

# Enlace Program Review

## Celebrating 35 years of Excelencia in Education

### 2018-2019



**Department/Program Name:** Enlace

**Year of Last Comprehensive Review:** 2010-2011

**Year of Last Mini Review, if applicable:**

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**Area Dean:** Merryl Kravitz, Ph.D., Dean, Language Arts

## Overview of the Department/Program

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

The Enlace Program, which began in 1983, represents an alternative approach to meeting the educational needs of Latinx students. The name Enlace comes from the Spanish word *enlazar*, which means to unite, to connect, to link. Enlace is a network of students, staff, and community members united by a shared vision of Latinx student success. Three faculty members at EVC, each with more than 10 years of experience in the San José/Evergreen Community College District, acknowledged the relative lack of academic success of Latinx students; however, at EVC there were no institutional strategies in place to address this problem. Therefore, the three faculty members developed Enlace as a nontraditional approach to Latinx student success, a holistic approach sensitive to the experiences, needs, and strengths of Latinx students. The approach combines a culturally and linguistically relevant teaching, counseling, and mentoring pedagogy with structured community participation to enhance Latinx students' navigation between their homes, community, and Evergreen Valley College.

At the start, Enlace staff offered one English course each semester with Latinx students as the target population. A counselor and 30 community mentors supported the course. After six years, Enlace staff added two new academic components—math and science—increasing the Enlace section offerings to four each semester. Subsequently, additional sections of English, math, science, and counseling were offered, supported by increased counseling services, supplemental instruction, and extracurricular activities. English, math, and science were selected as the instructional focus because these disciplines are at the heart of students' academic success in college and because they are disciplines in which Latinx students traditionally have not been successful.

To review Enlace's Narrative Historical Timeline go to : <https://www.sutori.com/story/enlace>

To review a condensed Historical Timeline go to: <http://www.evc.edu/Documents/Enlace%20Program%20Timeline.pdf>

- 2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

Goal	Update
<b>Hire a full-time Enlace Program Specialist</b>	An Enlace Program Coordinator was hired in October 2014. Not only was the program fortunate enough to hire a highly qualified candidate, but also was able to hire an individual who is an Enlace Alumni. The primary duties of the Enlace Program Coordinator are to: <ul style="list-style-type: none"><li>Coordinate and oversee assigned programs; provide work direction and guidance to program staff to assure implementation of program policies and objectives. In particular, the Enlace Program Coordinator oversees the Enlace Mentoring Component. The coordinator recruits new mentors, and serves as the liaison between the existing mentors, the faculty, and students.</li><li>Inform students on program services and requirements; assist students with registration; respond to and resolve inquiries.</li></ul>
<b>Revise the Mentor Orientation</b>	The Enlace Program Coordinator along with the Enlace Co-Chair have revised the mentor orientation. A mentor orientation is hosted once a semester on a Saturday where the mentors have the opportunity to learn about the history, and mission of the Enlace Program, network and meet with other mentors,

	and mentees. The orientation has strengthened the mentoring component and has enhanced community relations.
<b>Include information literacy student learning outcomes and activities in the Enlace English Composition curriculum.</b>	While we did not move forward with integrating information literacy in the Enlace sections of English 001A, the Enlace English Faculty would still like to explore this possibility in the future.
<b>Develop an Enlace Strategic Plan for Program Sustainability</b>	Every semester the Enlace Coordinating Committee meets and strategizes about program innovations, retention, and develops activities that promote higher education. Enlace is continuously strategizing on how to close the equity gap for Chicanx/Latinx students. And while we have been successful, it remains a challenge to do so without an operating budget. Enlace has depended on the funds of Title V grants for more than 15 years; those funds are no longer available. Enlace does not have an operating budget and works diligently with the administration who offer soft funds on a semester to semester timeframe.
<b>Create new networks with industry and community based organizations.</b>	<p>Since the last program review the following relationships have been established:</p> <ul style="list-style-type: none"> <li>▪ <b>Victor Garza Institute for Public Affairs-</b> The Victor Institute for Public Affairs is a learning experience funded by the Nuñez Community Foundation in collaboration with the Enlace Program at San José/Evergreen Community College, La Raza Roundtable de California and ConXión to Community. Participants are paid interns at public service agencies. The internship includes an academic leadership component during which interns explore theories of change, organizational theory, career exploration, and topics related to each intern's field of study. The aim of VGIPA is to increase awareness of career opportunities in civil/public services for Latinx students. In turn participants will have a better understanding of marginalized communities and social injustices, and an array of community networking experience. During the summer of 2017, five Enlace students were selected to participate in the institute, and during summer 2018 another five students participated. The summer placements included the following locations: City of San José, City of Milpitas, Santa Clara County Executive Office, Social Services of Santa Clara County, and the San José Police Department.</li> <li>▪ <b>Migrant Education (Morgan Hill)-</b> In partnership with the Morgan Hill Migrant Education Program, the Enlace Program provided a two-part informational workshop series. On the first date, the Enlace Counselors hosted two workshops (one for the parents in Spanish and the other for high school juniors and seniors) at Live Oak High School in Morgan Hill. The purpose of the workshops was to inform the parents and students about the various opportunities of higher education in California. Additionally, they were given a detailed presentation about Evergreen Valley College and its degree offerings and student support services. The second part of the informational</li> </ul>

	<p>series included a Migrant student’s tour at EVC. Students were provided detailed orientations about the Enlace Program and EVC. The event was well received by parents, students, and Migrant Ed administrators. The established partnership grants educational opportunities to first generation Latinx college students.</p>
<p><b>Improve existing partnerships with educational and community based organizations.</b></p>	<p>Since the last program review the following partnerships have been maintained and improved:</p> <ul style="list-style-type: none"> <li>▪ <b>Downtown College Preparatory High School (DCP)-</b> Every spring semester Enlace is a host to DCP seniors; an EVC orientation, tour, and information about the matriculation process is provided. At DCP, we meet individually with seniors who are interested to attend EVC in the fall. The Enlace Counselor assess DCP transcripts and provides students with an abbreviated educational plan. Additional information about EVC resources include EOPS, EVC Promise, DSP, Athletics, etc. As part of this partnership, follow-up appointments are scheduled to incorporate a holistic counseling session along with achieving an outcome to provide a comprehensive educational plan for the student.</li> </ul> <p>Since the last program review the following relationships have been established:</p> <ul style="list-style-type: none"> <li>▪ <b>Latino College Preparatory High School (LCPA)-</b> For the last three years the Enlace Program established and maintained a partnership with LCPA students. Services to LCPA students follow the same strategic outreach and recruitment efforts as with DCP, whereas educational opportunities are offered and streamlined.</li> <li>▪ <b>Cristo Rey Jesuit High School-</b> The Enlace Program Coordinator established a relationship with Cristo Rey Jesuit High School. At the first outreach presentation she shared her personal EVC/Enlace student experience with the senior class. Interested students received registration assistance, counseling, and an abbreviated ed. plans. Since then, several Cristo Rey High School students have enrolled into the Enlace Program courses with some wanting to get a head start in college by enrolling into the summer Enlace English 104 course (Fundamentals of Composition).</li> <li>▪ <b>Oakgrove High School Latino Parents-</b> Enlace reached out to the Comité de Padres Latinos at Oak Grove High school. The Latino parent group supports and advocates for the Latinx community at Oak Grove. In collaboration with Martha Cabrera (the parent community involvement specialist) Enlace Program Coordinator articulated to the parents about EVC services and resources in Spanish. Interested parents asked several questions about academics and scholarship resources. Additionally, due to summer school enrollment cap at Oak Grove High, parents showed a lot of interest to have their children enroll in summer school at EVC and the Enlace Program.</li> </ul>

<p><b>Develop grant proposals for continued external funding to facilitate program expansion.</b></p>	<p>Since our last program review, we received a small one-time grant from the Castellano Foundation. The grant was in the amount of \$2500 and the funds were allocated to provide Enlace Scholarships. It is our hope to continue pursuing grants and in particular Title V grants; however, due to limited staffing we have been unable to allocate time to develop these grants. We met with consultants who focus on writing Title V grants; however, as a program we cannot afford their fee. It is our goal to submit a Title V grant in the near future.</p>
<p><b>Seek community sponsors to increase student scholarship opportunities</b></p>	<ul style="list-style-type: none"> <li>▪ In collaboration with Ms. Sonya Serna, the Dr. Mauro Chavez Scholarship was reestablished.</li> <li>▪ We actively encourage students to apply for the scholarships listed below. We sponsor scholarship workshops so students can adequately prepare a strong application. The workshops are conducted by representatives of the sponsoring scholarships, Enlace Alumni who were former recipients, or the Enlace Program faculty and staff.</li> </ul> <p><b><i>Dr. Ernesto Galarza Scholarship, Chicana/Latina Foundation Scholarship, Karl S. Pitser Leadership Opportunity Program, EVC Scholarships, and others.</i></b></p>

**3. Please state any recent accomplishments for your program and show how it contributes to the College’s mission and success.**

Over the last three years, Enlace has offered an accelerated Mathematics pathway that reduces the time required to complete remedial mathematics and improves retention and success by providing students a goal within reach. While remedial mathematics typically requires four semesters, the Enlace Accelerated Program requires one summer course and two intensive semester courses. In the Enlace Summer Math Academy, students learn basic mathematics and study skills through lecture, tutoring, group work, use of the ALEKS and/or MyMathLab program. In the fall, students learn beginning and intermediate algebra (two semesters of math) using the same approach as the math academy. Many Enlace students take Enlace Statistics the following semester, thus completing all their math requirements in one year. As indicated by the data below, students have achieved considerably higher success rates in the Enlace Accelerated Program than in conventional courses.

The data shows that Enlace effectively boosts the success of Latinx students in mathematics courses. In the 2015 Summer Academy, Enlace achieved a 63% success rate, compared to 47.66% Latinx success in a full semester of non-Enlace Math 310. In Math 111, Enlace achieved an 84% Latinx success rate during an accelerated course; the non-Enlace, non-accelerated courses achieved a 46% rate for Latinx students. In Math 13, Enlace achieved a 64% Latinx success rate during an accelerated course; the non-Enlace, non-accelerated courses achieved a 56% rate for Latinx students. Finally, in Math 63, Enlace achieved a 75% Latinx success rate, compared to 60% in the non-Enlace course.

There were 9 students in the Enlace Summer Math Academy in 2016. Seven of these students passed Math 111, and six of these students passed both Math 111 and Math 13 in fall 2016. That is, 67% of students in the workshop completed

all their requirements for college level math in one semester and one summer workshop. Out of those 6 students that completed Math 111/13 in Fall 2016, 4 completed Math 63 in Spring 2017 (again 67%).

As the data demonstrates, Enlace students have been able to complete their requirements quicker and with a higher success rate. The data also demonstrates that an accelerated approach has resulted in students successfully completing remedial mathematics at a higher rate. The accelerated approach that the Enlace Program has established not only demonstrates student success, but also aligns with the Guided Pathways approach. Professor **Cynthia Burnham** received the **2017 Innovation of the Year Project Award** by the League for Innovation in the Community College for her innovation in establishing the Enlace Math Academy and Enlace Accelerated Math Program. <http://special.league.org/league/competitions/innovations/display/mdisplay/detail.cfm?ioy=2017&ioyid=268>

Cohort Start Term: Fall 2016  
Cohort End Term: Spring 2017

	Enrolled in Math 111		Enrolled in Math 13		1 Yr Success Rate in Math 13
	Students	Success	Students	Success	
Enlace	66	47	40	32	48.5%
Non-Enlace	108	45	23	10	9.3%

Note: Math 111 enrolled Enlace cohort represents 37.9% of EVC's Latinx subgroup population in Basic Skills Math.

**2 Years**

Cohort Start Term: Fall 2015  
Cohort End Term: Spring 2017

	Enrolled in Math 111		Enrolled in Math 13		2 Yr Success Rate in Math 13
	Students	Success	Students	Success	
Enlace	67	44	42	34	50.7%
Non-Enlace	103	56	34	21	20.4%

Note: Math 111 enrolled Enlace cohort represents 39.4% of EVC's Latinx subgroup population in Basic Skills Math.

4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal).

**2016-2017: Funding (Fund 10)**

Expense	Amount	Comments
WST Preparation Workshop	\$600.00	Provided a WST preparation workshop for Enlace students who enrolled in Counseling 018 and transferred to SJSU in fall 2017. 83% who participated in the workshop passed the WST on their first attempt, and 100% on their second attempt.

Enlace Informational Flyer <b>Marketing</b>	\$573.53	The flyers serve as marketing material for the Enlace Program. The flyers are distributed to potential new Enlace students, mentors, and community members. Relevant and current marketing material promotes enrollment and retention of students.
Enlace Honors Society sweatshirts <b>Marketing</b>	\$530.84	The sweatshirts were earned from actively involved Enlace Honors Society students who graduated and/or transferred.
Enlace Stoles <b>Marketing</b>	\$2635.11	The stoles are distributed to Enlace students who graduate and/or transfer. The stoles are distributed at the Enlace Excelencia in Education Celebration.
Desks for Enlace Program Coordinator and Counselor <b>Furniture</b>	\$5882.09	The two desks replaced non ADA compliancy. Counseling sessions were improved by advancing student accessibility. The Enlace Coordinator now has an improved professional reception area that promotes accessibility and confidentiality.

**2017-2018: Funding (Fund 10)**

<b>Expense</b>	<b>Amount</b>	<b>Comments</b>
WST Preparation Workshop	\$600	Provided a WST preparation workshop for Enlace students who transferred to SJSU in fall 2018. 90% of the students who participated in the workshop passed the WST on their first attempt.
Supplies (Office Depot)	\$2000	The funding was utilized to purchase operating supplies for the Enlace Program (ex. Ink, paper, pens, etc.)
Student Assistant Salary	\$5000	One student assistant was hired for the 17-18 academic year. The student assistant served as an Enlace ambassador and contributed to the

		daily functions of the Enlace Program.
Field Trip	\$750	Enlace students were granted an opportunity to tour UC Merced, CSU Sacramento, and UC Davis during EVC's spring break. The funding covered the accommodation and travel expenses. College trips for first generation students are instrumental to their transfer experience.
SurveyMonkey Annual Subscription	\$350	The Enlace Program utilizes surveymonkey to collect responses on pre and post surveys distributed to students in various settings (classrooms, workshops, orientations, etc). The data collected is utilized to analyze Student Learning Outcomes, and for Program Review.

**5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

While Enlace staff has modified Enlace over time to improve program effectiveness and to reflect changing resources, the original program goals have remained persistent.

- To successfully retain Latinx students;
- To enable Latinx students to successfully complete the Enlace English, math, science, and counseling courses;
- To mainstream Latinx students into the general education and transfer curricula;
- To increase the number of Latinx students who graduate with an Associate of Arts or Associate of Sciences degree;
- To increase the number of Latinx students who transfer to four-year colleges and universities; and
- To create a cadre of student leaders

**Counseling:** Chicano/Latinx students at EVC who are not served by the Enlace program are neither passing nor persisting through the gateway courses of math, science, and English at acceptable rates, resulting to block program completion and transfer. Growth and development of Enlace is severely restricted by staffing constraints. The three tenured Enlace professors, loaded at 1.00 FTE, are unable to teach additional Enlace sections. The Enlace counselor has a full counseling load and is unable to assume an increase in student load or an increase in duties and responsibilities. Since 2005, Enlace growth had 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 served as the principal investigator; however, the funds are no longer available. Without commitment from the administration to secure an operating budget, the Enlace Program cannot sustain growth and innovation opportunities are limited.

Due to the overflow in general counseling, many Latinx students come to the Enlace office for counseling appointments but there are not enough counseling hours to assist them. With the increase of EVC Promise students who are primarily Spanish speaking and first generation, they continue to request Enlace services where they receive bilingual services and a personal approach validating their persona. As a result, the Enlace counseling component has been revised to

enhance retention by using a case management approach with its current student population. Moving toward a counseling holistic approach enhances retention and success.

All students new to Enlace are required to enroll into one of the Enlace courses in order to receive Enlace Counseling services. Once a student is enrolled in one of the Enlace classes they become an Enlace student for the remaining of their stay here at EVC and receive comprehensive counseling services. The Enlace male student population retention is also being addressed by requesting a 40% faculty reassign time that would provide role modeling, encouragement, workshops, and other retention techniques for Latinx males. Looking toward the future, the continuous demand for Enlace Counseling services will necessitate the need to hire an additional full-time Spanish speaking counselor.

### **English:**

In order to help students succeed in and outside of the classroom, the English faculty envision implementing some of the solutions listed below:

- Enlace Orientation—Similar to other campus academic and support programs, first-time college students are required to attend an orientation. During this orientation, students can be introduced to college success traits, such as time management and introduction to other services on campus.
- Counseling 14, College Success—Require first-time college students to complete in conjunction with English course. The course description specifies that students in the course will acquire effective study skills and orientate “students to transition to college course expectations and procedures.” As mentioned earlier, the non-cognitive skills would be addressed to enhance students’ academic performance. The Enlace English Faculty and the Enlace Counselor would work together to align curriculum, and include culturally competent activities that support first generation Latinx students.
- ENGL 1A, Co-requisite of 1L Lab—The English department offers all English 1A, 1B and 1C a variable unit supplemental lab. As mentioned earlier, the immediate placement of students from high school to first-year transferable composition can be a significant challenge. Enrollment of the 1L Lab will allow students to work one-on-one or in a small group setting. Studies have shown that additional support outside of the classroom results in higher success.
- ENGL 1A Scaffolding—Considering that the class only meets twice a week, every session is essential for students’ learning. Scaffolding lesson plans/activities throughout the semester is paramount to the success of students, which includes the disassociation of any assignments that are not connected to the ENGL 1A student learning outcomes.
- Tutoring & Supplemental Instruction (SI)— Enlace English faculty need to establish a connection with Academic Skills and Tutoring Instructor, William Nguyen, to promote tutors and/or supplemental instruction leaders.
- New ENGL 1A—Support the design of a new course that incorporates reading skills into first-year composition course. A number of community colleges in the bay area modified their English 1A to include an emphasis of reading strategies.
- Library Information Literacy—In collaboration with EVC librarians, incorporate a plan—imbedded curriculum or orientation—that focuses on research strategies and usage of library resources.
- Basic Skills—Support accelerated course, such as an integrated reading and writing course or learning community.
- ESL 91—Consider the addition of ESL 91.

**Science:**

Both the science and math Enlace courses would greatly benefit from hiring an Enlace Math and Science specialist. Increased access to student-math and science assistant(s) will assist the expanding number of Enlace students with comprehension of material and efficiency completing their educational goals. In return, these components will empower and prepare students to succeed academically and enhance global viewpoints. Improving and increasing student accessibility to quality math and science resources aligns with strategic initiative resources aligns with #1 and #3. As a result, Enlace students may become math and or science tutors (employment opportunities) for EVC and its various departments and educationally based programs.

The Enlace Science component would also like to add an additional class: Bio 80 field section so that Enlace students will learn to enjoy the outdoor experience (organizing, teamwork, field study, heightened awareness and appreciation, expanded geographic orientation).

**Math:**

Ideally our program will be able to serve more students across an even wider range of courses. Possible math classes to add: Math 15 (a pre-statistics algebra course) and Math 25 (Precalculus Algebra and Trigonometry). Currently, the math department has identified Math 15 as AB 705 compliant. Math 25 comprises both course components of Precalculus. It takes the place of taking the Algebra and Trigonometry components as two separate classes. This course would provide Enlace with a STEM pathway in addition to our non-STEM pathway that is currently in place.

**PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.**

**1. Program Set Standards (Summary Tab)**

Overall, EVC’s Institution Set Standard for success rate is **64%**, and the aspirational goal for student success is **71%**

<i>Success Rate</i> (completion with “C” or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F’14-F’17 average	<b>80.09%</b>	71.23%	Did not set a program standard during the last PR.	<b>81%</b>

The data indicates that with the exception of one course, Latinx students enrolled in Enlace sections succeed at a higher rate than Non-Enlace Hispanic students. The average success rate among the 12 Enlace sections is 80.09%. The majority of Enlace sections meet and/or exceed EVC’s aspirational goal for student success.

English		Mathematics		Science	
English-102		Math-111		Biol-061	
Enlace	68.2%	Enlace	77.5%	Enlace	92.6%
Non-Enlace Hispanic Students	52.7%	Non-Enlace Hispanic Students	45.2%	Non-Enlace Hispanic Students	64.7%

<b>Engl-104</b>		<b>Math-013</b>		<b>Envir-010</b>	
Enlace	58.2%	Enlace	72.0%	Enlace	91.4%
Non-Enlace Hispanic Students	60.3%	Non-Enlace Hispanic Students	52.5%	Non-Enlace Hispanic Students	68.7%
	-2.1				
<b>Engl-001A</b>		<b>Math-063</b>			
Enlace	70.2%	Enlace	66.2%	<b>Counseling</b>	
Non-Enlace Hispanic Students	58.9%	Non-Enlace Hispanic Students	59.7%	<b>Couns-015</b>	
<b>Engl-001B</b>				Enlace	92.1%
Enlace	85.6%			Non-Enlace Hispanic Students	76.3%
Non-Enlace Hispanic Students	65.5%			<b>Couns-018</b>	
<b>Engl-001C</b>				Enlace	95.4%
Enlace	91.7%			Non-Enlace Hispanic Students	0
Non-Enlace Hispanic Students	65.5%				

**Program Set Standard:** It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

**Recommendation:** 90% of the 5-year average success rate could be your program standard (average x 0.9).

**Program Success Goal:** It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

**1a. Is your program success rate higher or lower than the campus?**

The Enlace Program course success rate is higher than the campus' average.

**1b. If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

**Learning Environment**

The Enlace faculty and staff are committed to helping students in and outside of the classroom. They are committed to staying updated with current trends, policies, and procedures that positively impact Chicanx/Latinx student academic success and transfer. From the initial enrollment into the program, students are offered a comfortable space that is conducive to learning in the Enlace office. There are two rooms designated for students where they can study individually or in a group setting. Students also have access to free printing and the computer usage where they can easily enroll into classes with assistance when needed. Additionally, students have access to a refrigerator, microwave, hot and cold water, and a welcoming place to eat. Our goal is to eventually create a food pantry because we know that more and more students are dealing with food insecurity.

**Student Success**

Every semester the Enlace Program Coordinator and/or Enlace Counselor visit Enlace courses multiple times to provide enrolled students relevant academic information. During the second week of every semester, an in-class orientation is provided where students receive the following information: (1) a detailed history about the Enlace program, (2) their role as Enlace students, (3) resources to successfully navigate Evergreen Valley College, and (4) important policies and deadlines that can impact their success. Follow-up classroom visits are conducted throughout the semester, where students are reminded about priority registration and deadlines.

Along with classroom visits, the Enlace Program Coordinator organizes a workshop series throughout the year where various topics are covered that promote success in higher education. The transition process from high school to college can be very challenging to first generation students. Enlace Faculty and staff understand that many students do not have a mentor or a family member to guide them through the college process. Understanding these challenges that students come to college with lends the enhancement to go above and beyond to support Latinx students. The Enlace Program has created a series of workshops offered throughout the academic year. The workshops range from social to academics and are all based on the needs of the students. This past academic year we offered the following: Ice Cream Social, MyWeb 101, FAFSA/CA Dream Act, Enlace scholarships, and Finally Free. Here are some of the outcomes for each workshop:

Ice Cream Social: Students had the opportunity to meet the Enlace faculty and staff in a social network setting which enhanced a more productive learning environment by using this as an ice breaker.

MyWeb 101: This workshop was a designated walk-in session where students were taught how to enroll using MyWeb registration. Enlace provided iPads, and Laptops accessible for students where they were empowered by learning how to use Schedule Planner to find classes and register on their own.

FAFSA/CA Dream Act: Two sessions were offered to students during the academic year. The first part of the workshop consisted of a presentation regarding all available financial resources on and off campus. The second part consisted of actually filling out the FAFSA/CA Dream Act applications.

Enlace scholarships: Students were taught how to research and sort out EVC scholarships that applied to them. They were encouraged to complete the EVC spring scholarship application form and students learned how to respond to scholarship essay questions.

Finally Free: In preparation for finals, Enlace offered scantrons and/or green books to all students along with coffee and pastries.

## **Counseling and Transfer**

### Matriculation

The Enlace Counselor utilizes a case management approach when assisting students. Enlace students are assisted with the matriculation, retention, graduation, and transfer process. During the matriculation process, the Enlace Counselor meets with students one-on-one or in large group setting. Several relationships have been established with local high schools where the Enlace counselor uses Multiple Measures to assess student placement, counsel students, and provide student orientations at their high schools. At this time, students are encouraged to enroll in Enlace courses and they are also encouraged to schedule a follow-up appointment to work on a comprehensive educational plan with the Enlace counselor.

### Career Exploration

Beginning fall 2018, the Enlace Counselor will teach a Counseling 013: Career Planning course. The course will help students make informed choices about careers, strengthen their knowledge about transfer and career opportunities, and ensure they develop an academic plan that outlines their academic path. This course not only aligns with the

California Guided Pathways Model, but also positively contributes to closing the equity gap for Latinx/Chicanx students.

### Retention

Whether or not students have solidified their major, the Enlace counselor assists students with abbreviated and/or comprehensive educational plans in order to ensure that students stay the path. The counselor also provides students with retention tools that many first generation college students need. Both personal and academic counseling is available to Enlace students in order to alleviate the stressors attached to being a first generation Latinx/Chicanx college student. By taking a case management approach, the Enlace Counselor is able to assist students holistically. This not only adds to student retention, but also to student success.

Another main retention strategy that the Enlace counselor adheres to is to work closely with the Enlace instructional faculty to assist students in Early Alert. For a few years now EVC has implemented Early Alert where instructors have the capability to report student concerns over MyWeb, and Enlace instructors now utilize the system. However, prior to having accessibility to the online Early Alert function, Enlace instructional faculty would send regular progress reports to the Enlace Counselor and follow-up would be immediately addressed. Early Alert students are contacted via email, telephone, and are offered retention workshops during class sessions. Early Alert is not only effective, but an integral function of the Enlace Program.

### Transfer

The Enlace Counselor assists students with the transfer process. Numerous admission application workshops where step-by-step demonstrations and personal statement information is offered during the admission period in order to best serve students.

Additionally, the Enlace Counselor continues to teach Counseling 018 which is designed for students who have been admitted to San José State University. The Counseling 018 curriculum consists of assisting students with the matriculation process to SJSU, it provides an opportunity for students to visit the campus and programs that offer resources to first generation and/or low-income students are introduced. The course curriculum also includes a Writing Skills Test (WST) preparation workshop. For the past 3 years, at least 80% of students who enrolled, took the WST and passed the test on their first attempt.

Other activities the Enlace Counselor coordinates/participates to support student success:

- Advisor for the Enlace Honors Society. Organizes monthly meetings where the EHS discusses academic related issues.
- Coordinate university tours for Enlace students (contingent on funding).
- Participate in the annual Society Advancing Chicanos/Hispanics & Native Americans in Science (SACNAS) conference.

### **Academic**

Enlace staff understand the importance of remaining current not only in their respective content disciplines but also in best practices for Latinx 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.

**Science:** The science instructor success rate is based on various factors: 1) A lot of motivational and inclusive words and phrases before almost every pre-class lecture; which include short monologue of instructor's personal challenges. 2) Integrate at least 1.5-2.0 hours of scheduled instructorship at the Math Science Resource Center as part of my semester schedule. This allows students to visit, discuss, comprehend and learn the material in a public setting which is usually less intimidating than attending the instructor's office hours. 3) After discussing extra credit with my departmental colleagues, we agreed that extra credit should not exceed 10% of the class total in points. Therefore, the Enlace science instructor allows students to earn 10 points per chapter for the completion of "hand-written" responses for each chapter's review questions and definition of terms. A maximum of 100 extra points is possible for a total of 10 chapters. If the student completes the chapter extra credit, the student is allowed to use a page of "hand-written" notes for their chapter test. Notes may not be used for midterms nor final exam.

**Math:** Enlace math students have access to a dedicated instructor outside class time and office hours with Jorge Vallin who is a bilingual and bicultural math specialist rather than having to connect with shared general tutoring on campus.

Class time is designed to include both instruction and student practice time. Rather than simply taking notes, students have the opportunity to try numerous problems in class and can get help if needed. This enforced practice time allows students to discover gaps in their understanding before they attempt homework assignments on their own.

The combined class results in a longer class period (2.5 hours per day, 4 hours per week). The benefits are twofold. There is more time dedicated to learning, rather than class logistics. There is less wasted time getting class going. Overlapping topics in both 111 and 13 are also only covered once, thus avoiding unnecessary repetition and saving time to be spent on more difficult topics.

Since 2014, Enlace has received funding to purchase ALEKS or MyMathLab licenses for the Math 111/13 Enlace sections. The online homework system (MyMathLab) allows students to complete their homework anywhere where there is internet connection, including their cellphones. If students get stuck on a problem, the system provides detailed examples and videos for visual learners. This allows students to receive help at any time when completing homework, and not just during class, office hours, or tutoring. Students also complete quizzes online, and are able to get immediate feedback on their performance. They are also able to see solutions to the problems that they get wrong so they can avoid repeating their mistakes. Students can also repeat the quiz to perfect the same type of problems. Being able to repeat problems reinforces learning by allowing students to correct errors immediately.

**English:** The success rate—or lack of success rate—can have different factors. The demographics of basic skills courses often represent students who are first-time college students, specifically recent high school graduates. For this group, the non-cognitive skills—note-taking, time-management, study habits—need to be built prior to rigorous academic courses. For example, English 104 is an intensive course constituting of lecture and lab, which requires students to partake in the detailed recursive writing process. In light of multiple measures and the implementation of AB 705, students enrolled in English 104 may have writing skills that are two or three levels below transfer level composition. Prepared English faculty creates a detailed lesson plan prior to the start of the semester; however, this meticulous planning is not always effective due to the varying skills of students being placed in this basic skills course. The varying skills are also evident with students being placed in English 1A—again, due to multiple measures and the implementation of AB 705. Faculty plan to have constant scaffolding of assignments. Scaffolding is also essential in

English 1A since students are placed into this course without the basic tools—such as the recursive writing process—of English 104. English 1A meets twice a week, which can be insufficient to scaffold the different needs of students. In order to help students succeed in and outside of the classroom, the English faculty envisions the following solutions:

- Enlace Orientation—Similar to other campus academic and support programs, first-time college students are required to attend an orientation. During this orientation, students can be introduced to college habits, such as time management. An orientation will also introduce students to the other services on campus.
- Counseling 14, College Success—Require first-time college students to complete. The course description specifies that students in the course will acquire effective study skills and orientate “students to transition to college course expectations and procedures.” As mentioned earlier, the non-cognitive skills need to be addressed for the success on students’ academic performance.
- ENGL 1A, Co-requisite of 1L Lab—The English department offers all English 1A, 1B and 1C a variable unit supplemental lab. As mentioned earlier, the immediate placement of students from high school to first-year transferable composition can be a significant challenge. Enrollment of the 1L Lab will allow students to work one-on-one or in a small group setting. Studies have shown that additional support outside of the classroom results in higher success.
- ENGL 1A Scaffolding—Considering that the class only meets twice a week, every session is essential for students’ learning. Scaffolding lesson plans/activities throughout the semester is paramount to the success of students, which includes the disassociation of any assignments that are not connected to the ENGL 1A student learning outcomes.
- ENGL 1A and 104 Tutor and SI—English faculty needs to establish a connection with Academic Skills and Tutoring Instructor, William Nguyen, to promote tutors and/or supplemental instruction leaders.
- New ENGL 1A—Support the design of a new course that incorporates reading skills into first-year composition course. A number of community colleges in the bay area modified their English 1A to include an emphasis of reading strategies.
- Library Information Literacy—In collaboration with EVC librarians, incorporate a plan—imbedded curriculum or orientation—that focuses on research strategies and usage of library resources.
- Basic Skills—Support accelerated course, such as an integrated reading and writing course or learning community.
- ESL 91—Consider the addition of ESL 91.

Lastly, our concern is not so much how we are currently helping students succeed in and outside of the classroom. The main concern is how to address students’ needs in light of multiple measures and the implementation of AB 705.

### **Tutoring/Supplemental Instruction**

Providing supplemental instruction and tutoring is an important strategy in closing the Latinx achievement gap in developmental and transfer level gateway courses. The Enlace Math Specialist, Enlace Tutors, and the Enlace Math Faculty assist Enlace students by integrating course content with reasoning and study skills by reviewing notes and readings, developing organizational tools, practicing problem solving strategies, and preparing for exams. Regularly scheduled, out-of-class learning sessions for students are facilitated by the Enlace Math Specialist and Enlace Math Faculty. The supplemental instruction and tutoring sessions are facilitated in the Enlace Office study room and/or the Math & Science Resource Center.

## Mentoring

The Enlace Mentoring Component consists of Enlace Mentors (Latinxs who have graduated from a four-year university and are working professionals) are paired up with Enlace students enrolled in English 001A. The Enlace Mentors are professionals in the community who inform and motivate Enlace students about their respective careers. The majority of Enlace students are first generation college students, and the Enlace Mentors are instrumental to the mission and success of the Enlace Program because they serve as personal and professional support to Enlace students. All Enlace Mentors are provided an orientation on how to successfully mentor students, and how to motivate them to succeed in both academic and professional settings. Enlace has incorporated every semester a Saturday meet and greet. The highly successful event is well attended by mentors and students further enhancing role models from our community.

## Advisory Board

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 the 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. Enlace Faculty and Staff meet the advisory board at least twice a year to continue strategizing and implementing positive change for Enlace students. The MAC is also instrumental in the development of relationships that lead to summer internship opportunities for Enlace students.

### 1c. Is the current program success rate higher than the program set standard?

Yes

### 1d. How close is the program to meeting the program success goal?

We did not set a program success goal during our last program review; however, we have exceeded EVC's aspirational goal for student success.

### 1e. Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.

N/A

## 2. Success Rate ("C" or better)-average F14- Fall 17

<i>Success Rates: <u>Measures by IPEDs Race/Ethnicity</u></i>	Program (average total enrolled students/Success Rate)	EVC	
American Indian	33.33%	131	77.9%
Asian	76.76%	9,166	77.1%
Black or African American	68.65%	532	61.3%
Hawaiian/Pacific Islander	70.72%	98	66.9%
Hispanic	73.71%	8,737	63.7%
Two or More Races	81.28%	615	68.4%

Unknown	74.64%	2,138	71.6%
White	80.00%	1,385	73.3%
<b>Success Rates: Measures by Gender</b>	Program (average total enrolled students/Success Rate)	EVC	
Female	74.92%	12,211	72.5%
Male	72.54%	10,518	68.4%
No Value Entered	67.47%	73	71.8%
<b>Success Rates: Measures by Age</b>	Program (total enrolled students/Success Rate)	EVC	
17 & Below	67.22%	562	81.1%
18-24	72.94%	15,132	67.7%
25-39	78.29%	4,735	74.0%
40 & Over	82.34%	2,346	79.6%
Unknown	72.86%	27	66.5%

2a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.

According to the data the three groups there is an equity gap between the Enlace Program and EVC's success rates is (1) American Indian, (2) Asian, and (3) 17 & Below groups. While the percentage of success amongst American Indian is 33.33% in the Enlace Program, that equates to 3 students. The Enlace Program does not serve as many American Indian students

Success Rates by Ethnic Background

	American Indian	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	Two or More Races	Unknown	White
<b>Enlace</b>	33.33%	76.76%	68.65%	70.72%	73.71%	81.28%	74.64%	80.00%
<b>EVC</b>	77.90%	77.10%	61.30%	66.90%	63.70%	68.40%	71.60%	73.30%
	-44.57%	-0.34%	7.35%	3.82%	10.01%	12.88%	3.04%	6.70%

Success Rates by Gender

	Female	Male	No Value Entered
<b>Enlace</b>	74.92%	72.54%	67.47%
<b>EVC</b>	72.50%	68.40%	71.80%
	2.42%	4.14%	-4.33%

Success Rates by Age Group

	17 & Below	18-24	25-39	40 & Over	Unknown
Enlace	67.22%	72.94%	78.29%	82.34%	72.86%
EVC	81.10%	67.70%	74.00%	79.60%	66.50%
	-13.88%	5.24%	4.29%	2.74%	6.36%

2b. With respect to disaggregated success rates (ethnicity/race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal. (For data please refer to Program Set Standards in question #1 on page 3)

2c. If your program offers course sections fully online, please contact the EVC Dean of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.

The Enlace Program does not offer fully online courses.

**3. Program Awards- if applicable**

Enlace Students		Count	Percentage	Count	Percentage
		Source: MIS files and CROA		Source: CROA	
Evergreen Valley					
	Degrees	385		256	
	Certificates	18		15	
San Jose City					
	Degrees	25		10	
	Certificates	20		7	
<b>Total</b>					
	Degrees	410	91.5%	266	92.4%
	Certificates	38	8.5%	22	7.6%
	Total	448		288	

The figure above demonstrates, 448 degrees and certificates were awarded to Enlace students between fall 2014 and fall 2017. The degrees and certificates were awarded across various disciplines from both EVC and SJCC.

**4. Student Enrollment Types (average F14-F17)**

Day or Evening Student	Program Average Headcount	Pct of Total	EVC (Average )		Difference
Day	3219	57.87%	4390	49.40%	8.47
Day & Evening	1884	33.87%	3178	35.80%	-1.93
Evening	380	6.83%	1089	12.30%	-5.47
Unknown	79	1.42%	221	2.50%	-1.08

Academic Load	Program Average Headcount	Pct of Total	EVC (Average )		Difference
Full Time (12 or more units)	2093	37.52%	<b>2993</b>	33.50%	4.02
Half Time (6 to 11 units)	2687	48.17%	3757	42.00%	6.17
Less than half time (0 to 5 units)	798	14.30%	2153	24.10%	<b>-9.8</b>

\*Note: Not reported here are overload/withdrawn to equal 100%

**4a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

During our last program review we did not measure program enrollment types; however, the data reflects that the majority of Enlace students are day students. The results are of no surprise as all of the Enlace sections are taught during the day. Additionally, 77.29% of Enlace students are between the ages of 18-24, and this age group tend to be day students.

**4b. Discuss how do your program enrollments (pct of total) compare to EVC?**

The Enlace Program has an average of 8.47% more day students compared to EVC's average percentage. Enlace has 4.02% more full-time and 6.17% more half time students than EVC's average percentage. In all other categories, the Enlace Program has a lower average than EVC. The Enlace Program does not require students to be full-time in order to participate in the program; however, most of our courses are sequential and taught during the day therefore increasing the average percentage of full-time day students.

**4c. Based on the data, would you recommend any changes?**

For the past several years, the Enlace Program has increased the number of hybrid sections offered across the disciplines. Offering hybrid sections provides students an alternative approach to learning, while still maintaining the face-to-face contact that first generation college students need. Enlace faculty are committed to teaching effectively online, and have attended various conferences and workshops to improve the retention of online education.

## 5. Student Demographics- Headcount (average F14-F17)

Program Total Headcount			Headcount & Pct of Total	
Gender	Headcount	Pct of Total	EVC	
Female	3663: Total 407: Average	65.8%	4790	54.0%
Male	1881: Total 209: Average	33.8%	4054	45.7%
No Value Entered	18	.4%	33	0.4%
Age	Headcount	Pct of Total	EVC	
17 & Below	155	2.78%	498	5.6%
18-24	4307	77.29%	5341	60.1%
25-39	859	15.41%	2072	23.3%
40 & Over	239	4.28%	961	10.8%
Unknown	12	.21%	11	0.1%
Race/Ethnicity (IPEDS Classification)	Headcount	Pct of Total	EVC	
American Indian	1	.01%	51	0.6%
Asian	188	3.38%	3475	39.1%
Black or African American	45	.8%	224	2.5%
Hawaiian/Pacific Islander	12	.21%	38	0.4%
Hispanic	4531	81.46%	3463	39.0%
Two or More Races	33	.59%	239	2.7%
Unknown	683	12.27%	806	9.1%
White	69	1.24%	583	6.6%

**5a. Based on the program total headcount and pct change year to year, discuss if your program growing or declining? If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Based on the program total headcount, the Enlace program has remained similar over the years. Due to limited funding and the ending of the Title V grant, Enlace has not been able to hire additional faculty, therefore, increasing additional course sections have been restricted. Enlace continues to review and modify course offerings to meet the needs of the Enlace student population yet the amount of sections offered continue to remain the same. There were two semesters where there was a 5.87% and 10.96% decrease in headcount and it was attributed to faculty members being on sabbatical and maternity leave. Enlace sections were not staffed adequately and additional Enlace counseling was not offered during those semesters.

It is our goal to increase the size of the program to offer quality services to the growing Latinx student population at EVC. Enlace will continue working with the EVC administration and the Academic Senate to hire additional Enlace faculty. In particular, we will pursue adding an additional counseling faculty member to meet the growing needs of Enlace students. There are limitations to add additional academic courses without enough counseling support to ensure students are being assisted in and out of the classroom.

**5b. Discuss any gaps have you identified in your program?**

Discuss how is your program enrollment similar or different from the campus?

Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up?

**Gender**

- There are always 25-35% more females enrolled in the program. The average is higher than the college’s average. However, Latinx males are underrepresented in higher education so this statistic is of no surprise.

**Age**

- There is a gap in the 17 & below years’ category, where the Enlace Program served 2.78% of the college’s 5.6% population.
- There is a gap in the 25-39 years’ category, where the Enlace Program served 15.41% of the college’s 23.3% population.
- There is a gap in the age 40 & over years’ category, where the Enlace Program served less at 4.28 % of the college’s 10.8% population.

**Race/Ethnicity**

- There is a gap in the Asian category, where Enlace served less of its population at 3.38%, compared to the college’s 39.1%.
- There is a gap in the Hawaiian/Pacific Islander category, where Enlace served less of its population at .21%, compared to the college’s .40%.
- There is a gap in the African American category, where Enlace served less of its population at .8%, compared to the college’s 2.5%.
- There is a gap in the Caucasian category, where Enlace served less of its population at 1.24%, compared to the college’s 6.6%.

**5c. Discuss what interventions can the program implement to address any gaps in enrollment?**

- The mission of the Enlace Program is to assist Chicax/Latinx students successfully complete the academic core (English, Math, and Science) and to guide Chicax/Latinx students effectively through transfer and occupational courses in a timely manner; therefore, there will always be a race/ethnicity gap amongst other groups within the Enlace program. Chicax/Latinx students will always be the highest served race/ethnic group within the Enlace Program as it aligns with the mission and goals of the program.

**6. Institutional Effectiveness (5 year average, see Summary Tab)**

	Program	EVC
<i>Capacity</i>	83.86%	77.6%
<i>Productivity (goal 16)</i>	17.16	15.65

**6a. Is your capacity rate higher or lower than the campus?**

The Enlace Program capacity is higher than the campus.
<b>6b. Is your productivity goal higher or lower than the campus?</b> The Enlace Program productivity is higher than the campus.
<b>6c. If the program capacity and/or productivity is lower than the campus, please provide rationale:</b> N/A

**PART B: Curriculum**

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision.
2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real-life experiences for students.

For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

The Enlace Program offers courses in the areas of English, math, science, and counseling. English, math, and science were selected as the instructional focus because these disciplines are at the heart of students' academic success in college and because they are disciplines in which Latinx students traditionally have not been successful. As previously stated, the program's approach to teaching and counseling is a culturally and linguistically relevant pedagogy.

While the majority of Enlace course sections have had higher success rates compared to the Latinx students at EVC than the college, Latinx students continue to trail in higher education; therefore, the Enlace program remains committed to offering courses that will close the achievement gap. All Enlace faculty contribute to their respective departments as it pertains to creating and updating curriculum; however, as a program we do not de-activate courses. As a program we evaluate and assess which courses will benefit Enlace students toward succeeding at EVC, and to be prepared for transfer. Enlace faculty are committed to remain current not only in their respective content discipline, but also in best practices for Latinx students. Enlace faculty continue to utilize a Culturally Responsive Teaching (CRT) pedagogy along with integrating innovative methodologies that contribute to student success.

The courses offered by Enlace are:

Course	Description	Unit(s)
<b>English Courses</b>		
<b>Engl-102: College Reading</b>	English 102 enhances college reading skills and study techniques using academic materials in a variety of disciplines such as the natural sciences, social sciences, humanities and business. Instruction includes literal and interpretive comprehension, rate flexibility, vocabulary expansion, and beginning research.	3
<b>Engl-104: Fundamentals of Composition</b>	English 104 is an introduction to academic discourse and to writing short essays. The course develops competence in analytic reading and expository writing. The course stresses paragraph and essay structure through the use of pre-writing, revision, editing, and peer review strategies. Competence in	4

	English usage and syntactic variety will also be developed. Students will respond to culturally relevant model writings for general, academic, and special audiences.	
<b>Engl-001A: English Composition</b>	English 001A is the first course in a transfer level sequence ( <a href="#">ENGL 001A</a> , <a href="#">ENGL 001B</a> ) designed to equip students with the skills necessary for writing college level compositions. The course emphasizes expository writing, critical reading, and research techniques. Students are required to produce a series of academic essays including a documented research paper in conventional format. Analysis of readings and the practice of writing processes create the bases for student essays.	3
<b>Engl-001B: English Composition</b>	English 001B, a second semester college composition course, emphasizes expository and argumentative writing directed toward an analysis of ideas and concepts from a wide variety of literature; English 001B includes discussion of fiction, drama, poetry, the essay, and other expository prose-- stressing critical reading in these genres.	3
<b>Engl-001C: Critical Thinking/Composition</b>	This course presents the elements of critical reasoning and logic. Students will learn to identify the basic structures of arguments and the ways people use language to fortify or to falsify arguments. Students will analyze and demonstrate these techniques by writing and critiquing essays and using research strategies. (C-ID ENGL 105)	3
<b>Math Courses</b>		
<b>Math 111: Elementary Algebra</b>	Students will study topics including operations on real numbers and algebraic expressions, solving linear equations and inequalities, algebraic methods for solving application problems, graphing linear equations and inequalities and solving systems of linear equations. It also includes laws of exponents and operations on polynomials, factoring polynomials and solving quadratic equations by factoring, and operations on rational expressions and solving rational equations.	5
<b>Math 013: Intermediate Algebra</b>	This course continues the algebra sequence and is a prerequisite to college level math courses. Students will review the first course in algebra and explore further the real number system, properties of algebraic systems, absolute value in equations and inequalities, complex numbers, properties of rational exponents and logarithms, roots and radicals, functions, inverse functions, and introduction to sequences and series. Content may include determinants, Cramer's rule, matrices, simultaneous solutions of sets of equations, or conic sections.	5
<b>Math 063: Elementary Statistics</b>	This course is an introduction to the study of statistics. Students will learn methods of collecting data, displaying data, descriptive statistics with emphasis on understanding variation, empirical probability, probability distributions, sampling distributions, confidence intervals and sample size, hypothesis testing, testing the difference between two independent	3

	population parameters, matched pairs analysis, one-way analysis of variance, chi-square tests, correlation and simple linear regression. (C-ID MATH 110)	
<b>Science Courses</b>		
<b>Biol 061: Human Heredity</b>	This course introduces students to the study of human heredity including the cellular basis of heredity and gene expression, Mendelian and non-Mendelian patterns of inheritance, the nature of selected genetic disorders, genetic screening and testing, bioethics, the role of genetic counseling, and biotechnology including recombinant DNA techniques, assisted reproductive technologies, the human genome project, and bioinformatics.	3
<b>Envir 010: Environmental Science</b>	This is an interdisciplinary course in which students examine the interaction between human societies and the environment. Students will study important physical and biological properties necessary for life on Earth. They will explore major issues that are bound to affect the future of humans on our planet including population growth, resource exploitation, pollution, climate change, and the loss of biodiversity. Students will also consider environmental policies and the prospects for a sustainable future. Field trips may be required. ENVIR-010 meets general education requirements for science with a lab and can be counted as either a life science or as a physical science course.	4
<b>Counseling Courses</b>		
<b>Couns-013: Career Planning</b>	This course assists students with career/major selection. Students will identify personal interests, abilities, goals, values, and lifestyle preferences. Students will examine career trends and opportunities, employment outlook and the nature of today's workplace. Students will learn about personal and professional planning as it relates to careers through job search techniques, resume writing, interviewing, career building and realistic decision making. (Formerly GUIDE-080)	3
<b>Couns-015: Blueprint for Success</b>	This course is designed to develop students' personal effectiveness in school and in life. Students will 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 such as time and stress management, study techniques and goal setting. (Formerly GUIDE-085)	1
<b>Couns-018: Planning an Educational Future: EVC to SJSU</b>	This course is designed to assist students who have applied to San José State with their transition from EVC to San José State University. Students will actively plan the steps for this transition. Students will tour the SJSU campus, become aware of its various academic and non-academic resources and meet with faculty and staff from SJSU. Students will do basic career/major exploration, learn about California's higher	1

## PART C: Student Learning Outcomes and Assessment

- On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29> ). Please also indicate how the course SLOs have been mapped to the PLOs. *If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.*

### Counseling

Student Learning Outcome (SLO)	Institutional Learning Outcome (ILO)
Students will be able to identify general education courses and understand their educational plan.	ILO: Inquiry & Reasoning
Students will be able to describe his/her assessment results and how it relates to course selection.	ILO: Inquiry & Reasoning
Students will be able to identify Enlace Program services.	ILO: Inquiry & Reasoning

### Orientations

Student Learning Outcome (SLO)	Institutional Learning Outcome (ILO)
Students will identify the various components of Enlace: academics, counseling, mentoring, and extra-curricular.	ILO: Inquiry & Reasoning ILO: Information Competency
Students will be able to identify Enlace courses.	ILO: Inquiry & Reasoning

### Workshops/Conferences/Special Events

Student Learning Outcome (SLO)	Institutional Learning Outcome (ILO)
Students will gain tools, which can contribute to student leadership.	ILO: Inquiry & Reasoning ILO: Information Competency

- Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...). **Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

The Enlace Program SLO's are evaluated by conducting pre and post surveys via surveymonkey.com. As a program we assess the following three areas: (1) Counseling Sessions, (2) Program Orientations, and (3) Program Special Events/Conferences. To review the most current assessment results, go to:

[http://www.evc.edu/discover-evc/student-learning-outcomes-\(slos\)/student-learning-outcomes-\(slo\)-assessment/student-services](http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment/student-services)

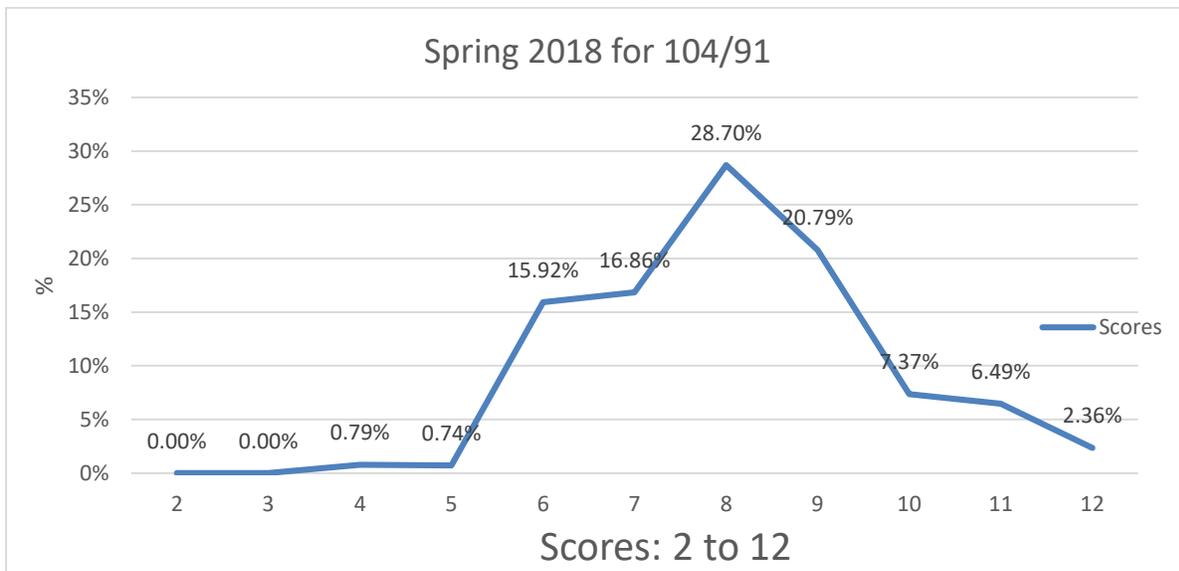
At the course level, the instructors assess their sections by:

### English

The following English 104 SLOs are key items in assessing the department final exam:

- Develop an organized essay reflecting sentence variety, syntactic complexity and paragraph efficiency
- Write in clear, precise, effective English, using vocabulary appropriate to beginning college level English
- Demonstrate critical thinking skills and writing skills leading to an expressive or analytical response at the beginning level of college writing.

Two English faculty members holistically score the final exam. Using the approved department's rubric, each exam is scored from a scale of 6 to 1—the latter suggesting outstanding and former reflecting poor. A combined score of 7 reflects passing of final exam. The average score of all students completing the English 104 department exam is 7.80. The following graph illustration demonstrates the percentage average of final scores. The second illustration demonstrates a table of final exam scores as well as how many students received such score.



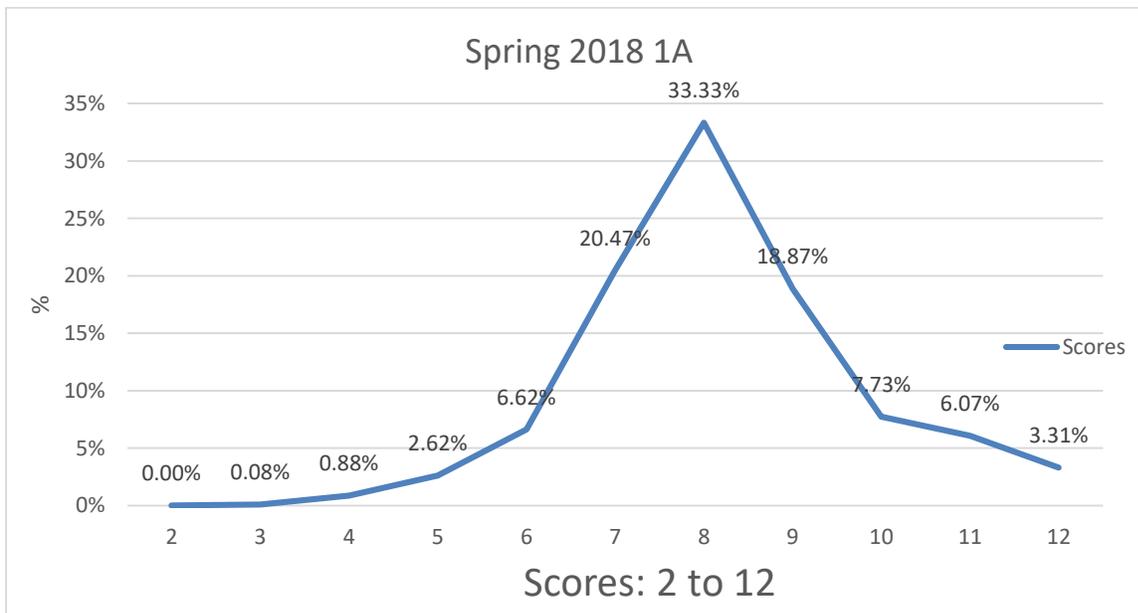
Raw Score	# of Exams per score	Composite	% of exams per score	Grade Distribution
2	0	0	0.00%	F
3	0	0	0.00%	F
4	4	16	0.79%	F
5	3	15	0.74%	F
6	54	324	15.92%	D-
7	49	343	16.86%	C-
8	73	584	28.70%	C+
9	47	423	20.79%	B

10	15	150	7.37%	B+
11	12	132	6.49%	A-
12	4	48	2.36%	A

The following English 1A SLOs are key items in assessing the department final exam:

- Critically analyze primarily academic non-fiction readings with consideration of principles of coherence, tone, and purpose, audience and context
- Organize information from readings, experiences, and class discussions into an argument with a clear thesis
- Organize paragraphs into logical, effective, sequence, developing the central idea of the essay to a logical, satisfying conclusion
- Apply conventional mechanics and demonstrate proficiency in academic written English

Similar to the previous description of English 104, two English faculty members holistically score the English 1A final exam. The average score of all students completing the English 1A department exam is 7.90. The following graph illustration demonstrates the percentage average of final scores. The second illustration demonstrates a table of final exam scores as well as how many students received such score.



Raw Score	# of Exams per score	Composite	% of exams per score	Grade Distribution
2	0	0	0.00%	F
3	1	3	0.08%	F
4	8	32	0.88%	F
5	19	95	2.62%	F
6	40	240	6.62%	D-
7	106	742	20.47%	C-
8	151	1208	33.33%	C+
9	76	684	18.87%	B
10	28	280	7.73%	B+
11	20	220	6.07%	A-
12	10	120	3.31%	A

For the purpose of this program review, assessment results focusing on English 104 and 1A were reported. The Enlace Program also teaches English 1B and 1C; however, the need to assess, share results and discuss the strategies to implement improvement heavily emphasize on the success of students in English 104 and 1A. A basic skills course, like English 104, has been coined “gateway course.” One must pass the gateway arches in order to enter first-year transfer level composition. As reported, multiple measures have permitted students to be placed into English 1A, and it has become a “gateway course” in disguise. Students who do not pass these “gateway courses” are unable to continue with 1B and 1C. As a result, it is imperative for faculty to assess the results of these pivotal courses and offer strategies to improve the success rates.

## Math

The following courses have current student learning outcomes:

Course Number	Course Title	Updated
Math 111	Elementary Algebra	2011
Mathematics 013	Intermediate Algebra	2010
Mathematics 063	Elementary Statistics	2011

The course outlines and student learning outcomes for each of these courses may be found at the following link (must be accessed through the SJECED local network):

[\\Do\\_data\\_whse\r&p\Curriculum\Course Outlines\5 – Final](#)

## Science

Course Number	Assessment Results	Plans for SLO Improvement
Biology 061-Human Heredity	SLOs #3 and #6 were assessed on 36 students. For SLO #3, the assessment results for each question were (total of 3 questions): (1) 42%, (2) 86%, and (3) 81%. For SLO #6, the assessment results for question were (1) 86% correct, (2) 50% correct, and (3) 64% correct.	SLO # 3 - Based on the low success of question 1, the ways in which a mutation must be recognized needed reinforcement or presentation in a different way. Homework problems on an in-class activity addressing this concept would be useful in reinforcing the information.
Environmental Science 10	SLOs were recently updated and will be assessed in fall 2018.	

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

As a result of our SLO assessment we have discovered that students are benefiting from in-class orientations. Students are provided with programmatic information, along with information regarding state mandates and initiatives that align with Guided Pathways and SSSP. By providing in-class orientations we have a captive audience, and we are able to address important topics such as early alert, career exploration, educational planning, academic policies and procedures, and much more. Our in-class orientations also serve as a platform to inform students of opportunities such as the Enlace Summer Math Academy and Enlace Accelerated Math Program.

Additionally, we have discovered that we must continue to allocate enough time during counseling sessions to address the questions and concerns that first generation Latinx college students have. From our pre-tests it is evident that most first generation Latinx students are navigating the academic pipeline blindly, and we find in our post-test that by taking the time to address assessment scores, majors, career exploration, and extra-curricular services students are leaving their appointment with increased confidence and knowledge of how to navigate their way through the educational pipeline. Along with provided academic information, we also offer students personal counseling whenever deemed necessary. Enlace students are provided with a holistic counseling approach which increases student retention and success. Holistic defined includes assessing any barriers that may obstruct accomplishing their educational goals and working to elevate their chances for success.

In the future, we hope to spend more time assessing our Special Events in hopes of improving and/or modifying this component of the Enlace Program.

## PART D: Faculty and Staff

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

Faculty/Staff	Areas of Expertise	Student Success
<b>Burnham, Cynthia</b> B.S., University of State of New York M.A., UC Berkeley	<u>Courses Taught:</u> Math 310: Basic Math Math 111: Elementary Algebra Math 013: Intermediate Algebra Math 021: Pre-calculus Math 062: Business Calculus Math 063: Elementary Statistics	<p>Professor Burnham has taught most of the mathematics courses offered, and is currently dedicated to developing and offering online and hybrid courses, as well as regular face to face math courses. Currently, she is working on new curriculum and developing online offerings for two new math courses that will be offered starting in 2019 and 2020: Math 16 and Math 70.</p> <p>Although Prof. Burnham is not currently teaching Enlace classes, she is still committed to the success of the Enlace Program. She promoted the creation of the Enlace Mathematics Instructor position at EVC, participates in the Enlace Coordinating Committee, as well as in the Tenure Review Committee for Shanna Erickson, the new Enlace Mathematics Instructor.</p> <p>In addition, she is developed an Enlace Accelerated Math Program which improved completion of educational goals by shortening the pathway. The Enlace Accelerated Math Program allows students to complete their math requirement more successfully and in a shorter amount of time.</p>
<b>Burton, Mirella</b> B.A., Chico State M.S.W, CSU, Sacramento Ph.D., Colorado State University	Counseling (Matriculation, Retention, and Transfer)  <u>Courses Taught:</u> Couns-013: Career Planning Couns-015: Blueprint for Success Couns-018: Planning an Educational Future: EVC to SJSU	<p>Since 2007, Mirella has served 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 Latinx students. Mirella also serves as the Enlace Program Co-Chair, and as the Enlace Honors Society Advisor.</p>
<b>Erickson, Shanna</b> B.S./M.S., Stanford University Ph.D., UC Merced	<u>Courses Taught:</u> Math 311: Pre-Algebra Math 111: Elementary Algebra Math 013: Intermediate Algebra	<p>Dr. Erickson aids students in completing their math requirements in a timely manner. For many students, math requirements are often the hardest part of completing any degree. As of fall 2018, Dr. Erickson will serve as the advisor to the EVC SACNAS Chapter.</p>

	<p>Math 021: Precalculus  Math 022: Trigonometry  Math 063: Elementary Statistics</p>	
<p><b>Garcia, Mayra</b>  A.A., Evergreen Valley College  B.S., Santa Clara University</p>	<p>Enlace Program Coordinator</p>	<p>As the program coordinator, Mayra is the first person that students are greeted by when they enter the office. Having someone who is friendly and charismatic makes a big difference in the experience that students have when they visit our program. An important asset of the program coordinator is that she is an EVC/Enlace alum. Therefore, she is knowledgeable of how the system works at EVC and Enlace. This provides an opportunity for students to ask questions that they may not feel comfortable asking a faculty or administrator. Additionally, Mayra’s adaptability has created a great working relationship with the counselors and faculty, which reinforces the working environment. In the end, the program coordinator, as some may say is “homegrown.” She is a Latinx first-generation college student, former undocumented student, raised in San Jose, and returning to her alma mater to support her community. Mayra is a model of Enlace’s mission on campus and in the community.</p>
<p><b>Gonzalez, Alfred</b>  A.A., Evergreen Valley College  B.A., UC Santa Cruz  M.A., Yale University</p>	<p>General Biology and Environmental and Forest Science with expertise in Environmental Education and Social Justice.</p>	<p>The required research project, lab activities, oral presentations, data analysis and critical thinking of various current environmental and or genetic topics allow students to develop perspectives they may have never considered before the course. My multi-disciplinary approach helps students find and or collaborate their studies to complement and or identify a professional niche.</p>
<p><b>Ortiz-Kristich, Elaine</b>  A.A., Evergreen Valley College  B.A./M.A., San José State University</p>	<p>Counseling (Matriculation, Retention, and Transfer)</p> <p><u>Courses Taught:</u>  Couns-014: College Success - Online  Couns-015: Blueprint for Success  Couns-017: Transfer to Four-Year Institution Simplified</p>	<p>Elaine has served as the Enlace Co-chair since 2015 sharing the assignment with Enlace Counselor Mirella Burton. She completes the Enlace counseling backfill to maintain the 100% counselor position. In addition to Co-chair and counselor, she works with Enlace Faculty and staff to address their needs throughout the year. In addition to faculty/staff support, a retreat is provided every semester where strategic planning and a team effort occurs. Using Guided Pathways and understanding the needs of first generation Latinx students stabilizes a framework for student success. Elaine has been teaching the online College Success class for over a year and continues to offer this course to all students.</p>
<p><b>Regua, Richard</b>  B.A./M.A., San José State University</p>	<p><u>Courses Taught</u>  Engl 104: Fundamentals of Composition  Engl 001A: English Composition  Engl 001B: English Composition  Engl 080: Mexican-American Literature</p>	<p>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 served as the Enlace Program Coordinator for more than 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 Latinx students. Being bilingual and bicultural are consistent with the program needs to communicate and understand the students/parents.</p>
<p><b>Rojas, Raquel</b>  B.A., San Francisco State University  M.A., San Diego State University</p>	<p><u>Courses Taught</u>  Engl 102: College Reading  Engl 104: Fundamentals of Composition  Engl 001A: English Composition</p>	<p>Since 1999, Professor Rojas embarked on the journey of making higher education a part of her career by working in a variety of student services that allowed her to interact with a diverse population, specifically under-represented students. As an English and Reading Instructor—in general and special program courses—</p>

<p>Certificate, Post-Secondary Reading, San Francisco State University</p> <p>Certificate, Community College Faculty Preparation, Sacramento State University</p> <p>Certificate, Teaching of College Composition, San Francisco State University</p>	<p>Engl 001B: English Composition Engl 080: Mexican-American Literature</p>	<p>her objective is to help under-represented students' successfully complete basic skill and transfer level English courses. Professor Rojas' course curriculum and reading materials represent diverse social, historical and cultural contexts.</p> <p>In addition to working with the Enlace Program—one of three special programs on campus—Professor Rojas has researched and worked with Generation 1.5 students, which constitute a large portion of basic skills courses. The identification of Generation 1.5 results from their bilingual environment of school and home. Being a first generation and bilingual college student, Professor Rojas draws from personal experiences and relates with students' academic struggles. Another target population Professor Rojas works with is the Digital Native student. In a technology driven society, students are apt to mobile devices for social media, entertainment, and general information. To combine this style with academics, Professor Rojas teaches online and hybrid courses. Working with the Distance Education Coordinator, serving as a member of the Distance Education committee, attending online teaching conferences, and participating in webinars, Professor Rojas has gained and crafted her teaching skills to attract students throughout the bay area to complete online composition courses.</p>
<p><b>Tello, Frank</b> A.A., Evergreen Valley College B.A., UC Santa Cruz M.A., National University M.A. Theological Studies, Colorado Christian University (In Progress)</p>	<p><u>Courses Taught</u> Engl 341: Sentence/Paragraph Development Engl 104: Fundamentals of Composition Engl 001A: English Composition Engl 001C: Critical Thinking/ Composition</p>	<p>Professor Tello joined the Evergreen Valley College faculty in the fall of 2015 and has taught the English 1C: Critical Thinking/Composition course consistently since the spring 2016 semester. He has taught a remedial English 104 course at San Jose State University for at risk students. Professor Tello has taught several English 104 courses, English 1A courses, an English 341 Sentence and Paragraph structure course, and various English 330 and 104 Writing Center Labs since joining the faculty at Evergreen Valley College. Professor Tello brings over 25 years of retail management experience to his classroom and can incorporate that experience in his teaching methods and gain the trust of his students. Since Professor Tello comes from the same socioeconomic background, was raised, and still lives in the same community as his students, he also serves as a role model for his students. They can see that others in their same position can go to a four-year school and begin to realize their dreams can be achieved. Professor Tello consistently taught English 1A and English 104 in the Enlace program. He has taught English 1C in the Enlace program since the fall semester of 2016 at Evergreen Valley College, the program that was instrumental in gaining him acceptance to UC Santa Cruz.</p>
<p><b>Vallin, Jorge</b> A.A., DeAnza College</p>	<p>Enlace Math Specialist</p>	

- List major professional development activities completed by faculty and staff over the last two years. In particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

Faculty/Staff	Activity
Burnham, Cynthia	<ul style="list-style-type: none"> <li>▪ She has attended many workshops and webinars on the subject of online teaching and the improvement of community college math instruction.</li> <li>▪ She will continue to attend conferences and read journals to continue to stay abreast of current developments in mathematics teaching.</li> <li>▪ Developed Enlace Math Academy and Accelerated Math Program.</li> <li>▪ Received <b>2017 Innovation of the Year Project Award</b> by the League for Innovation in the Community College. <a href="http://special.league.org/league/competitions/innovations/display/mdisplay/detail.cfm?ioy=2017&amp;ioid=268">http://special.league.org/league/competitions/innovations/display/mdisplay/detail.cfm?ioy=2017&amp;ioid=268</a></li> </ul>
Burton, Mirella	<ul style="list-style-type: none"> <li>▪ Chair for new tenure track Mathematics position (2017)</li> <li>▪ Completed EDIT 022: Course Management System to Develop Online Courses (2017)</li> <li>▪ Tenure Review Committee Member (2017-Present)</li> <li>▪ Participated in Cranium Café Training (2017)</li> </ul> <p>Attended the following conferences:</p> <ul style="list-style-type: none"> <li>▪ Ensuring Transfer Success (2018)</li> <li>▪ Online Teaching Conference (2018)- Anaheim, CA</li> <li>▪ California State University Counselor Conference (2017, 2018)</li> </ul>
Erickson, Shanna	<ul style="list-style-type: none"> <li>▪ CMC<sup>3</sup> Annual Meeting (2017)</li> <li>▪ Las Positas College FLEX Day (PDD): Gave session presentation on metacognition and math anxiety and their effects on student success in math (2017)</li> <li>▪ CAP (California Acceleration Project) Basic Skills Student Outcomes and Transformation Workshop (2016)</li> <li>▪ CMC<sup>3</sup> Annual Meeting (2016) (California Mathematics Council for Community Colleges)</li> </ul>
Garcia, Mayra	<ul style="list-style-type: none"> <li>▪ College Budget Committee (2017-2018)</li> <li>▪ Professional Development Day (Yearly)</li> <li>▪ TheDream.US: Working and Graduate Opportunities for Undocumented Students (Webinar-2017)</li> <li>▪ CSU Counselor Conference (2016)</li> <li>▪ TheDream.US Ally Training (2015)</li> </ul>
Gonzalez, Alfred	<ul style="list-style-type: none"> <li>▪ Assisted with the completion of the Biology Department Program Review- (2018)</li> <li>▪ Worked with SLO Coordinator, Brad Carothers and completed SLOs of specific a biology course.</li> <li>▪ Attend institutional professional development activities throughout the school year.</li> <li>▪ Revamped (with co instructor(s) the Environmental Science 10 lab activities (2016- Present)</li> <li>▪ Coordinate, fund develop and promote the annual EVC STEM Community Outreach Conference</li> <li>▪ The Biology Department has an up-to-date adjunct faculty handbook.</li> </ul> <p>Attended the following conferences:</p> <ul style="list-style-type: none"> <li>▪ Students Advancing Chicanxs/Hispanics &amp; Native Americans in Science (SACNAS) National Conference (2016)- Anaheim, CA</li> </ul>
Ortiz-Kristich, Elaine	<ul style="list-style-type: none"> <li>▪ Completed EDIT 022: Course Management System to Develop Online Courses (2016)</li> <li>▪ Tenure Review Committee Member</li> <li>▪ Member of the All College Council</li> <li>▪ AFT 6157 Executive Board Member</li> <li>▪ Chair/Note Taker for two new tenure track Counselor positions (Summer 2018)</li> </ul> <p>Attended the following conferences:</p> <ul style="list-style-type: none"> <li>▪ California State University Counselor Conference (2017, 2018)</li> </ul>

	<ul style="list-style-type: none"> <li>Ensuring Transfer Success (2018)</li> <li>Western Association for College Admission Counseling (Summer 2018)</li> </ul>
Regua, Richard	<ul style="list-style-type: none"> <li>Professor Emeritus (2015)</li> <li>Adjunct Professor (2015-Present)</li> </ul>
Rojas, Raquel	<ul style="list-style-type: none"> <li>Completed a Certificate in Community College Faculty Preparation at Sacramento State University</li> <li>Developed the first Hybrid English 102 (College Reading) course @ EVC which is offered in the Enlace Program.</li> <li>Facilitated Professional Development Day sessions that emphasized on media software for online, hybrid and face-to-face teaching.</li> <li>Conducted sabbatical research focusing on the pedagogy and practicum of integrated reading and writing curriculum. She completed courses that focused on composition and grammar theory, course design for integrated and writing and equity in education. As a result of her sabbatical research, Professor Rojas collaborated with English faculty to design a new course, English 106, Reading and Writing Connections.</li> <li>Other professional development activities consist of research on AB 705, California Acceleration Project and Guided Pathways.</li> </ul> <p>Attended the following conferences:</p> <ul style="list-style-type: none"> <li>Online Teaching Conference- Anaheim, CA</li> </ul>
Tello, Frank	<p>Since 2017 Professor Tello has been a member of various campus committees.</p> <ul style="list-style-type: none"> <li>SLOAC Committee</li> <li>Intuitional Effectiveness Committee (IEC)</li> <li>Facilities and Safety Committee</li> <li>District IEC Committee</li> <li>Adjunct seat on the Academic Senate</li> </ul> <p>Currently, Professor Tello is working on a second Master's Degree in Theological Studies.</p>
Vallin, Jorge	

## PART E: Budget Planning

- With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.

**The Enlace Program does not have an operating budget.**

- Identify an external (fund 17) funding the department/program receives, and describe its primary use.

### 2015-2016 (Student Equity Funding)

Expense	Amount	Comments
Jupiter Ed	\$600	Jupiter Ed is an all-in-one LMS, Gradebook, and Learning Analytics, scalable from a single department to multiple campuses. Enlace Science Instructor utilizes Jupiter Ed because it makes grading so much faster and easier.

		Jupiter Ed has many features that promote early alert and student success.
Milagro Marketing (Printing of Flyers)	\$1500	The flyers serve as marketing material for the Enlace Program. The flyers are distributed to potential new Enlace students, mentors, and community members. Relevant and current marketing material promotes enrollment and retention of students. The amount listed covered the layout design which included the photoshoot, and digital printing of 1000 brochures.
WST Preparation Workshop	\$600	Consultant provided a WST preparation workshop for Enlace students who enrolled in Counseling 018 and transferred to SJSU in fall 2016. 83% who participated in the workshop passed the WST on their first attempt, and 100% on their second attempt.
SOMOS Mayfair- Gracias a la Vida Celebration	\$400	Enlace collaborates with community organizations such as Somos Mayfair who support Enlace student success (ex. Networking, internship opportunities, and employment).
Business Cards	\$130	Business cards were ordered for the Enlace Co-Chairs, and the Enlace Program Coordinator.
ALEKS Codes	\$1200	The ALEKS codes were distributed to Enlace students enrolled in the Accelerated Math Program (Math 111: Elementary Algebra/Math 013: Intermediate Algebra). Enlace Instructors utilize ALEKS as a supplement to teaching remedial courses. Students are given the opportunity to enhance their math skills by completing assignments through ALEKS. The other benefit of ALEKS is that students are able to learn the material in both English and Spanish; therefore, making it easier for a student whose native language is Spanish. Enlace Math Instructors have found that utilizing ALEKS adds to the retention and success rates of Enlace math courses.
Charter Bus- La Virgen de Tepeyac	\$1393	The trip exposes first generation low-income Latinx students to cultural arts. Retention is enhanced.
Textbooks for Enlace Lending Library	\$10,200	Textbooks were purchased for the Enlace Lending Library. Students who enrolled in

		Enlace received books. Thousands of dollars were saved and class participation increased.
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**2017-2018**

<b>Expense</b>	<b>Amount</b>	<b>Comments</b>
Meyers Briggs Type Indicator (MBTI) Career Report <b>(Student Equity Funding)</b>	\$1627	120 MBTI reports were purchased that will be used throughout 4 semesters of in the Enlace section of Counseling 013. Career Guidance and assisting students with staying on path towards transfer/graduation are key components of Guided Pathways. Enlace will be offering Career Planning starting fall 2018 and assessments such as MBTI and Strong can solidify a student's career choice.
Strong College Profile Report <b>(Student Equity Funding)</b>	\$955	120 Strong College Profile reports were purchased that will be used throughout 4 semesters of in the Enlace section of Counseling 013. Career Guidance and assisting students with staying on path towards transfer/graduation are key components of Guided Pathways. Enlace will be offering Career Planning starting fall 2018 and assessments such as MBTI and Strong can solidify a student's career choice.
Elevate Licensing Fee <b>(Student Equity Funding)</b>	\$195	In order to proctor the MBTI and Strong Assessments in class, a yearly fund for licensing is requested.
Overload Counseling <b>(Student Equity Funding)</b>	\$4193	The full-time Enlace counselor is a ten-month position and without the opportunity of overload, the Enlace Program would have not offered counseling services for the month of June. Summer months are busy with assisting new, continuing, and returning students. Counseling services are offered in both English and Spanish in order to meet the needs of Enlace students.
MyMath Lab Access Codes <b>(Basic Skills Initiative Funding)</b>	\$9230	The MyMathLab codes were distributed to Enlace students enrolled in the Accelerated Math Program (Math 111: Elementary Algebra/Math 013: Intermediate Algebra). Enlace Instructors utilize MyMathLab as a supplement to teaching remedial courses. Students are given the opportunity to enhance their

		<p>math skills by completing assignments through MyMathLab. Another benefit of MyMathLab is that students are able to learn the material in both English and Spanish; therefore, making it easier for a student whose native language is Spanish. Enlace Math Instructors have found that utilizing MyMathLab adds to the retention and success rates of Enlace math courses.</p>
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**PART F: Technology and Equipment**

1. Review the current department technology and equipment needed and access program adequacy. List any changes to technology of equipment since the last program review. If changes were made please indicate how the change impacted student success.

Since 2014, Enlace has received funding to purchase ALEKS or MyMathLab licenses for the Math 111/13 Enlace sections. The online homework system (MyMathLab) allows students to complete their homework anywhere they have an internet connection, including on their cellphones. If students get stuck on a problem, the system provides examples and videos exactly like that problem. This allows students to get help any time they are working on homework, and not just during class, office hours, or tutoring. Students also complete quizzes online, and are able to get immediate feedback on their performance. They are also able to see solutions to the problems they get wrong so they can avoid repeating their mistakes. Students can then repeat the quiz to re-attempt the same type of problems. Being able to repeat problems reinforces learning by allowing students to correct errors immediately. The Enlace Math Faculty’s innovative teaching style coupled with MyMathLab has contributed to the success rates in Enlace Math 111 (77.5%) and Math 013 (72%) sections.

**PART G: Additional Information**

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

The Enlace Program will be celebrating its’ 35<sup>th</sup> year anniversary in 2018, and during those 35 years many students have been served, events promoting student success have been sponsored, and learning opportunities have been awarded to students; however, in its’ 35 years of existence Enlace has never had an operating budget. The Enlace Program relied heavily on funding from Title V grants to fund innovative practices and events that support student success for Latinx students. Unfortunately, since 2015 Title V funding has not been available. The Enlace faculty and staff have addressed the need with the administration to establish an institutionalized operating budget for Enlace, yet nothing has occurred. It is our hopes that this program review solidifies the importance of granting this request, as it is instrumental to the largest Evergreen Valley College student population and their student success.

## **PART H: Future Needs and Resource Allocation Request:**

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

**See pages 38-39 for budget request.**

Faculty and Staffing	On-Going Budget Needs	Cost	One-Time Expenditure	Cost	SLO/PLO#	Strategic Initiatives	Improving Student Success Rates	Achievement of program set standard for student success
	FT Counseling Faculty	Salary/Benefits			All	All	Yes	All
	OL for Math Faculty-Math Academy	Non-Instructional Salary/Benefits			All	All	Yes	All
	Math/Science Assistant	Salary/Benefits				All	Yes	All
			Grant Writing Services	\$30,000		All	Yes	All
Facilities	On-Going Budget Needs	Cost	One-Time Expenditure	Cost	SLO/PLO#	Strategic Initiatives	Improving Student Success Rates	Achievement of program set standard for student success
			A storage area (~'5X'5) location to store EVC SACNAS equipment and supplies.			All		All
Technology	On-Going Budget Needs	Cost	One-Time Expenditure	Cost	SLO/PLO#	Strategic Initiatives	Improving Student Success Rates	Achievement of program set standard for student success
	Canva	\$120 yearly				All		All
	SurveyMonkey	\$348 yearly				All		All
	Constant Contact	\$100 yearly				All		All
	Jupiter Ed	\$1,600 yearly				All		All
	MyMathLab Access Codes-Math 13/63	\$21,000 yearly				All		All
Equipment/Supplies	On-Going Budget Needs	Cost	One-Time Expenditure	Cost	SLO/PLO#	Strategic Initiatives	Improving Student Success Rates	Achievement of program set standard for student success
			Printer/Copier for Enlace Office	\$5,000		All	Yes	All
			Laptops for Faculty/Staff	\$18,000		All	Yes	All
	Enlace Excelencia in Education- Food	\$2500 yearly				All	Yes	All
	Enlace Excelencia in Education- Stoles	\$500 yearly				All		All
	Enlace Excelencia in Education- Decorations	\$200 yearly	Marketing Flyers	\$1,500		All		All
			Enlace Orientation-Video	\$4,000		All	Yes	All

Enlace Excelencia in Education- Overtime for	\$200 yearly	MBTI Licenses	\$1,500		All	Yes	All
		Strong Profile Licenses	\$1,000		All	Yes	All
WST Preparation Workshop	\$600 yearly				All	Yes	All
Enlace Science Fieldtrips	\$1000 yearly				All	Yes	All
Enlace Faculty/Staff Retreat	\$1000 yearly				All	Yes	All
Enlace Student Success Workshops	\$500 yearly				All	Yes	All
					All	Yes	All
Office Depot- Office Supplies	\$2000 yearly				All	Yes	All
Science Fieldtrips	\$3000 yearly				All	Yes	All