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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Puente Project: Susie Huerta, English Instructor Voltaire Villanueva, Counselor</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>As defined by the Foothill College mission, the Puente Program provides "access to outstanding educational opportunities for all" students. Specifically, the Puente Program provides first-generation college students with the basic skills they need to succeed academically. In addition, students move from pre-collegiate English courses to college-level courses with an emphasis in writing and critical thinking. Through an intense writing approach, focus on counseling and personal development; students are prepared for transfer to any four-year institution.</p>

II. Department and Program Description & Data

<p>1. Indicate all locations and service delivery options available.</p> <p>2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p>		<p>Locations offered:</p> <p><input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus</p>	<p>Delivery options offered:</p> <p><input type="checkbox"/> In-person <input type="checkbox"/> Telephone <input type="checkbox"/> Email / Online</p>
Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
English Instructor	.25	0	Teach Puente ENGL 104A, ENGL 104B, and ENGL 1A to cohort. Co-ordinate mentorship, lesson planning. Chaperone field trips.
Counselor	.5	0	Teach personal development courses (CNSL 1 & 85H and CRLP 71) and meet with Phase I, II, and III and Puente students to develop Individual Education Plans and conduct personal counseling. Co-ordinate mentorship and lesson planning. Chaperone field trips.
Position Title	0	0	
Position Title	0	0	
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	0	0	

Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
Position Title	0.00	0		
Position Title	0.00	0		
Position Title	0.00	0		

<p>3. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication). Are there changes in overall usage? What are the implications for your department/program?</p>	<p>Each year the Puente Program serves approximately 25-35 students during Phases I-II (English 104A, 104B and 1A) of the program. During this phase, students take the required courses in English and counseling. However, the program continues to serve students who successfully complete the Phases I and II as they move into Phase III of the program. During this phase the counselor continues to follow-up with students through phone, email and one-on-one meetings in order to ensure transfer success. In addition to the standard email correspondence, the current Puente counselor uses other on-line communication tools such as phone text messaging, Twitter, Facebook, and on-line telephony services (for reminder calls and scholarship announcements). These services have proven to be highly effective in reaching students who are no longer in the first two phases of the program, and this could be an integral part of the future correspondence as well.</p> <p>With every new cohort of Puente students, Phase III of the program continues to grow. This growth will require more time and dedication on the part of the counselor in order to follow-up and prioritize these students (as defined by the Memorandum of Understanding between the UC system and Foothill).</p>
<p>4. Scheduling of services: Given available data, describe the patterns in usage (times of day, times of year, weekend usage). Are there changes in when students access services? What are the implications for your department/program?</p>	<p>Our current schedule requires students to take the English class three days a week. The student survey does not reflect patterns in usage for Puente students.</p> <p>Counseling services are offered four days a week; students have access to counselor on any of these four days. Counselor is also accessible via email, text and phone. The counseling class meets</p>

	twice a week in the fall and once a week during the winter and spring quarters.	
5. Student Demographics: Given available data, describe the trends with respect to student demographics and underrepresented students . Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?	The Puente Program mission is to support and integrate underrepresented, first-generation, at-risk students (eligible for 104A), into the campus community and help them transfer to a four-year university. These students make up 100% of the student population.	
6. Student Academics: Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status . Are there changes in access to and use of services? What are the implications for your department/program?	Data demonstrates that 100% of the student population served by the Puente Program (during Phase I and II of the program) from the fall quarter through the spring quarter (excluding late recruits in spring) qualifies as basic skills students who have the intention of transferring. But as stated above, there are an increasing number of Phase III students who require follow-up and one-on-one counseling services. The implications of this reality call for more time on the part of the Puente counselor to be dedicated to Puente student counseling.	
7. International Students: Given available data, describe the trends with respect to international students . Are there changes in access to and use of services? What are the implications for your department/program?	The data shows that no international students access the services of the Puente Program.	
8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).		
9. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Currently the College Skills committee is redesigning the learning community model used with the First Year Experience program, which has been on hiatus for the past two years. The Puente Program and MFUMO model may fit into the proposed changes for this new learning community model. It is important to keep our ideas open as to how both of these learning communities can expand and work with the new model for FYE.	

Summary of Planning Goals & Action Plans				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
The Puente Program will prepare students for academic success by focusing on basic reading, writing and college skills for the fall and winter quarter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Puente Program will provide an intensive, accelerated and integrated reading and writing curriculum that not only helps students arrive at college-level reading and writing but also challenges them to think critically at the college level (in English 1a).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Puente Program will require students to participate in one university visit per quarter.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. What is your plan for accomplishing your goals?				
Dept/Program Operational Goals	Activities		Measures	Timeframe
The Puente Program will prepare students for academic success by focusing on basic reading, writing and college skills for the fall and winter quarter. The program will provide students with preliminary information and conduct early interventions during the fall and winter quarters.	<ul style="list-style-type: none"> - Assess students and enroll them into the English 104A, 104B English sequence - Assess college success potential through the use of a College Success Inventory (CSI) prior to the start of the school year - Work closely with English instructor prior to the beginning of the school year to plan interventions and contact students who may need additional resources (i.e. Pass the Torch, 		<ul style="list-style-type: none"> - Preliminary assessment (CSI) will target students who are most at-need - Diagnostic English assessment (outside of the mandatory placement test) will be given prior to the beginning of the school year to determine student need for support services. 	Summer 2010

	<ul style="list-style-type: none"> - academic skills courses, ESL support classes) before the beginning of the academic school year. - Conduct Mid-year Assessment with students between quarters to assess the effectiveness of the College Success (CNSL1) course in counseling and to advise students for the following winter quarter 			
The Puente Program will provide an intensive, accelerated and integrated reading and writing curriculum that not only helps students arrive at college-level reading and writing but also challenges them to think critically at the college level (in English 1a).	<ul style="list-style-type: none"> - Puente team planning prior to the beginning of the academic school year to collaborate on integrated reading and writing assignments and projects 	<ul style="list-style-type: none"> - The Puente team will meet during the summer for a weeklong planning, recruitment and student intervention session. 	Summer 2010	
The Puente Program will require students to participate in one university visit per quarter.	<ul style="list-style-type: none"> - Students will take 1-2 day field trips to a four-year college or university campus every quarter. 	<ul style="list-style-type: none"> - 85% percent student attendance for campus visits each quarter 	Academic school year 2010-2011	
12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.				
Identified Resource	Purpose	<p>If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.</p>		
Maintain .5 reassigned time for the Puente Counselor	<p>To strengthen follow-up and increase contact hours for students who are in Phase III of the Puente Program as demand increases yearly. This is necessary to facilitate students in the transfer process.</p> <p>Puente students are usually first generation college students, mostly from low-income backgrounds and many come with little preparation. Many of them want to transfer but either have not considered transfer or do not have the proper resources or support to</p>	<p>Strategic Initiative: Putting Access Into Action One-on-one follow-up with Phase III students is the best way to ensure students are following their education plans, meeting college and scholarship deadlines.</p>		

	transfer.		
\$2,500.00	<p>This money will fund the following:</p> <ol style="list-style-type: none"> 1) Cultural field trips 2) Orientation dinner and end-of-year celebration 	<p>Strategic Initiative: Building a Community of Scholars-</p> <p>Cultural field trips: these trips will focus on exposing students to various cultural activities and opportunities that they may not otherwise have. To promote the strategic initiative of building a community of scholars, we must expose students to learning opportunities that extend beyond the classroom. It is our hope to take students to events that can help them make interdisciplinary, thematic connections that will lead to deep learning and critical thinking.</p> <p>Strategic Initiative: Putting Access into Action-</p> <p>Orientation dinner and end-of-year celebration: The Puente Program must provide students and their families with the opportunity to understand and appreciate their time commitment to the program by hosting celebratory and informative events. We would like to host an orientation dinner that introduces the expectations of the program not only to our students, but also to their families in order to establish the support system needed at home for academic success. We would also like to host an end-of-the-year celebration for those who complete the entire program successfully. This event addresses the strategic initiative of putting access into action in that it invites the community to be a part of the learning that happens at Foothill College. By offering these opportunities, we hope to strengthen the understanding that the families of first-generation college students have about the transfer process and the commitment and time required for academic success.</p>	
Summer stipend: \$2,000 (\$1,000 for counselor and \$1,000 for English instructor)	<p>Although the counselor comes in during the summer as part of his/her regular load, this is not the case with the English instructor. For the past two years, the English instructor has worked at least two weeks during the summer to finalize recruitment and collaborate on course syllabi and learning community projects. However, this time has not been compensated. As research on effective learning communities has demonstrated, a learning community cannot succeed if the planning of a course is not truly collaborative from the ground up. This type of planning can only come through a focused interaction between all parties of the learning</p>	<p>Strategic Initiatives: Putting Access Into Action</p> <p>Recent research shows that persistence and success levels for non-traditional, basic skills students increases with the implementation of effective learning communities.</p> <p>Strategic Initiative: Developing Community of Scholars</p> <p>Deep, life-long learning is at the heart of learning communities, and by supporting collaborative efforts that start from the ground up Foothill can ensure that the learning communities we have in place now will continue to flourish and improve the learning of students.</p>	

	community, and for this reason ask for a stipend for a weeklong collaboration during the summer break.		

<h3 style="text-align: center;">III. Service Evaluation</h3>	
<h4 style="text-align: center;">Service Evaluation Overview</h4>	
1. Student Services Survey : Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services . Are there changes over time? What are the implications for your department/program?	N/A- The survey did not include any questions about the Puente Program.
2. "Internal" Evaluation : Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program?	We will work with institutional research to draft an evaluation to give students at the end of Phase I and Phase II in order to gauge student perceptions of the program effectiveness and gather qualitative and quantitative data.
3. "External" Evaluation : Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program?	N/A
4. Point of Service Surveys : Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service . Are there changes over time? What are the implications for your department/program?	N/A
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	N/A
6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.	Based upon the last two cohorts, in terms of the counseling component, we have noticed an increase in interest and demand for counseling courses that focus on helping students investigate career options. In terms of the English component, students have expressed interest in taking a co-requisite course that focuses specifically on grammar development and sentence level errors while enrolled in the winter quarter.

Summary of Planning Goals & Action Plans			
7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
Dept/Program Operational Goals	Activities	Measures	Timeframe
Goals: Create and conduct two student evaluation surveys at the end of Phase I (Winter quarter), and Phase II (Spring quarter) to assess strengths of program and students' overall learning experience in the program.	1) Create survey		Spring 2010 (Survey of Phase I only) Spring 2011 (Survey of both Phase I and II)
8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.	

IV. Service Area Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.</p> <p>2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	
<i>Classified Staff</i>	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	
<i>Technology and Equipment (see definitions below)</i>	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	
4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.	
<i>Technology & Equipment Definitions</i>	
<ul style="list-style-type: none"> Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	
6. List needs for upgrades for existing spaces.	
7. List any new spaces that are needed.	

8. Identify any long-term maintenance needs.		
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.		
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.		
<i>Budget</i>		
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?		
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.		
13. Are there ways to use existing funds differently within your department/program to meet changing needs?		
Summary of Planning Goals and Action Plans		
14. What are your goals with respect to resource planning and how will those goals be measured?		
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost

Supervising Administrator Signature	Completion Date
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