

ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:**

**Division Name:**

Please list all team members who participated in this Program Review:

Name	Department	Position
Susie Huerta	Language Arts	Instructor/Co-coordinator
Voltaire Villanueva	Counseling	Counselor/Co-coordinator

**Number of Full Time Faculty:**  **Number of Part Time Faculty:**

**Please list all existing Classified positions:** Example: Administrative Assistant I

**1A. Program Update:** Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Last academic year, we are proud that we were able to serve more students in the program. We initially started the fall quarter with a total of 30 students enrolled in the program. Since Puente adapted the English 1ST pathway, we have not had such a high number of students enroll in the program. This is a major success for our program because the recruitment of students is quite intensive as it requires not only personal outreach on the part of the Puente counselor, but it also mandates the planning and hosting of a mandatory student orientation before the beginning of the quarter. Although the maximum enrollment for the English 1ST course has been lowered this year to 25 students, it is the goal of the program to continue enrolling at least the maximum enrollment allowed.

In addition to higher enrollment for the Puente Program, another important accomplishment is we surpassed our goal of having 85% of the Puente cohort attend a cultural event. 98% of the students in the course attended the play, Macario, at Teatro Vision in San Jose, CA. Of all the students who did attend the play, 100% of those students wrote about the experience as part of the English 1S coursework. The requirement of attending a cultural event is just as important to our students' success as attending university campus visits as it adds to the experience of being a part of a learning

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community. For this reason, we have prioritized this service learning outcome and continue to focus on ways to have students expand their learning experiences outside of the classroom.

Lastly, the program has another major success this Fall 2015 with our Puente Orientation. This was the first year where we had 100% attendance. The orientation is conducted a week prior to the beginning of classes and it is an integral part of the recruitment process because it emphasizes the commitment students are being asked to make to the program in terms of the number of units they must enroll in, as well as the mandatory extra-curricular activities. This is a time when students can ask questions and make the final decision as to whether or not participation in the Puente Program is the best decision for them and their educational goals. However, even if the student decides not to follow through with the Puente Program, which does happen after orientation, the counselor follows up with that particular student before the quarter begins to help that student make choices about which path to take.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Recommendation: "Create a mentor program and list duties that mentors would be expected to do- via Phase III students"

Response: We are currently addressing the need to establish and grow a mentor program for the current Puente cohort. At the end of the Fall 2015 quarter, we will be conducting a mentor training for the 22 mentors we have secured for the Winter 2016 and Spring 2016 quarters. Students will be matched with their mentors on January 22, and they will be required to meet with those mentors on a consistent basis for at least 12 hours. We will also be inviting our mentors to join us at a cultural event and the end-of-year celebration dinner in June 2016.

In response to the idea of bringing in Phase III students as mentors, it is important to note that we were initially looking at this possibility as a short-term way to have some sort of mentorship for our Phase I and Phase II students. However, although we would like to continue to find ways of bringing Phase III students into the work we do-- as mentors, embedded tutors, and/or guest speakers, the Memorandum of Understanding with the UC Regents specifies that the Puente Program include a mentorship component made up of educated professionals from the immediate college campus community. For this reason, our efforts are currently focused on outreach to professionals both on and off campus. Students are matched with these mentors so that they can begin to visualize and understand the various paths that one can take to achieve academic and professional goals after transfer and graduation.

Recommendation: "Connect with the college's Outreach program to attend SOAR events and high school events to help market Puente"

Response: The program receives a high demand for enrollment but has often turned students away because of the capacity of the English courses (currently capped at 25). Although the program often enrolls beyond the cap, a concern that was made was that the program "has not grown, but just maintains the status quo of numbers" is not representative of the institutional reality we are currently working with. To grow this program, or any program similar to it, the college would need to provide at least two, full-time faculty- one English instructor, and one counselor who would have .25 and .50 re-assigned time respectively; however, requests for any positions that are "re-assigned" among faculty

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have been repeatedly denied in discussions with both the Equity workgroup and the English department. Many other project sites across California have grown their programs by adding an additional cohort(s), thereby serving more students. As such, program sites have also increased their staffing by hiring an additional counselor and English instructor, and in some instances, a mentor coordinator or administrative personnel, thus having a team for each cohort.

It should also be noted that both the English and counselor of the Puente Program work throughout the spring and summer quarters, even on sabbatical, to recruit and contact students. In addition, they have collaborated with the Assessment Center to furnish a pool of eligible students based on their placement into ENGL 1S which is a prerequisite to participate in the Puente Project. It is true that faculty of this program would benefit greatly from collaborations with SOAR and Outreach programs to alleviate recruiting students, however, the true outreach is in communicating with students about the commitment the program requires of them-- both in terms of the number of units they enroll in and in terms of the extra-curricular participation that is required of them throughout the academic year. This outreach goes above and beyond marketing as it requires faculty to make connections with students who understand this commitment.

In addition, it is important to highlight that the approach taken to recruit students into the Puente Program relies heavily on a psychosocial approach, a holistic approach that asks the student to take his/her academic goals and journey into consideration.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The mentorship component of the Puente Project requires the mentor and mentee to meet and document a minimum of 8 hours beyond program organized activities. Such activities could include students interviewing mentors for a class assignment, visiting the mentor at their work site for job shadowing, or grabbing coffee at a local cafe. It is anticipated that at least 85% of Phase II students complete such activities and complete a writing assignment to reflect their experience with mentorship in their Counseling Class.

In addition, we hope to maintain and grow our relationship with the mentors we have recruited during the 2015-2016 academic year so that we can continue to match each student with a mentor, and provide mentors with the opportunity to network with one another as well. Ideally, we would like to have at-least 85% of the mentors return the following year so that there is consistency in the program and so that the mentorship component can start much sooner in the academic year. This can provide additional time to participate in mentor-mentee events and therefore require additional contact hours.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:  
*"Create a culture of equity that promotes student success, particularly for underserved students."*

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Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

The Puente Program specifically serves students from the Foothill College's recognized disproportionately impacted populations. Again, we will be working towards creating and growing a sustainable mentorship program to help motivate and guide first-generation college students of color as they make their way through the academic year. This component of the program is essential and extremely relevant to increasing the success and persistence of students.

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i> Maintain and grow relationships with mentors and therefore begin mentorship component earlier.	Winter 2016 Term Fall 2016	Course Enrollment Retain 85% of the mentor pool from academic year 2015-2016.  Double the number of organized social and cultural activities/trips from the previous year to enable mentor/mentee contact hours.

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Administrative assistant/ Mentor Coordinator	\$45,000	Maintain and grow relationships with mentors and therefore begin mentorship component	X			

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		earlier.

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**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

**50% reassigned time for counselor to coordinate Puente**

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**3A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**3B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**Unit Assessment Report - Four Column**

**Foothill College**

**SA - Puente**

**Mission Statement:** 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.

**Primary Core Mission:** Basic Skills

**Secondary Core Mission:** Transfer

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Puente - 1 - Succeed in English - Succeed in college level English course (transfer Level).</p> <p><b>Year(s) to be Assessed:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/26/2013</p> <p><b>End Date:</b> 03/24/2014</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Data from cohort success rate in English 1ST. What percentage of students in the starting cohort actually make it to and succeed in English 1T?</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> 65% of the Puente Cohort will pass English 1ST with a grade of C+ or higher.</p> <p>Based on older data that tracked students from the year 2003-2008, only 38% students who typically test 2 levels below transfer actually make it to and enroll into the transfer level course (English 1A), if taking the English 209-110-1A sequence (a three quarter sequence). One of the primary goals of the Puente Program is to help students at this level not only enroll; in the transfer level course, but also pass it with at least a C+.</p>	<p>11/04/2015 - Last year 19 out of 24 students who enrolled in English 1S passed English 1ST for a 79% success rate. Decrease in success may be attributed to the change in scheduling. In academic year 2012-2013, English 242 and English 1ST met on separate days thus providing students the time to reflect on the work they did in English ST. This particular year, students took English 242 directly after English 1ST on Wednesday. In addition, on this same day, students were also enrolled in CNSL 5, a requirement for all students participating in the Puente Program. This means students were in class from 8:30-3:30 with few breaks in-between. Based on student feedback, being in class for so long on this day made it challenging for them to concentrate and be productive.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p><b>Resource Request:</b> Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p><b>Resource Request:</b> Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p><b>Resource Request:</b> Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p>	

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>1ST. What percentage of students in the starting cohort actually make it to and succeed in English 1T?</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> 65% of the Puente Cohort will pass English 1ST with a grade of C+ or higher.</p> <p>Based on older data that tracked students from the year 2003-2008, only 38% students who typically test 2 levels below transfer actually make it to and enroll into the transfer level course (English 1A), if taking the English 209-110-1A sequence (a three quarter sequence). One of the primary goals of the Puente Program is to help students at this level not only enroll; in the transfer level course, but also pass it with at least a C+.</p>	<p>79% success rate. Decrease in success may be attributed to the change in scheduling. In academic year 2012-2013, English 242 and English 1ST met on separate days thus providing students the time to reflect on the work they did in English ST. This particular year, students took English 242 directly after English 1ST on Wednesday. In addition, on this same day, students were also enrolled in CNSL 5, a requirement for all students participating in the Puente Program. This means students were in class from 8:30-3:30 with few breaks in-between. Based on student feedback, being in class for so long on this day made it challenging for them to concentrate and be productive.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Scheduling options to accomodate the high number of units demanded of students in the Puente Program.</p> <p><b>Resource Request:</b> Scheduling options to accomodate the high number of units demanded of students in the Puente Program.</p> <p><b>Resource Request:</b> Scheduling options to accomodate the high number of units demanded of students in the Puente Program.</p> <p><b>Resource Request:</b> Scheduling options to accomodate the high number of units demanded of students in the Puente Program.</p> <p><b>Resource Request:</b> Scheduling options to accomodate the high number of units demanded of students in the Puente Program.</p> <p><b>Resource Request:</b> Scheduling options to accomodate the high number of units demanded of students in the Puente Program.</p> <p><b>Resource Request:</b> Scheduling options to accomodate the high number of units demanded of students in the Puente Program.</p>	

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Scheduling options to accomodate the high number of units demanded of students in the Puente Program.</p> <p><b>GE/IL-SLO Reflection:</b> Critical thinking</p>	
SA - Puente - 2 - Transfer Process - Understand transfer process and utilize campus resources that aid in transfer to 4 year colleges and universities.	<b>Assessment Method:</b> Puente students will successfully complete the CNSL 1 course. <b>Assessment Method Type:</b> Data <b>Target:</b> 90% of the students will complete counseling 1.		

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<p><b>Assessment Method:</b> Data from cohort success rate in English</p>			11/04/2015 - Last year 19 out of 24 students who enrolled in English 1S passed English 1ST for a

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**This section is for the Dean to provide feedback.**

### **4A. Strengths and successes of the program as evidenced by the data and analysis:**

The Puente Project continues to be a model of true collaboration between Instruction and Counseling that is based on a cohort model. Data has shown that the enrollment of Puente has been at full capacity of thirty students even though the class size for English 1S is capped at twenty-five. The participation rate for Puente activities ranged from 85% to 100%. It truly encapsulates the success of a high touch and comprehensive program that imbeds counseling into instruction. At the same time, students also receive counseling instruction in the CNSL 1 (College Success) class to learn about life skills and study tools to supplement their learning in English 1S and other courses. The successful ability of the Puente English instructor and counselor to work as a team and to dovetail their curriculum, activities and goals is evident in the success rate of student participation that encompasses two quarters of full time enrollment and commitment. For this current year, it is exciting to see that the mentoring component, which is so critical to the Puente Project model, is being implemented at Foothill. It is a necessary component as many first generation college students and students of color lack mentors who are

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professionals to guide and role model for them.

**4B. Areas of concern, if any:**

- The SA-SLO identified for the 2014-15 academic year indicated the target for Puente succeeding in English 1ST was 65%. Data showed that the success rate for Puente was actually 79%, which met the target goal but is lower than the previous years. The potential reasons cited for the lower success rate attributed to students being in class all day with three classes back to back. Hopefully, class scheduling for each quarter will take into student's consideration for English 1ST, 242A, 242B and CNSL courses. The goal would be to increase the success rate beyond 79%.

**4C. Recommendations for improvement:**

- With the addition of the mentor component, it will mean that additional administrative assistance would be needed, especially if we would like at least 85% of the current mentors to remain for the next year. We would need to find funding to support the mentoring component, perhaps through a collaboration of Student Equity and 3SP funds.
- Puente is strongly encouraged to outreach and recruit students through Student Orientation & Assessment Registration (SOAR) events so that Puente Project is among several programs being introduced to new students and their parents. This is especially important in light of the First Year Experience (FYE) Pilot, which recruits students with roughly similar demographics. When both programs recruited for Fall 2015 enrollment, many students were confused between the two programs and felt torn about which one to choose. Having Puente present in SOAR events would not only highlight the uniqueness and history of the program statewide, but will help students and parents make an informed choice about joining the program. Recruitment can also be partnered with FYE to widen the net to more students.

**4D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

*Lan Truong*  
*Dean Of Counseling*

This section is for the Vice President to provide feedback.

**4E. Strengths and successes of the program as evidenced by the data and analysis:**

The addition of the mentor program is an excellent new component that will contribute to student success.

**4F. Areas of concern, if any:**

Helping students understand the difference between FYE and Puente.

**4G. Recommendations for improvement:**

None

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**4H. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*



***Denise Swett  
Vice President, Student Services  
February 1, 2016***