlace Mentor Advisory Council (EMAC), which now serves as the voice of 65 community mentors.

In response to the expanding needs of Latin@ students, Enlace currently offers during the fall, spring and summer sessions a total of 24 sections in English, math, science, and guidance at the basic skills and transfer levels, supported by Enlace counseling, mentoring, and extracurricular activities. Since 2005, Enlace growth has been the result of increased institutional support augmented significantly by external funds, most recently by two Title V Developing Hispanic Serving Institutions grants, for which one Enlace faculty has served as the principal investigator.

**Part A:** Overview of Enlace

The Enlace Program represents an alternative approach to meeting the educational needs of EVC Latin@ students. The Enlace staff, in collaboration with its community advisory board, has created an academic, counseling, and mentoring model based on a culturally responsive teaching (CRT) approach to enhance Latin@ students’ navigation between their homes, community, and Evergreen Valley College.

With the Latin@ student population ranging from 27%-33% of the total every semester since 2000, EVC qualifies as an Hispanic Serving Institution (HSI), eligible to apply for federal grants, such as the Department of Education Title V Developing Hispanic-Serving Institutions program. Dr. Estela Mara Bensimon, Co-Director and Professor of the USC Center for Urban Education (CUE), argues that “Hispanic Serving Institutions [should] integrate their Hispanic Serving identity into their processes and procedures.” According to Bensimon, being an Hispanic Serving Institution (HSI) means considering “targeted” adaptations to curricular design, academic and support services to increase Latin@ retention and persistence. Enlace represents one EVC “targeted” response to the persistent Latin@ student achievement gap.

**A1.** EVC’s Commitments to Action (CTA)

*Student Centered*

* Improve Access
* Curriculum & Program Development
* Services

*Organizational Transformation*

* Build Community
* Employee Development
* Transparent Infrastructure

*Community Engagement*

* Increase Visibility
* Develop Strategic Partnerships
* Bring the College to the Community

**A.2** Enlace Program Commitments to Action 2007-2008

*Student Centered*

* Conduct a student success conference \* Completed

Community Engagement

* Visits to community/ non-profit organizations to promote Enlace and EVC \*Completed

*Organizational Transformation*

* Serve on college standing committees \*Completed

Enlace Program Commitments to Action 2008-2009

*Student Centered*

* Conduct Latin@ student Leadership workshops \* Completed
* Provide SJSU Writing Skills Workshops \* Completed
* Conduct Enlace Fall Academy Conference \*Completed
* Offer an additional Enlace Math 11A section \* Completed

*Organizational Transformation*

* Community Building: Participate in La Raza Round Table, Cinco de Mayo, Latin@ Heritage Month events, Day on the Green, Transfer Day, Teaching & Learning Center workshops \* Completed
* Employee Development: Attend conferences, professional development activities and instructional innovation workshops. \* Completed
* Transparent Infrastructure: Share ideas with AFFIRM & ASPIRE \*Completed

*Community Engagement*

* Participate in Project Alcanzar \* Completed
* Participate in KinderCaminata \* Completed

**A3** Enlace meets the overall CTA of the college & areas for improvement

* Successful to matriculate and retain Latin@ students (CTA: A1 & A3)
* Enable Latin@ students to successfully complete the Enlace English, Math, Science, and Guidance courses (CTA: A2)
* Increase the number of Latin@ students who graduate with an Associate of Arts or Associate of Sciences degree (CTA: A1,2 & 3)
* Increase the number of Latin@ students who transfer to four-year colleges and universities (CTA: A1 & 3, B1 & C2)
* Create a cadre of Latin@ student leaders committed to equity, diversity, and social justice (CTA: A, B & C3)
* Areas of Improvement: Replace the vacant Enlace Program Specialist position. Revise and upgrade the Enlace Mentor program. Develop a strategic plan for the Enlace Program. Enhance scholarship opportunities.

**A4.** Identify Unmet Goals, Accomplishments and New Initiatives

* The Enlace Program Specialist vacancy has created a detrimental void to serve the Enlace student population. Enlace reorganization under review see part F #2.
* Include information literacy student learning outcomes and activities in the English composition curriculum.
* There is a need to revise the mentor orientation. A plan to incorporate the mentor orientation is currently under review.

Accomplishments:

* Include career exploration activities in the English, math, and science curriculum
* Collaborate with the EVC Transfer Center and Teaching Learning Center
* Develop new extracurricular and co curricular activities
* Increase supplemental instructional support in the form of instructional support assistants and peer tutors
* Continue research in accelerating Latin@ student success
* Enhance Enlace faculty professional development opportunities

New Initiatives:

1. Develop an Enlace Strategic Plan for program sustainability
2. Create new networks with industry and community based organizations
3. Improve existing partnerships with educational and community-based organizations, including the East Side Union High School District, San José Unified School District, California Community Partners for Youth, Latino College Preparatory, Downtown College Preparatory, San José State University, National Hispanic University, Center for Training and Careers
4. Develop grant proposals for continued external funding to facilitate program expansion
5. Seek community sponsors to increase student scholarship opportunities
6. Teach information literacy to Enlace Students and increase it yearly.

**A5.** Goals and focus of Enlace, comprehensive academic offerings, and priorities

As the result of strategic planning conducted in 2008, Enlace has identified medium range goals based on the Enlace staff’s analysis of EVC Latin@ student needs and on a scan of internal and external factors. These goals include:

* Expanding the program by offering more sections of existing courses and adding new courses. The focus is on developmental and transfer courses in disciplines critical to student success (gateway courses)
* Increasing Enlace faculty
* Upgrade the Student Mentor Orientation/segment

**A6.** Current student demographics

Student Demographics for Spring 2004-Fall 2009

1. The percentage of Latin@ students enrolled in Enlace courses has remained fairly constant, from 72% to 82%.
2. The ratio of Latina students, ranging from 56%-65%, to Latino students, ranging from 35%-45%, has remained constant.

Enlace Cumulative Data for Spring 2004-Fall 2009

1. Total number of sections: 121
2. Total number of students: 3344
3. Number of Latin@ males: 995
4. Percentage of Latin@ males: 39%
5. Number of Latin@ females: 1592
6. Percentage of Latin@ females: 61%
7. Total number of Latin@ students: 2595
8. Percentage of Latin@ students: 77%
9. Success rate for Latin@ students: 80%
10. Success rate for other Enlace students: 79%

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**A7.** Enrollment patterns/Students Served

The number of students Enlace annually serves via its courses, counseling, mentoring, and extracurricular activities reflects the comprehensive, holistic approach to student success. For example, For Fall 2008, Spring 2009, and Summer 2009:

* Students enrolled in 24 Enlace classes: 702
* Students served by the Enlace Counselor: 1250
* Students served by Enlace Math Instructional Assistant: 245
* Students who met with Enlace community mentors: 88
* Students participating in Enlace Student Organizations: Enlace Honors Society, Enlace Student Association, and Society for the Advancement of Chicanos and Native Americans in Science (SACNAS): 150
* Students attending the Enlace Academic Spring Success Conference: 230
* Students attending Enlace seminars and workshops on university preparation, SJSU writing placement, Leadership, Peer Mentoring/Tutoring training: 150

Cumulative Data for Spring 2004-Fall 2009

* Enlace offers courses in Spring, Summer, and Fall. During the past five years, there has been a significant increase in the number of Enlace sections offered in one year (Spring, Summer, Fall), from a low of 14 sections to a high of 27 sections.
* There has been a 70% increase in the number of students enrolled annually in Enlace courses, from 402 students to 702 students.
* Total number of sections: 121
* Total number of students: 3344

The ethnic breakdown of students enrolled in Enlace classes and of students receiving Enlace counseling support remains constant, ranging from 75% to 90% Latin@s, with the remaining percentage reflective of the college’s student demographics. The age and gender distributions for Enlace students parallel the distributions for the college.

Cumulative Data

Percentage of Latin@ males: 39%

Number of Latin@ females: 1592

Percentage of Latin@ females: 61%

Total number of Latin@ students: 2595

**A8.** Program productivity ~ The Enlace Model

Enlace, as a conceptual model, rests on the primary premise that EVC Latin@ students achieve academically at significantly higher rates when meaningful programmatic and institutional changes are implemented. Three central organizing principles, the result of the Enlace experience and of external research, inform the Enlace model.

1. Intentionality of Program Efforts

As stated by Dr. Deborah Santiago, Co-founder and Director of Policy of Excelencia in Education, “serving Latino students is about intentionality”. It means knowing and reflecting the profile of EVC Latin@ students and of the community. It means knowing and reflecting the performance of Latin@ students and identifying their strengths and needs. It means “considering targeted adaptations to curricular design, academic and support services” to increase Latin@ retention and persistence. Enlace has a clear intentionality of program efforts as reflected in the program’s “targeted” goals, objectives, and strategies.

2. Equity Cognitive Frame

The equity cognitive frame, as described by Dr. Estella Mara Bensimon, is characterized by “a critical stance that interrogates the educational status quo” which produces student achievement gaps. “Equity-minded” individuals realize that exclusionary practices, institutionalized racism, and power asymmetries have a negative impact on opportunities and outcomes for Latin@ students. According to Bensimon, these institutional practices have a cumulative effect of placing Latin@s and other underrepresented and underserved groups at a disadvantage. Equity-minded Enlace staff and Enlace community mentors, rejecting the deficit model of Latin@ student performance, counter with equity cognitive frame educational model, which asserts that students are more likely to persist and excel in settings that expect them to succeed. High expectations are a necessary condition for student success, or as is sometimes noted, “no one rises to low expectations.” Students, especially those who have been historically excluded from or underserved by educational institutions, are affected by the campus expectational climate and by the students’ perceptions of the expectations faculty and staff members hold for the students’ performance. The equity cognitive frame unifies and fortifies Enlace faculty, staff, and community mentors.

3. Cultural Integrity/Cultural Validation/Cultural Competence

Dr. William Tierney’s model of student success is based on the principle of “cultural integrity- affirming, honoring, and incorporating the individual’s identity into the institution.” According to Tierney, Professor of Education at USC, institutions successful in “integrating, educating, retaining, and graduating their students are responsive not only to the academic needs, but also to the social and cultural needs of their constituents.” Similarly, Dr. Deborah Santiago recommends as a best practice for Latin@ students that institutions create services and programs that “integrate Latino culture and enhance Latino students’ navigation between their homes, community, and schools”. Dr. Geneva Gay, Professor of Education at University of Washington, promotes culturally responsive teaching (CRT), which she describes as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It [culturally responsive teaching] is culturally validating and affirming.” This principle is reflected in the Enlace faculty/staff/mentor profile - culturally competent individuals who understand, value, and respond to the social, cultural, and educational experiences of Latin@ students. The synergy of intentionality, equity cognitive frame, and cultural integrity creates the leitmotif of Enlace.

**A9.** Enlace Program Success Rates and Patterns

The first study of Enlace student course success was conducted in 1986 by Enlace faculty, comparing the course success rates of Latin@ students enrolled in Enlace English courses to Latin@ students enrolled in non-Enlace English courses. The results of this study propelled Enlace faculty and Enlace mentors to propose expanding Enlace by increasing the number of English sections offered and by adding math and science courses. Subsequent student course success and persistence studies compiled by the District Office of Research and Institutional Effectiveness (RIE) continue to support Enlace Program expansion to help meet increasing Latin@ student needs and to help close the Latin@ student achievement gap.

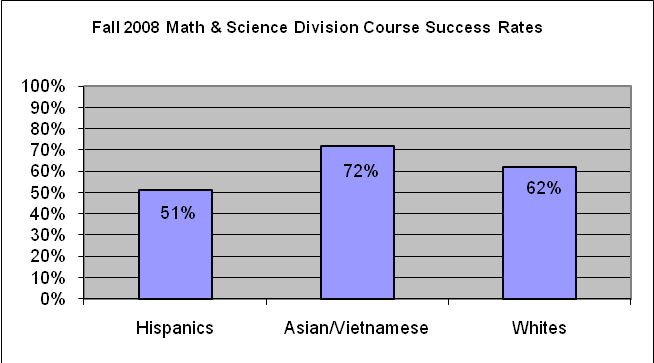
Enlace Math, Science, and English Course Success Rates

RIE data demonstrate the singular effectiveness of Enlace over time. For instance, the Enlace success rates for math, science, and English courses from Fall 2005 to Fall 2008 range from 7% to 28% greater than the success rate of Latin@ students enrolled in the general math, science, and English courses. Because Enlace represents a programmatic response to the achievement gaps experienced by EVC, a detailed discussion of the scope and depth of the achievement gaps in course success, persistence, and transfer is warranted to understand the institutional impact and effectiveness of Enlace.

Latin@ Student Achievement Gap at EVC

RIE data compiled over time reveal that EVC Latin@ students consistently place at the bottom of most measures of academic success. As RIE notes, “Hispanics and African American students continue to have lower success rates than Asian, Caucasian, and Other students”. For example, fall 2007 the college course success rate (including Latin@ students) was 71%, while the course success rate for Latin@s was 62%. In 2008 the cumulative grade point average (GPA) for Latin@s was significantly lower than the GPA for other students. The GPA for Whites was 2.75, for Asian/Vietnamese 2.73, but for Latin@s the GPA was only 2.29 – almost half a grade point lower than the GPA of the other groups.

A significant achievement gap in course success rates persists for EVC Latin@ students in math, science, and English - requisite courses for program completion and transfer. In fall 2008, with a seat count of 1,917 (33% of the total) the Latin@ success rate in Language Arts classes was 67%, while the success rate for all other students was 77%. With a seat count of 1,686 (34% of the total), the overall Latin@ success rate in math and science courses was 51% while the success rate for Whites was 62% and 73% for Asian/Vietnamese. Since Latin@s comprise the largest individual student group in the Language Arts Division and Math and Science Division, their low success rates warrant immediate and continued attention by Enlace and the college.



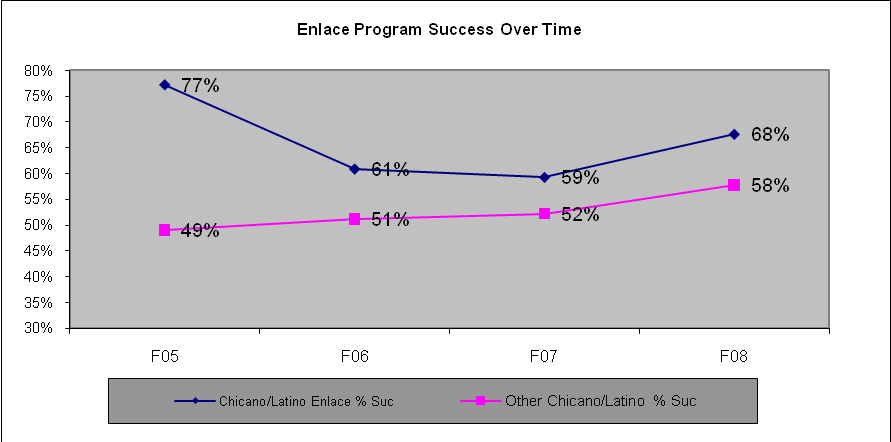
EVC students place in developmental math and English by means of assessment tests. From Spring 08 to Spring 09, only 15% of all students who took the math assessment test placed in transfer level math courses, and only 18% scored high enough on the English test (excluding ESL placement) to be placed in transfer level English. Latin@ students test into developmental courses at a rate greater than most other students. Although Latin@ students constitute 33% of the student population, Latin@s comprise slightly more than 40% of the students enrolled in developmental courses. This overrepresentation is significant given that longitudinal studies document that the more developmental courses students are required to take, the less likely those students are to succeed, persist, and transfer.

Low Persistence Rates for Hispanics

The low course success rates for Latin@s, coupled with early entry points in the math and English course sequences, contribute to low persistence rates for Latin@s. In one cohort of 72 Latin@ students enrolled in a math course three levels below transfer level, only 11 eventually enrolled in a transfer level course. Of the 11, seven passed; in effect, only seven Latin@ s out of 72 passed transfer level math, less than 10% of those who entered the math pipeline.

Enlace Course Success Rates

RIE studies demonstrate that the course success rates for Latin@ students enrolled in Enlace courses historically have been higher than the success rates for non-Enlace Latin@ students.



The successes of Enlace math courses are particularly noteworthy. Fall 2008, four sections of developmental Enlace math, with a total enrollment of 123 Latin@ students, had a success rate of 67%. Other Latin@ students enrolled in non-Enlace math courses had a success rate of only 47%. In Math 13 the difference in success rates was a startling 30%, a 79% success rate for Latin@s in Enlace Math 13 compared to a 49% success rate for Latin@s enrolled in non-Enlace Math 13 courses.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Chicano/Latino Enlace | | | Other Chicano/Latino | | |
| Course | Tot # | # Suc | % Suc | Tot # | # Suc | % Suc |
| Math 11A | 60 | 36 | 60% | 229 | 98 | 43% |
| Math 13 | 39 | 31 | 79% | 259 | 126 | 49% |
| Math 310 | 24 | 16 | 67% | 116 | 57 | 49% |
| Total F08 | 123 | 83 | 67% | 604 | 281 | 47% |

Future Enlace Curricular Development and Program Modification.

* Data comparing Enlace Latin@ student success and persistence rates to non-Enlace Latin@ student success and persistence rates argue cogently for expansion of Enlace course offerings. Enlace is a high leverage point on campus for accelerating Latin@ student success. Increases in the number of students enrolled in Enlace classes, supported by concomitant increases in Enlace services, will have a predictable, favorable impact on the overall college success and persistence rates for Latin@s. Immediate plans for Enlace program expansion include adding the following courses: English 330, English 1B, and Math Business Statistics
* Enlace is currently planning for significant innovative modifications to its curriculum. For example, two Enlace English composition instructors are collaborating with a Library instructor to develop coordinated information literacy student learning outcomes and activities for Enlace English 104 and Enlace English 1A. Also, Enlace instructors are collaborating with the EVC Work Experience Coordinator to include a range of career exploration curricular and extracurricular activities in Enlace English, math, science, and counseling classes.
* With funds from a Title V HSI grant, Enlace will implement a systematic, supplemental instruction (SI) support system for Enlace math, science, and English students.

**A10**. Enlace Program Community Advisory Boards

The Enlace Mentor Advisory Committee (MAC) is a valuable resource for Enlace and EVC. In 1989, Enlace community mentors established the Enlace Mentor Advisory Committee initially to provide community support and advocacy for the mission and goals of Enlace. The MAC, composed of civic and career leaders, has developed into an important source of community input for Enlace Program evaluation and strategic planning. MAC activities also include raising funds for scholarships and providing networking opportunities for Enlace students. In 2005 and 2008, the MAC provided persuasive community impetus and support for Enlace faculty to develop two successful Title V HSI grant applications. Dr. George Castro, a MAC member since 1989, served as Co-Principal Investigator for the EVC to SJSU Title V HSI Cooperative project, 2005-2010.

**Part B: Enlace Curriculum**

**B1.** Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

Enlace currently provides courses in developmental and transfer level English, math, science, and guidance, serving approximately 30% of the Latin@ students enrolled in those courses during the day. These Enlace courses, called the Enlace cognitive core, are at the heart of students’ academic success in college. The relevancy includes student success by meeting their educational goals.

**B2.** Enlace program remains current

Enlace staff understand the importance of remaining current not only in their respective content disciplines but also in best practices for Latin@ students. During regular Enlace Program meetings, Enlace faculty and staff exchange ideas generated from their individual research and practice. This cross disciplinary exchange of ideas on pedagogy, retention, class management, and other items challenge and invigorate the faculty, which in terms keeps the Enlace approach and strategies current and relevant. In the development of two Title V HSI grant proposals, Enlace staff conducted extensive research in a wide range of topics, including

* critical race theory (CRT)
* Latino and Latina Critical Legal Theory (LatCrit)
* critical pedagogy
* cultural competence
* culturally responsive teaching (CRT)
* problem-based learning (PBL)
* enrollment management
* student data collection
* early alert
* information literacy (IL)
* career exploration
* learning communities
* learning cohorts
* cooperative learning
* community based learning
* classroom assessment techniques
* student learning outcomes
* writing across the curriculum (WAC)
* appreciative inquiry (AI)
* student learning outcomes (SLO)
* technologically enhanced instruction
* extracurricular and co curricular activities
* supplemental instruction
* first generation (FG) and first year (FY) students

In addition, the Enlace Faculty has attended relevant conferences to remain current, including the following:

* Hispanic Association of Colleges and Universities National Conference (HACU)
* Title V HSI Best Practices Conference
* National College Access Network Annual Conference
* U.S. Congressional Hispanic Caucus Forum on Hispanics in Post-Secondary Education
* National Association of Chicana/o Studies (NACS) Conference
* SACNAS Annual Conference
* California Mathematics Council of Community Colleges Conference
* Computing, Control, and Engineering International Conference.
* White House Hispanic Community Action Summit
* Latina Leadership conference
* Northern California community Reading Association
* On-Line Teaching Conference
* National Race & Ethnicity in American Conference
* UC & CSU Counselor Conferences
* Tomás Rivera Policy Institute Conference

**B3**. Enlace course outlines

All course SLO’s/outlines have been updated.

English 330, Improvement of Writing 12/08/12

English 104, Fundamentals of Composition 04/29/10

English 1A, English Composition 11/30/06

Math 310, Basic Mathematics 05/08/08

Math 111, Elementary Algebra (replaced Math 11A.11/11) 12/03/08

Math 13, Intermediate Algebra 04/29/10

Math 63, Elementary Statistics 09/22/11

Counseling 15, Blueprint for Success 08/01/11

Counseling 17, Transfer to Four-Year Institution Simplified 08/01/11

Counseling 18, Planning Educational Futures 08/01/11

Biology 65, Wildlife Biology 11/10/05

Environmental Science 10, Environmental Science 10/28/10

Source: \\Do\_data\_whse\R&P\Curriculum\Course Outlines\6-Final

**B4.** Enlace Innovative Pedagogy

At the heart of the Enlace pedagogy is culturally responsive teaching (CRT), a tool for creating an environment in which each student has equitable access to success. Enlace CRT includes the following elements:

* Communication of high expectations
* Active teaching methods that promote student engagement
* Teacher as facilitator
* Positive perspectives on families and communities of culturally and linguistically diverse students
* Cultural sensitivity
* Reshaping the curriculum so it is culturally responsive to the background of students
* Culturally mediated instruction, characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curriculum content.
* Student controlled classroom discourse
* Small group instruction and academically-related discourse

One example of Enlace CRT is the use of learning communities and learning cohorts in the development of Latin@ students’ basic skills and in the transition of Latin@ students into academia in preparation for transfer. For instance, Enlace math classes are structured as problem-solving workshops. The Enlace math instructor serves as a facilitator and resource for students solving problems in collaborative groups, sharing responsibility for their learning and skill mastery. Enlace math courses are offered in sequence from developmental math to transfer level math. This strategic course offering facilitates learning communities and learning cohorts across time. The Enlace math course sequence is Math 310 (Basic Arithmetic), Math 11A (Introduction to Algebra), Math 13 (Intermediate Algebra), and Math 63 (Statistics). Enlace students beginning in Math 310, a developmental course, can maintain learning cohorts through four consecutive semesters, culminating in Math 63, a transfer level math course. In effect, students enroll in four consecutive Enlace math courses with the same Enlace student cohort, same Enlace culturally competent instructor, and same Enlace support services, a unique learning scaffold to maximize course success, persistence, and transfer. District generated data confirms the effectiveness of the Enlace approach for Latin@ math students.

**B5.** Plans for future curricular development and/or program modifications

As the Latin@ EVC student population continues to grow, the Enlace Program will advocate to expand its’ offerings and services to meet their educational needs.

**B6.** Enlace Course Articulation Agreements

English 330, Improvement of Writing This is a prerequisite course to English 104/ Non transferable.

English 104, Fundamentals of Composition This is a prerequisite course to English 1A/ Non transferable.

English 1A, English Composition CSU GE: A2 & IGETC: 1A

Math 310, Basic Mathematics This is a prerequisite course to Math 11A/ Non transferable.

Math 11A, Elementary Algebra This is a prerequisite course to Math 13/Non transferable.

Math 13, Intermediate Algebra This is a prerequisite course to Math 63/Non transferable.

Math 63, Elementary Statistics CSU GE: B4 & IGETC: 2A

Counseling 15, Blueprint for Success CSU transferable/EVC AA, AS, applicable

Counseling 17, Transfer to Four-Year

Institution Simplified EVC/AS, applicable

Counseling 18, Planning Educational Futures CSU transferable/EVC AA, AS, applicable

Biology 65, Wildlife Biology CSU GE: B2 & IGETC: 5B

Environmental Science 10, Environmental Science CSU GE: B4 & IGETC: 5A, 5B

\*See Appendix A for CSU GE

\*See Appendix B for IGETC GE

**B7.** External accreditation or certification

Not applicable to the Enlace Program

**Part C: Student Outcomes**

**C1.** Enlace courses with SLO’s

English 330, Improvement of Writing

English 104, Fundamentals of Composition

English 1A, English Composition

Math 310, Basic Mathematics

Math 11A, Elementary Algebra

Math 13, Intermediate Algebra

Math 63, Elementary Statistics

Counseling 15, Blueprint for Success

Counseling 17, Transfer to Four-Year Institution Simplified

Counseling 18, Planning Educational Futures

Biology 65, Wildlife Biology

Environmental Science 10, Environmental Science

Course outlines and student learning objectives for all of these courses can be found at the following link:

\\Do\_data\_whse\r&p\Curriculum\Course Outlines\6 - Final

**C2.** Enlace Program SLO’s

On the program level, list all programs (and degrees) that have current student

learning outcomes and provide the culture of evidence.

Enlace Program Student Learning Outcomes:

1. Enlace Orientation: Students will identify the various program components of Enlace: academics, counseling, mentoring, and extra-curricular activities.
2. Enlace Counseling: Students will identify general education courses and understand their educational plan.
3. Special Event – Enlace Honors Society Conference: Provide tools which can contribute to student leadership.

\*See Appendix C for SLO Assessment Data

**C3.** Description of assessment mechanisms to evaluate SLOs and analysis

The Enlace Program SLO’s are evaluated by conducting pre and post surveys. Most of the surveys are generated via Survey Monkey. The assessment results include the following:

* Enlace Orientation: Pre and Post surveys were distributed before and after the Enlace Orientation. The Enlace Orientation was presented during two Enlace classroom visits. The surveys were completed, submitted and tabulated onto Survey Monkey. Action plan: Annual review of current data against historical performance to evaluate student success. \*See Appendix D for Enlace Orientation SLO
* Enlace Counseling: Pre and Post surveys were conducted before and after individual counseling sessions. Action plan: update Pre/Post Counseling Survey. \*See Appendix E Enlace Orientation/Counseling SLO
* Special Event: Post conference surveys were provided to all conference participants. Action plan: A pre survey to measure accuracy will be provided to the participants next year.

**Part D: Faculty and Staff**

The Enlace college staff consists of one full-time and two adjunct English Professors, a Math Professor, a Science Professor, a Program Counselor, a Program Coordinator, a Program Specialist, and a Math Instructional Support Assistant. Two bodies contribute to strategic planning and program evaluation: a college coordinating committee -the Enlace Coordinating Committee (ECC) - and a community advisory group - the Enlace Mentor Advisory Council (MAC). The following EVC faculty and staff from several different disciplines constitute the ECC:

* Amalia Alvarez, Enlace English/ General English
* Cynthia Burnham, Enlace Math/General Math
* Dr. Mirella Medina Burton, Enlace Counseling
* Dr. Frank Espinoza, Sociology
* Janina Espinoza, Work Experience
* Alfred Gonzalez, Enlace Science/General Science
* Elaine Ortiz Kristich, Counseling/Teaching & Learning Center Coordinator
* Lorena Mata, Librarian
* Vacant, Enlace Program Specialist
* Richard Regua, Enlace English/General English
* Rachel Rojas, Enlace English
* Jorge Vallin, Enlace Math Instructional Support Assistant
* Arturo Villarreal, Ethnic Studies/Anthropology

Education, Areas of Expertise, How Their Positions Contribute to the Program Success, and their Major Professional Development Activities

**Staff**

Vacant – Enlace Program Specialist

Jorge Vallin

**Faculty**

Amalia Alvarez

Alfred Gonzalez

Guillermo Castillas

Cynthia Burnham

Elaine Ortiz Kristich

Raquel Rojas

Richard Regua

Mirella Medina Burton

**Enlace Staff**

Enlace Program Specialist ~ vacant

Instructional Assistant ~ Vallin, Jorge

**Education**

A.A. DeAnza CCC;

B.S., Science, S.J.S.U. *In-Progress*

**Areas of Expertise:** Mathematics, Spanish

**How Position Contributes to Program Success:** Jorge is a team player who works closely with the Enlace instructors. His excellent communication skills with both English and Spanish contribute to being a successful Enlace math tutor**.** The bilingual ability provides for challenging math concepts to be explained in the language that students bring with them to EVC. The examples are culturally relevant and as a result, students are highly engaged. The professors target students who are in need of extra help and make the referrals to Jorge.

**Professional Development in the Past Six Years**

A continuation of college courses taken includes, Spanish, Business Calculus, Religious Study and Accounting.

Other: Jorge served over seven years in an orchestra playing the violin. He currently holds the following office hours: Daily 9 to 6pm and Fridays 9 to 2pm.

**Professor Amalia Alvarez**

**Education**

I hold an MFA in Creative Writing, Poetry from the University of California,

Riverside (June 2008), an MA in English, Creative Writing from San Francisco

State University (June 2006), and a BA in American Studies with a focus in

Expressive Culture from the University of California, Santa Cruz (June 1998).

**Areas of Expertise**

I have an extensive background in creative non-fiction, the elements of essay

composition, the writing process, Chican@ and Mexican American Literature,

African American, contemporary American Literature, and Performance Studies.

**How Position Contributes to Program Success**

As an instructor of Enlace English 104, I support the improvement of student

writing, reading, and critical thinking skills with a focus on short composition. In

my course we build the aforementioned skills to a level of competence that will

foster student success in the next level of English, English 1A. Being Bilingual and bicultural are consistent with the program needs to understand the students.

**Professional Development in the Past Six Years**

I was awarded the North Country Institute for Writers of Color, Tuition Fellowship,

Brooklyn, NY (July 11-13 2008). My one act play, Blazing, was selected for

production at San Francisco State University’s Studio Theater, (March 13-17

2006). I received an honorable mention by the San Francisco Browning Society

for my Dramatic Monologue,“Revolutionary Women Are More Beautiful” (2006).

I performed my poetry at Stories Bookstore in Los Angeles (May 8, 2009), the

National Association For Ethnic Studies Conference in San Diego (April 3, 2009),

the Moe Green Poetry Hour in Los Angeles (March 1, 2009), Hip Hop Califest at

UC Riverside (April 30, 2008), the Colorado State University Latina

Empowerment Speaker Series (April 17, 2008), the UC Riverside Chancellor’s

Office Arts Day (November 2007), the Cinco De Mayo Festival at Cerritos

College in Norwalk, CA (May 3, 2007), was the featured poet/performer at Poetry

Mission Thursdays in San Francisco (October 12, 2006), and at the Heron

Studios Gallery Opening in Aston, PA (November 14, 2008). I also produced and

performed her one woman show, “La Chicana Super Hero,” at San Francisco

State University (May 2006).

My recent publications include the following poems: "Pear Tree," BorderSenses

Literary Magazine, Volume 15: Chimera, El Paso, TX (June 2009), “Is It Time

Yet?” Hayden’s Ferry Review, Holiday Blog Contest For Poetry,

Arizona State University, Tempe, AZ (December 2008), “Linseed Oils Loosen

and Spin,” Caesura, Literary Journal, City University of New York, College of

Staten Island (Fall/Winter 2008), and “If I was Gonna...” Cipactli, Raza Studies

Journal, SFSU (December 2007).

**Professor Al Gonzalez**

**Science Component Coordinator:**

**Education:** A.A., Liberal Studies Evergreen Valley College, Enlace student

B.A., Environmental Studies, Honors Student, UCSC,

M.S., Forest and Environmental Science, Yale University

**Areas of Expertise:** Accomplishments:

Integrated Learning technologies – WebCT (2006-2009) & Moodle (2009-current)

* Internet enhanced both science classes.
* Established SACNAS component
* Article contributions to El Mentor
* Established the E.S. 10 Summer Field Trip

Curriculum Development: Annual SACNAS Conference, Peruse scientific Journals, Field Trips (Waste Water, Zanker Recycling & San Jose Recycling plant).

* My course outline is current for both ES 10 and Bio 65.
* Innovative pedagogy includes: Internet Enhanced Courses (both), Peer tutoring & Honors, synchronous on-line chats.
* Incorporate an “Internet Hybrid” ES 10 course and incorporate a field lecture camp trip for the Wildlife Biology course.
* Biology Faculty evaluations are conducted every other year.

**How Position Contributes to Program Success:**

Being Bilingual and bicultural are consistent with the program needs to understand the students. Enlace students have benefitted with participation from the following opportunities.

1. Enlace students visit universities and work place
   1. SACNAS Math, Science & Engineering Departments spring-break University visits.
   2. Professional Employee work-place visitation (Genetech-Lino Gonzalez)
2. Students receive mentoring and advise

Successful Student Learning Outcomes:

1. At least one graded essay written expected to be written at a college level.
2. A technical report - with a minimum of three paragraphs organized with a clear beginning, middle, and end, and organized appropriately to respond to the wording of the question. Students must demonstrate critical thinking and writing skills leading to expressive or analytical essays, ability to use a variety of sentence structures to express ideas effectively, and mastery of paragraph organization, with ideas developed clearly and logically.
3. Quizzes: Multiple choice, 1 word answer (matching)
4. A final examination.
5. Biology uses the Scientific method as a step‑by‑step method of acquiring knowledge and establishing concepts and principles pertaining to natural phenomena. This mode of learning takes place in the lecture portion of the course where students learn to handle data & make logical and sound conclusions of concepts discussed and demonstrated.

**Professional Development in the Past Six Years**

2011 Supplemental Instructor Coordinator Training in Kansas City, Missouri

2011 Supplemental Instructor Workshop

2007-12 SACNAS Conference Attendee

2012 On-Line Teaching Conference at EVC

2012 CFT Convention delegate

**Professor Guillermo Castilla**

**Education**

B.S., Universidad National Autonoma de Mexico (UNAM) Mathematics and Physics Licenciatura

M.A., University of California, Berkeley, Applied Mathematics

Ph.D. University of California, Los Angeles Condensed Matter Physics Theory

**Areas of Expertise ~** Mathematics

**How Position Contributes to program Success**

Guillermo is bilingual in both languages, English and Spanish. He was born in Mexico and brings with him a wealth of ethnic and cultural experiences which contribute to improve communications with the Enlace students. Before he joined the faculty at EVC, Guillermo was a Mathematics and Physics instructor at San Jose City College (SJCC) for approximately six years. He currently teaches full time at Evergreen Valley College.

**Professional Development in the Past Six Years**

Guillermo worked as a researcher at Brookhaven and Livermore National Laboratories and as a physics lecturer at Cal Poly San Luis Obispo. In the last 6 years, Guillermo has worked at Lockheed/Martin as an intern and he has attended conferences in Basic Skills Assessment.

**Professor Cynthia Burnham**

**Education**

B.S., University of State of New York

M.A., University of California, Berkeley ~ Mathematics

**Areas of Expertise ~** Mathematics

**How Position Contributes to program Success**

This position has contributed to program success by expanding and developing the Enlace Mathematics Component into its current form, as well as in teaching all the mathematics courses offered by the Enlace Program. Being Bilingual and bicultural are consistent with the program needs to understand the students.

**Professional Development in the Past Six Years**

Professional development includes completion of 45 quarter units of graduate courses in Mathematics Education from the University of Portland during sabbatical in 2005-2006, as well as attending conferences such as SACNAS, CCIE, CMC3

Tenured since 1996

2012 SACNAS Conference Attendee

**Professor Elaine Ortiz Kristich**

**Education**

A.A., Evergreen Valley College

B.A., Social Science/Multiple Subject Elementary Teacher Credential S.J.S.U.

M.A., Counselor Ed. S.J.S.U.

**Areas of Expertise**

Elaine has had extensive experience counseling students, in particular the Spanish speaking population. As a counselor she uses the holistic approach to better understand students as individuals. The holistic approach lends itself to provide counseling services with consideration for individual circumstances.

Elaine currently Co-chairs the EVC Transfer Coordinator position and recently taught the Counseling 17 class *Transfer Simplified.* Her Teacher Credential and previous teaching experiences offer insight to the teaching and learning profession. She also serves as the Teaching and Learning Coordinator where faculty and staff are provided with resources and workshops to enhance their professions. She shares the Enlace Program Chair position with Professor Richard Regua. Together they oversee the program and work toward completing a strategic plan for the Enlace Program.

**How Position Contributes to program Success**

Students are empowered by information leading to their enrollment with the Enlace classes during general counseling sessions. The assignment of Transfer Coordinator provides for essential updates to teach the *Transfer Simplified* class*.* This class specifically enhances opportunities for Latin@ transfers. Being Bilingual and bicultural are consistent with the program needs.

**Professional Development in the Past Six Years**

2009 Latina Leadership Conference attendee

2006-2012 Coordinated the EVC Latin@ Heritage Month Events

2008 -2010 Completed 10 units at EVC

2011 Completed CCC Confer Training

2011 SACNAS Conference attendee

2012 EVC IPad Security Workshop, attendee

2012 The EVC Hispanic White House Summit, attendee

2012 CFT Convention delegate

2012 June/Online Teaching Conference at EVC

**Professor Raquel C. Rojas**

**Education**

B.A., S.F.S.U.,

M.A., English/Reading, San Diego University

Professor Rojas completed a Post-Secondary Reading Certificate at San Francisco State University, a Masters in Liberal Arts and Sciences, with an emphasis on Mexican-American Literature, Creative Writing, and History at San Diego State University, and a Bachelors of Arts in English—Creative Writing from San Francisco State University

Professor Raquel C. Rojas embarked on the journey of making higher education a part of her career by working in a variety of areas that allowed her to interact with a diverse student population, in particular a population of under-represented students.  As an English and Reading instructor for the Enlace Program at Evergreen Valley College, her objective is to help under-represented Chicano/Latino students successfully complete basic skill and transfer level English courses.  Professor Rojas’ course curriculum and reading materials represent multi-cultural perspectives; therefore, students are educated about commonalities between these different ethnic groups.

**Areas of expertise**   
In addition to working with the Enlace Program and a culturally diverse student population, Professor Rojas has extensively researched and worked with Generation1.5 students. Known as the “in-between” category, Generation 1.5 students constitute a large portion of basic skills courses.  As a result of teaching developmental composition and reading courses for 7 years, Professor Rojas has been able to provide insightful feedback and innovative strategies for the Basic Skills Initiative Committee.  Other areas of expertise include: integration of reading and writing theories and practices into basic skill courses and Mexican-American Literature.

**How Position Contributes to Program Success:**

Professor Raquel C. Rojas embarked on the journey of making higher education a part of her career by working in a variety of areas that allowed her to interact with a diverse student population, in particular a population of under-represented students.  As an English and Reading instructor for the Enlace Program at Evergreen Valley College, her objective is to help under-represented Chicano/Latino students successfully complete basic skill and transfer level English courses.  Professor Rojas’ course curriculum and reading materials represent multi-cultural perspectives; therefore, students are educated about commonalities between these different ethnic groups. Being Bilingual and bicultural are consistent with the program needs to understand the students.

**Professional Development in the Past Six Years**

* Accreditation/Writing Team
* Achieving the Dream/Data Team and Focus Group Member
* Basic Skills Initiative Committee
* Course Curriculum/Revision for Mexican-American Literature
* English Course Curriculum Development
* English Final Exam Assessment Table Leader
* Latin@ Heritage Month/Organizer, Presenter, and Chair of Writing Contest Committee
* Matriculation Student Success Committee
* Division Representative
* Mentor and Evaluator for Adjunct Faculty
* Scholarship Workshop/Organizer and Presenter; Reader
* Study Review Sessions/Organizer and Presenter
* TEAS Nursing and Tutor Training Workshop/Presenter
* Women “Herstory” Month—Organizer and Presenter

Classes:

* Post-Secondary Reading Certificate--Received from San Francisco State University
* Education Technology Completed 4 units at Evergreen Valley College

Conferences:

* NCCRA (Northern California Community Reading Association) American River College, Monterey Peninsula College, De Anza College \*CUE (Center for Urban Education)--Equity Scorecard for Basic Skills

**Professor Mirella Medina Burton:**

**Education**

B.A., Social Work, California State University, Chico

B.A., Spanish, California State University, Chico

M.S.W., Master in Social Work, California State University, Sacramento

PhD. Education and Human Resources, Colorado State University

**Areas of expertise:**Since 2007,Mirella has been on the EVC faculty serving as the Enlace Counselor. Prior to working at EVC, Mirella worked for the California State University and served in roles as Enrollment Counselor and Educational Career Adviser. Her focus as an Enlace counselor is assisting first generation Latin@ students.

**How Position Contributes to Program Success:**

Mirella is a Professor and the Enlace counselor. She teaches Counseling 15, *Blueprint for success* and Counseling 18, *Planning Educational Futures*. Blueprint for success addresses the Enlace student’s need to develop their personal effectiveness in school and in life. Students explore and clarify their belief systems, values, and attitudes; identify personal strengths and weaknesses; examine and identify psychological and societal barriers; and overcome obstacles to success through mental strategies and techniques (formerly Guidance 85). Counseling 18 (formerly Guidance 86), is designed to assist students who have applied to San José State University and received acceptance. The course includes pertinent information with how to transition from EVC to SJSU. Enlace students receive personal and specific information to help them make their transfer seamless.

As the Enlace Counselor, Mirella serves students with personal, academic and career exploration. The Counselor position is central to the Enlace program. She begins with the basic matriculation procedures which includes a comprehensive orientation. Once a student is matriculated she continues to provide assistance with retention and career exploration. Finally, throughout the student’s college life she moves Enlace student toward graduation and/or transfer. The majority of the Enlace student population and/or their families are Spanish speakers so being bilingual and bicultural are indispensable to meet the program needs.

**Professional Development in the Past Six Years**

* AFT 6157 Council of Division Representative
* Institutional Effectiveness Committee Member
* Critical Race Theory Leadership Training
* Latin@ Heritage Month Committee Member
* Latin@ Heritage Month Writing Contest Chair
* IWITTS Leadership Team
* Member of the Enlace Coordinating Committee
* Enlace Honors Society Advisor

Publication (s):

Burton, M., Garza, V., & Regua, R. (2009). Enlace: Empowering Latino/a students.  *Enrollment Management Journal (3)*1, 80-88*.*

Conferences:

* Attended Expanding Horizons: An approach to Career Development Conference (2012)
* Attend University of California and California State University Counselor Conferences
* Attended National Race & Ethnicity in American Conference (2007, 2006)
* Attended the Tomás Rivera Policy Institute Conference (2007, 2006)
  + Practical Tools to Increase Latin@ College Access and Success

Professor Richard Regua

Education

B.A. English, San José State University.

M.A.- Mexican American Graduate Studies, San José State University.

Area of Expertise:

English Composition, American Literature, Chican@ Literature, Asian American Literature, Ethnic Studies, Mexican American Studies.

How My Position Contributes to Program Success:

Professor Regua has 40 years of teaching experience at the high school and college level. In addition to teaching general composition and literature courses, he has taught in two culture conscious programs in the SJECCD District, first as a member of the Mexican American Studies Department at San José City College and since 1983 as a member of the Enlace Program of Evergreen Valley College. He has served as the Enlace Program Coordinator for the past 15 years. He has served as Principal Investigator for two successful Title V Hispanic Serving Institutions Projects at EVC both focusing on increasing the success and transfer rates of Latin@ students. Being Bilingual and bicultural are consistent with the program needs to communicate and understand the students/parents.

Professional Development in the Past Six Years:

Professor Regua has presented at several conferences which focused on the retention, success, and transfer of Latin@ students, including the Congressional Hispanic Caucus on Hispanic Post-Secondary Student Success, Hispanic Association of Colleges and University (HACU) National Conference, Excelencia in Education Conference on Hispanic Student Success, and Southwester Regional Title V HSI Best Practices Conference.

**Summary of Faculty Activities**

As with most educational models, Enlace program effectiveness and efficiency is the result of a cadre of inspired faculty supported by a sound theoretical foundation. Over the years, an Enlace faculty and staff profile of shared characteristics has developed. These shared characteristics contribute to the Enlace “community of practice”: people who share a concern and passion for student success and who increase their effectiveness as they interact regularly.

* Enlace faculty demonstrate expertise in maximizing student success in their specific disciplines. This expertise leads to improved student course success rates in Enlace courses.
* Enlace faculty and staff exemplify cultural competence as a set of congruent behaviors and attitudes that enables Enlace faculty and staff to work effectively in cross-cultural situations. Enlace faculty and staff understand the importance of using the cultural knowledge, prior experiences, and performance styles of Latin@ students to make learning and counseling more appropriate and effective for them; Enlace instructors teach and counsel to and through the strengths of Latin@ students.
* Enlace instructors and staff understands the importance of collaboration to maximize student success across disciplines.
* Enlace instructors and staff understand and accept their critical role as institutional change agents to help EVC shift from a deficit minded analysis of Latin@ student achievement gaps to and equity minded analysis. Enlace program members advocate the importance of student outcome equity-which means EVC maximizing academic success for Latin@ students. And Enlace program members understand the importance of resource equity-which means institutional prioritizing and distributing resources to close Latin@ achievement gaps.
* Faculty share information using TLC as the vehicle for staff development.

**D3**. Current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified evaluation:

**Tenured Faculty**

All of the Enlace Professors are currently tenured with the exception of two. The schedule for tenure review is found in the FA contract Article 20, Evaluation of Tenure-Track Contract Faculty,

[www.fa-aft6157.org/contract/contract\_2011\_2014.pdf](http://www.fa-aft6157.org/contract/contract_2011_2014.pdf) .

**Adjunct faculty evaluation**

Enlace has two adjunct English faculty. There schedule for adjunct faculty evaluation is found in the FA Article 19,

[www.fa-aft6157.org/contract/contract\_2011\_2014.pdf](http://www.fa-aft6157.org/contract/contract_2011_2014.pdf) .

**Classified staff evaluation**

Classified staffs are periodically evaluated in accordance with the schedule set

forth in Article 16.2 of the CSEA contract.

**D4.** Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides.

**Program Orientations**

**Faculty:** Every year the Enlace Program schedules a one day retreat which includes all tenured faculty and adjuncts. The off campus retreat includes detailed program updates, teaching and learning dialogs, a comprehensive review of past events and the establishment of new goals. The Enlace faculties contribute to the discussion of new initiatives. Collaboration and networking is highly regarded.

**Mentors:** Orientations for Mentors were held individually throughout the year. The revised practice will include an annual orientation and individual orientations as needed.

**Tutors:**

The orientation for tutors and S.I. leaders (supplemental Instruction) includes an overview of employment responsibilities, expectations, and district policies. They are also provided with a detailed explanation on completing necessary paperwork to assess current and future tutoring needs. The three hour orientation is offered prior to the start of every semester. Enlace faculty who have tutors and/or S.I. leaders also provide follow-up meetings throughout the semester.

**Part E: Facilities, Equipment and Maintenance**

1. Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain additional facility needs and rationale.

* Accessibility to the Enlace offices is adequate.
* Enlace is currently housed in Roble 5-134, the counselor office is R5132 and Enlace tutoring office is RE 231.
* Room R5134 has two computers and one printer.
* Room R5132 has one computer and one printer.
* Room RF231 has one computer that is not connected to the campus network and one printer.
* Maintenance: EVC services to maintain the facilities.
* Materials: There is a limited budget in fund 10 to purchase materials.

2. Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.

* EVC has provided Enlace faculty with IPads. The IPad continues to be used during classroom sessions. Faculty and students are provided with quick and easy access to class grades, assignments and other pertinent course related information.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?”

* Enlace does not receive support from Industry at this time.

**Part F: Future Needs**

1. A full time Mathematics instructor will be needed in order to expand the mathematics component of the Enlace program.
2. There is a need for classified support to greet students, make referrals, schedule counseling appointments and support the mentor component and the overall Enlace program.
3. An additional Enlace Math Instructional Assistant at least 50% will be needed in order to expand the mathematics component with adequate student support.
4. An additional .50 FTE Spanish speaking Enlace Counselor will be needed. The increase of Latin@ students at EVC results in a great need to provide for more counseling services.
5. Additional Peer Tutoring support to Enlace students as a means to increase their success rates.
6. Identify budget allocation for the program through fund 10, discuss its adequacy and needs if applicable along with rationale. The Enlace annual budget ending in 6/30/2012 from fund 10 was $239,862.00. The annual budget ending in 2013 was significantly reduced to $129,189.00. Though the Enlace student profile continues to grow the $110,673.00 reduction has negatively impacted the Enlace Program. The reduction is not conducive toward meeting the anticipated goal to expand Enlace offerings and support to the Latin@ student population.
7. Describe any external fund 17, and its primary use. The primary use for Title V is tutorial support; class textbooks are purchased and kept on reserve, extracurricular student activities and guest speakers.
8. What equipment will be needed in the next 6 years in order to maintain or build the program? Provide specific purpose and rationale.

To maintain the functioning of the Enlace Program, all the computers, printers and scanner will need to be replaced with updated equipment. Student tutors will need tablets for tutorial sessions as well as the Enlace staff to keep pace with technology. In an effort to build the program the need will include technology for online learning, teaching and tutoring.

**Part G: Additional Information**

Describe any other pertinent information about the program that these questions did not address.

*Enlace Student Organizations:* Three student organizations help students succeed academically, contribute to the community, and develop leadership skills: the Enlace Student Association (ESA), the Enlace Honors Society (EHS), and SACNAS (Society for the Advancement of Chicanos and Native Americans in the Sciences).

*Enlace Mentor Component:* Latin@ community professionals contribute to the program as mentors; serving as role models; sharing their personal academic, and career experiences; and providing guidance and motivation for the students. \* See Appendix F for Enlace Monthly Activities

**Part H: Annual Assessment (Program Faculty and PR Committee)**

**Appendix A. CSU GE**

**EVERGREEN VALLEY COLLEGE**

CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION REQUIREMENTS

2011-2012

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| --- |
| *Students intending to transfer to a California State University to complete a Bachelor of Science or Bachelor of Arts degree can complete their lower division General Education requirements by following this pattern.*  **AREA A: COMMUNICATION IN THE ENGLISH LANGUAGE AND CRITICAL THINKING**  *Minimum 9 units – One course from each area (“C” grade or better in each course)* |
| **A1: COMMUNICATION STUDIES -** COMS 010, 020, 040, 045  **A2: WRITTEN COMMUNICATION** ENGLISH 001A  **A3: CRITICAL THINKING** – COMS-040, ENGL-001C, IDIS-060, PHIL-060 |
| **AREA B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING** *(“C” Grade or better in area B4)*  *Minimum 9 units – One course from area B1, B2 (at least one course with lab) and B4* |
| **B1: PHYSICAL SCIENCE –** ASTRO-010, 014, 016, CHEM 001A, 001B, 015, 030A, 030B, ENVIR-010, OCEAN-010,  PHYS-001, 002A, 002B, 004A, 004B, PHYSC-012, SETS 010  **B2: LIFE SCIENCE –** BIOL 001, 020, 021, 061, 062, 063, 064, 065, 071, 072, 074, BOT 062, ENVIR 010  **B3: LABORATORY ACTIVITY:** ASTRO \*010L, BIOL 001, 020, 021, 064, 071, 072, 074, CHEM 001A, 001B, 015, 030A, 030B, ENVIR 010, PHYS 001, 002A, 002B, 004A, 004B, PHYSC 012  **B4: MATHEMATICS/QUANTITATIVE REASONING –** MATH 021, 022, 025, 052, 061, 063, 071, 072, 073, 078, 079,  COMPSC 072  *\*Astronomy 10L will be acceptable only if student has completed Astronomy 10 previously or concurrently.* |
| **AREA C: ARTS AND HUMANITIES** *Minimum 9 units – at least one course from C1 and one course from C2* |
| **C1: ARTS - ARTS, CINEMA, DANCE, MUSIC, THEATER**  ART 090, 091, 092, 093, DANCE 002, ETH 011, MUSIC 008A, 008B, 083, 090, 091, 092, 093, 095, 099, THEAT 020, 024M, 024S, 025A, 040, 045  **C2: HUMANITIES - LITERATURE, PHILOSOPHY AND LANGUAGES OTHER THAN ENGLISH**  ENGL 001B, 021, 028, 033, 035, 052, 060, 062, 073, 080, 082A, 082B, 084A, 084B, 086A, 086B, ETH 010, 030, 040,  042, FREN 001A, 001B, 002A, 002B, HUMNT 002, PHIL 010, 011, 065, 070, SL 001A, 001B, SPAN 001A, 001B, 002A, 002B, 020A, 020B, VIET 001A, 001B |
| **AREA D: SOCIAL SCIENCES** *Minimum 9 units – One course from at least two categories* |
| **D1: ANTHROPOLOGY AND ARCHEOLOGY –** ANTH-062, 063, 090, ETH 020  **D2: ECONOMICS –** ECON-010A, 010B, 012  **D3: ETHNIC STUDIES** – ENGL 060, 080, 082A, 082B, ETH 010, 020, 030, 035, 040, 042, HIST 014, 021, 022  **D4: GENDER STUDIES –** ENGL 033, HIST 014, PSYCH 035, WOMS 010  **D5: GEOGRAPHY –** GEOG 010, 011  **D6: HISTORY –** HIST 001\*, 003A, 003B, 010A, 010B, 012, 014, 015, 017A\*, 017B\*, 021, 022, 040, 045  **D7: INTERDISCIPLINARY SOCIAL AND BEHAVIORAL SCIENCE** – ENGR 001, ETH 030, 040, 042, JOURN 010, SSCI 050  **D8: POLITICAL SCIENCE, GOVERNMENT AND LEGAL INSTITUTIONS** – IDIS 090, POLSC 001\*  **D9: PSYCHOLOGY –** FCS-070, PSYCH 001, 035, 047, 060, 092, 096, 099, 100  **D0: SOCIOLOGY AND CRIMINOLOGY –** AJ 010, 011, 014, ETH 035, SOC 010, 011  **\*U.S. HISTORY CONSTITUTION AND AMERICAN IDEALS** (CSU GRADUATION REQUIREMENT)  **OPTION 1: HISTORY 017A *AND* 017B OR**  **OPTION 2: HISTORY 001 *AND* POLITICAL SCIENCE 001** |
| **AREA E: LIFELONG LEARNING AND SELF-DEVELOPMENT** *Minimum 3 units* |
| FCS 019, 050, 070, GUIDE 080, 095, HED 011, P.E. 031, PSYCH 060, 92, 096, 100 |

**Appendix B. IGETC GE**

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) 2011-2012

|  |
| --- |
| *The Intersegmental General Education Transfer Curriculum (IGETC), originally implemented in Fall 1991, is a series of courses that community college students can use to satisfy lower division general education requirements at any CSU or UC campus. All coursework applicable to IGETC must be completed and certified in order to be accepted by the CSU or UC. Each course certified must have a minimum of “C” grade.*  **AREA 1: ENGLISH COMMUNICATION** *Minimum 9 units – One course from each area* |
| **1A: ENGLISH COMPOSITION –** ENGL-001A  **1B: CRITICAL THINKING/ENGLISH COMPOSITION** – ENGL-001C  **1C: ORAL COMMUNICATION (NOT REQUIRED FOR UC) –** COMS 010, 020, 040, 045 |
| **AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING** *Minimum 3 units* |
| **2A: MATHEMATICS –** MATH 021, 025, 061, 063, 071, 072, 073, 078, 079 |
| **AREA 3: ARTS AND HUMANITIES** *Minimum 9 units – at least one course from Arts and one from Humanities* |
| **3A: ARTS –** ART 090, 091, 092, 093, DANCE 002, ETH 011, MUSIC 008A, 008B, 083, 090, 091, 092, 093, 095, THEAT 020, 024M, 024S, 025A, 040, 045  **3B: HUMANITIES –** ENGL 001B, 021, 028, 033, 035, 052, 060, 062, 073, 080, 082A, 082B, 084A, 084B, 086A, 086B, ETH 010, 020, 030, FREN 001B, 002A, 002B, HIST 010A, 010B, HUMNT 002, PHIL 010, 011, 065, 070, SPAN 002A, 002B, 020A, 020B |
| **AREA 4: SOCIAL AND BEHAVIORAL SCIENCE** *Minimum 9 units – One course from at least two Academic Disciplines* |
| **4A – ANTHROPOLOGY AND ARCHEOLOGY –** ANTH 062, 063, 090  **4B – ECONOMICS –** ECON 010A, 010B, 012  **4C – ETHNIC STUDIES** – ETH 010, 020, 030, 040, 042  **4D – GENDER STUDIES –** HIST 014, PSYCH 035, 100, WOMS 010  **4E – GEOGRAPHY –** GEOG 010, 011  **4F – HISTORY –** HIST \*001, 003A, 003B, 014, 015,\*017A, \*017B, 021, 022, 040, 045  **4G – INTERDISCIPLINARY, SOCIAL & BEHAVIORAL SCIENCES –** ENGR 001, ETH 020, 030, 040, 042  **4H – POLITICAL SCIENCE –** POLSC \*001  **4I – PSYCHOLOGY –** PSYCH 001, 035, 092, 096, 100  **4J – SOCIOLOGY & CRIMINOLOGY –** SOC 010, 011  \*THE FOLLOWING MAY BE USED TO SATISFY THE U.S. HISTORY CONSTITUTION AND AMERICAN IDEALS **CSU** GRADUATION REQUIREMENT  **HISTORY 017A *AND* 017B OR**  **HISTORY 001 *AND* POLITICAL SCIENCE 001** |
| **AREA 5: PHYSICAL AND BIOLOGICAL SCIENCE 7-9 units**  *(2 courses required - one Physical Science course and one Biological science course; at least one must include a laboratory).*  Courses in **Bold** contain a laboratory component. |
| **5A - PHYSICAL SCIENCE –** ASTRO 010, **\*\*010L,** 016, **CHEM 001A, 015, 030A, 030B, \*ENVIR 010, PHYSC 012, PHYS 002A, 002B, 004A, 004B, 004C,** SETS 010  **5B - BIOLOGICAL SCIENCE – BIOL 001, 020, 021,** 061, 062, **064**, 065, **071, 072, 074,** BOT 062, **\*ENVIR 010**  \*Environmental Science 010 may be certified for general education in either Physical or Biological Science, but may only be certified once.  \*\* (ASTRO 010L fulfills the lab requirement for IGETC only if student has completed ASTRO-010 or ASTRO-016 previously or concurrently) |
| **AREA 6: LANGUAGE OTHER THAN ENGLISH (UC Requirement only)**  **(Proficiency equivalent to two years of high school study in the same language)** |
| French 001A, 001B, 002A, 002B, Sign Language 001B, Spanish 001A, 001B, 002A, 002B, 020A, 020B, Vietnamese 001A, 001B |

**Appendix C. SLO Assessment Data**

**Enlace Program Review**

**SLO Assessment Data**

**Evergreen Valley College**

**Fall 2012**

SLOs

1. Students will identify the various program components of Enlace: (1) academics, counseling, mentoring, and extra-curricular.
2. Students will be able to identify Enlace courses.
3. Students will identify general education courses and understand their educational plan.
4. Students will apply tools which can contribute to their leadership.

Survey Information

* *Enlace Orientation:* Pre and post test surveys were distributed before and after the Enlace Orientation. Surveys were collected and tabulated using Survey Monkey. A total of 65 pre surveys were distributed and 60 were completed and returned.
* *Enlace Counseling:* A total of 29 pre and post surveys were distributed and collected before and after individual Enlace counseling sessions. The pre and post surveys were tabulated using Survey Monkey.
* *Special Event-* *Enlace Honors Society Conference:* A total of 117 post conference surveys were distributed, collected and tabulated onto Survey Monkey.

Assessment Results:

After completing the Enlace Orientation:

* 100% of students understood the Enlace Mission versus 76.9% prior to completing the Enlace Orientation
* 98.3% of students knew which Enlace English and Enlace Math course to enroll in based upon their assessment scores, versus 83.1% of students prior to the Enlace Orientation
* 98.3% of students strongly agreed that they could identify the Enlace English, math, science, and counseling courses, versus 72.3% of students prior to the Enlace Orientation.
* 100.0% of students knew how many units to enroll into if they wanted to be a full-time student, versus 96.9% of students prior to the Enlace Orientation.

After completing Enlace individual Counseling session:

* 100.0% of students knew what Enlace English and Math course(s) to enroll into based upon their assessment scores, versus 60.9% prior to a counseling session.
* 100% of students could identify the three different services that the Enlace Program has to offer, versus 54.5% prior to a counseling session.
* 100.0% of students who attended an Enlace Orientation/Counseling session knew the General Education (CSU, IGETC, AA, AS, etc.) very good, versus 78.2%
* 92.9% of students who attended an Enlace Orientation/Counseling session understood very good higher education degrees, versus 73.9%
* 69.3% of students who attended an Enlace Orientation/Counseling session were very knowledgeable with navigating Myweb, versus 68.2%

**Action Plan**

* The Pre and Post surveys for the Enlace Orientation were adequate to measure Enlace SLO’s. Continue to use Survey Monkey to provide results to analyze the annual review of current data against historical performance.
* Recommend to update the Pre and Post Counseling Surveys.
* A pre-survey will need to be provided to all Enlace Honors Society Conference participants next year.

| Enlace Orientation SLO | Yes | NO | Strongly Agree | Agree | Disagree | Strongly Disagree |
| --- | --- | --- | --- | --- | --- | --- |
| 1. I understand the Enlace Mission. |  |  |  |  |  |  |
| Pre-Test | 76.9% | 23.1% |  |  |  |  |
| Post-Test | 100.0% | 0.0% |  |  |  |  |
| Difference | 23.1% |  |  |  |  |  |
| 1. I know the English Enlace course and Math Enlace course to enroll in based upon my assessment scores. |  |  |  |  |  |  |
| Pre-Test | 83.1% | 16.9% |  |  |  |  |
| Post-Test | 98.3% | 1.7% |  |  |  |  |
| Difference | 15.2% |  |  |  |  |  |
| 1. I can identify the Enlace English, Math, Science, and Counseling courses. |  |  |  |  |  |  |
| Pre-Test |  |  | 72.3% |  |  | 27.7% |
| Post-Test |  |  | 98.3% |  |  | 1.7% |
| Difference: |  |  | 26.0% |  |  |  |
| 1. I know how many units I should enroll in if I want to be a full-time student. |  |  |  |  |  |  |
| Pre-Test |  |  | 96.9% |  |  | 3.1% |
| Post-Test |  |  | 100.0% |  |  | 0.0% |
| Difference |  |  | 3.1% |  |  |  |

**Appendix D. Enlace Orientation**

**Appendix E: Enlace Orientation/Counseling SLO**

| Enlace Orientation/Counseling SLO | Yes | NO | Strongly Agree | Agree | Disagree | Strongly Disagree |
| --- | --- | --- | --- | --- | --- | --- |
| 1. I know the Enlace English course and Math course(s) to enroll in based upon my assessment scores. |  |  |  |  |  |  |
| Pre-Test | 60.9% | 39.1% |  |  |  |  |
| Post-Test | 100.0% | 0.0% |  |  |  |  |
| Difference | 39.1% |  |  |  |  |  |
| 1. I can identify the various services that the Enlace Program has to offer. |  |  |  |  |  |  |
| Pre-Test | 54.5% | 45.5% |  |  |  |  |
| Post-Test | 100.0% | 0.0% |  |  |  |  |
| Difference | 45.0% |  |  |  |  |  |
| 1. I know how many units I should enroll in if I want to be a full-time student. |  |  |  |  |  |  |
| Pre-Test |  |  | 78.2% |  |  | 21.7% |
| Post-Test |  |  | 100.0% |  |  | 0.0% |
| Difference |  |  | 21.8% |  |  | 21.7% |
| Enlace Orientation/Counseling SLO |  | Very Good | Good | Fair | Bad | Very Bad |
| 1. How much has this Orientation/Counseling session contributed to your knowledge in the following areas? |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. General Education (CSU, IGETC, AA, AS, etc.) |  |  |  |  |  |  |
| Pre-Test |  | 73.9% |  |  |  | 4.3% |
| Post-Test |  | 92.9% |  |  |  | 0.0% |
| Difference |  | 19.0% |  |  |  | 0.0% |
| b. Higher Education Degrees (Undergraduate, Graduate, and Professional) |  |  |  |  |  |  |
| Pre-Test |  | 51.0% |  |  |  | 9.0% |
| Post-Test |  | 85.7% |  |  |  | 14.2% |
| Difference |  | 34.7% |  |  |  | 5.2% |
| c. Navigating MyWeb |  |  |  |  |  |  |
| Pre-Test |  | 68.2% |  |  |  | 9.1% |
| Post-Test |  | 69.3 |  |  |  | 7.7% |
| Difference |  | 1.1% |  |  |  | 1.4% |

**Appendix F: Enlace Monthly Activities**

**ENLACE Monthly Activities**

**Monthly Activities throughout the year**

**In conjunction with the Enlace Mission i.e. “With student learning as our primary focus, EVC’s mission is to empower students to expand their human potential and to succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.”**

**August**

* Fall Registration continues
* Enlace Office open to greet students daily from 8-5pm, schedules counseling appointments, update mentor list (early August), prepare materials needed for the mentor assignment, manage student/tutor timesheets
* Compile Enlace data for summer classes
* Update inventory of Enlace books on Library Reserve
* Order additional texts as need
* Prepare Enlace orientation student survey
* Complete preparations for Enlace Fall Career Faire
* Create mail merge of EHS invitations
* Reserve locations for EHS conference and Enlace Convocation

*The last two weeks are extremely busy.*

**September**

* Fall Registration continues/Classes begin
* Enlace Office open to greet students daily from 8-5pm, schedule counseling appointments, manage student/tutor time sheets, mentor assignment,
* Arrange for Enlace mentor class visits
* Reserve rooms for CSU and UC application workshops
* Create marketing material for workshops
* Track registration of workshops

*The last two weeks are extremely busy.*

**October**

* Enlace Office open to greet students daily from 8-5pm, schedule counseling appointments, manage student/tutor time sheets, logistical planning for EHSC
* Provide follow-up for mentor assignment

**November**

* Spring & Intersession Registration begin
* Enlace Office open to greet students daily from 8-5pm, schedule counseling appointments, match students with mentors, data collection, manage student/tutor time sheets
* Review and recommend updates to the Enlace webpage to the Coordinator/Enlace Staff
* Send reminder emails to students regarding application deadlines

**December**

* Spring & Intersession Registration continues/finals
* Enlace Office open to greet students daily from 8-5pm, schedule counseling appointments, manage student/tutor time sheets, E-Mentor Newsletter, Process student tutor paperwork,
* Evaluate mentor component
* Update inventory Enlace books on reserve
* Order books as necessary

*Early December extremely busy with registration*

January

* Spring Registration continues/Intersession begins
* Enlace Office open to greet students daily from 8-5pm, schedules counseling appointments, manage student/tutor time sheets, logistical preparation for Enlace Convocation,
* Prepare student orientation material
* Help design mentor component for EHS Conference
* Reserve location for FAFSA workshop
* Create marketing material for workshop
* Create mail merge of EHS invitations

February

* Spring Registration continues
* Enlace Office open to greet students daily from 8-5pm, schedules counseling appointments, manage student/tutor time sheets, begin logistics for EHSC,
* Develop materials for Enlace Honors Society Conference
* Arrange for Enlace mentor class visits

*First week of February is busy with course placement and the last 2 weeks extremely busy with graduation petitions.*

March

* Enlace Honors Society Conference (EHSC)
* Enlace Office , schedule appointments, pair mentors with students, review events calendar, update Enlace website, manage student/tutor time sheets, work with Faculty supporting SACNAS Conference, continue to support EHSC
* Prepare for Enlace Honors Convocation
* Prepare for ESA Cinco de Mayo celebration
* Help facilitate mentor component of EHS Conference

*Graduation petitions due early March.*

April

* Summer/Fall Registration begin
* Enlace Office open to greet students daily from 8-5pm, manage student/tutor time sheets
* Provide follow-up for mentor assignment
* Prepare material for mentor assignment evaluation

May

* Summer/Fall Registration continues/finals
* Enlace Office open to greet students daily from 8-5pm, schedules appointments, manage student/tutor time sheets
* Update Enlace website
* Plan for Enlace Fall Career Exploration
* Conduct mentor assignment evaluation
* Participate in Enlace Honors Convocation

*Registration extremely busy the first 2 weeks of May*

June

* Summer/Fall Registration continues
* Enlace Office open daily from 8-5pm, schedules appointments, manage student/tutor time sheets, recruit mentors, E- mentor Newsletter , work on next year logistics for EHSC, data collection for last semester i.e. gender, passing grades, cumulative & transfer students
* Enlace program data
* E-mentor newsletter
* Update inventory of Enlace books on reserve
* Order needed books
* Send thank-you notes to mentors

July

* Fall Registration continues
* Enlace Office open to greet students daily from 8-5pm, schedules appointments, student tutor time sheets, recruit mentors, Process student tutor paperwork,
* Make necessary revisions to mentor assignment materials and processes
* **On-going activities Throughout the year**

1. Provide support for Enlace staff: Enlace Counselor, Enlace Faculty, Enlace Coordinators
2. Provide support for Enlace Student Association, Enlace Honors Society, SACNAS
3. Inform mentors of program activities
4. Manage the Enlace Supplemental Instruction room
5. Order program supplies
6. Remind students of appointments with Enlace Counselor
7. Maintain student folders
8. Maintain student class surveys
9. Keep track of program expenditures
10. Help develop fundraising activities
11. Use social media to maintain an Enlace presence with students, mentors, and community stakeholders
12. Compile data of Enlace tutors and Enlace Supplemental Instruction Leaders
13. Attend Enlace Program activities on campus and in the community
14. Update and maintain Enlace mentor list
15. Strengthen relationships with Latin@ community based organizations
16. Represent Enlace in community events and activities
17. Develop and maintain relationships with feeder districts and schools
18. Maintain current list of external scholarship opportunities for Enlace students

Enlace Staff

11.16.2012