

# ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

## BASIC PROGRAM INFORMATION

*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:** Puente Project

**Division Name:** Counseling Division

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

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

**Number of Full Time Faculty:** 2 **Number of Part Time Faculty:** 0

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

## SECTION 1: PROGRAM REFLECTION

**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.

The 94 Puente students made up 739 enrollment for the academic year.

Program data on Puente students demonstrates that “ Nearly three-fourths of the students successfully completed their course (74%), while a little over one-fourth were either unsuccessful or withdrew (27%). Compared to 2014-15, the success rate improved by 4 percentage points, and non-success and withdrew rate declined by 3 percentage points.”

In addition to increasing enrollment in 2015-2016 from 56 to 61 students, (noted by institutional research as a duplicated count since students are required to complete both courses for credit), the Puente Program also increased students success from 70% in 2014-2015 to 82% in 2015-2016.

There is a continuing interest in the Puente Program and each year we have more and more students on the waitlist to get into the program; however, in an effort to maintain focus on one-on-one attention within the cohort, we try not to accept more than 4 additional students beyond the minimum seat count limit of 25. We have been pleased to find the increased interest in the program.

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In the 2015-16 academic year, within the multi-phase Puente cohort, 10 students earned a total of 22 degrees and/or certificates in the same year. Most of these students earned more than one degree or certificate. The majority of the awards are from General Studies: Social Sciences (9).

**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.

**Completion of Sequence:**

Feedback from Institutional Research: "While more than three-fourths of the students successfully completed English 1S (87%), the success rate among English 1T students is lower at 77%, which is a 10-percentage point difference. Further analysis should be conducted to determine whether those students who were unsuccessful eventually complete the pathway."

Response: In addition to early intervention during English 1S where we ask students to consider additional resources to ensure success through the sequence, i.e., Pass the Torch, and utilizing the tutoring resources as the Teaching and Learning Center, we are asking students who pass English 1S with a C+ or C to meet with us during the first week of the Winter quarter to discuss their progress. Specifically, we will place these students on a "probation" period where they will be required to check in with us on a weekly basis for the first three weeks of the quarter to discuss their academic needs, their progress towards the utilization of various campus resources, as well as their own, personal study habits and challenges. These students will be required to adhere to a contract with us to ensure they begin the second half of the sequence with necessary support from the Puente team as well as other campus resources.

Currently, we advise students how to move forward when they are unable to complete the sequence. Depending on students' strengths and areas for improvement, some students are advised to take English 209, English 110, English 1A, or they are advised to complete the pathway in another English 1ST cohort in the spring quarter. As suggested by Institutional Research, we are interested in data that follows these students to see if they complete the pathway, and/or at least, complete the English 1A equivalent of the pathway.

**Mentorship:**

- Feedback from Supervising Administrator: "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."

Response: As stated in the feedback above we are continuing to build our program mentorship component. Our goal this year is to maintain at least 85% of last year's mentors and recruit new mentors in order to match each student in the program with a mentor. In order to maintain these

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relationships, we agree with the feedback that suggests an additional administrative assistant is needed. Although we will continue to contact mentors, an administrative assistant could definitely help us reach out with more personalized messages and notes of appreciation in order to maintain a presence with our mentors. In addition, an administrative assistant would also help us organize the logistics of our mentor events, including our mentor training.

In addition to administrative support, we would like to work with institutional data to figure out how to better collect mentor data and a mentor database to ensure constant communication with our mentors.

Overall, our goal is to make the mentorship component a sustainable part of our program. Maintaining relationships with a core base of mentors is necessary so as to minimize the time spent on recruiting, training, and re-establishing relationships with mentors. In addition to having an administrative assistant to help us in this endeavor, we would also like to collaborate with the Director of Equity Programs in order to advance our mentorship efforts.

**SOAR Participation:**

Feedback from Supervising Administrator: "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."

Response: As a result of last year's program review, it was recommended that the Puente Project recruit students through Student Orientation & Assessment Registration (SOAR) events. The Counselor participated in all three of the SOAR events and collaborated with both the First Year Experience (FYE) Pilot and Umoja to identify what makes each program unique. This partnership with outreach and the other learning communities provided a united front to help students make an informed decision. This collaboration with the other learning communities proved beneficial when Puente enrollment targets were met and the other two learning communities were still enrolling students.

**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)?

In addition to historical data collected to measure program success (i.e. Enrollment, demographics, course success, and degree/certificate completion) mentorship data will be collected through an intake and post participation survey completed by both the mentee and their mentor. As stated above, we hope to work with Institutional Research to help us create the survey and collect this data.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:

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*"Create a culture of equity that promotes student success, particularly for underserved students."*

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.

The ethnicity breakdown among Puente students show that the majority of participants are Latino/a (92%), which is not surprising as the program's goal is to increase the transfer rate of Latino students to four-year institutions. The Latino/a participation rate in Puente has remained consistent to the prior year (2014-15: 92%).

We will continue building our mentorship component in order to ensure our students' connectedness to the program and the college campus community at large. We will work closely with Institutional Research to develop and distribute a survey in order to track our progress and maintain relationships with our mentors.

The mentorship component of the program recognizes the importance of integrating students into the larger community in order to help them visualize their academic and professional futures. But we also recognize the need to provide students with a stronger support system at home in order to ensure their academic success today. Specifically, since the majority of our students are first-generation college students, there is a dire need to inform, educate, and include their parents and/or family members in their educational journey. For this reason, we will be working with the Family Engagement Institute to develop workshop opportunities to help parents/family members of our students to better understand the expectations of college life, and provide them with discussion opportunities and information about how they can better support their student the first few years of college.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**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>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Maintain and grow relationships with mentors and therefore begin mentorship component earlier.	Fall 2017	Retain 85% of the mentor pool from academic year 2016--2017.  Double the number of organized social and cultural activities/trips from

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		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 earlier.	?	?	?	?
			?	?	?	?
			?	?	?	?
			?	?	?	?
			?	?	?	?
			?	?	?	?
			?	?	?	?
			?	?	?	?
			?	?	?	?

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

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**3A. Attach 2015-2016 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 2015-2016 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
SA - Puente - 1 - Succeed in English - Succeed in college level English course (transfer Level). <b>Year(s) to be Assessed:</b> End of Academic Year <b>Start Date:</b> 09/26/2013 <b>End Date:</b> 03/24/2014 <b>SA-SLO Status:</b> Active	<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? <b>Assessment Method Type:</b> Data <b>Target:</b> 65% of the Puente Cohort will pass English 1ST with a grade of C+ or higher.  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+.	11/22/2016 - 20 students out of 28 who enrolled in English 1S passed English 1T (with a C+) or greater for a 71% success rate. Decrease in success may be attributed to the change in scheduling. Although the percentage of students who passed English 1ST was higher in the previous year, we were able to serve more students in the program this year. We continue to see a high persistence rate between English 1S and English 1T. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
	<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? <b>Assessment Method Type:</b> Data <b>Target:</b> 65% of the Puente Cohort will pass English 1ST with a grade of C+ or higher.  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	11/22/2016 - 20 students out of 28 who enrolled in English 1S passed English 1T (with a C+) or greater for a 71% success rate. Decrease in success may be attributed to the change in scheduling. Although the percentage of students who passed English 1ST was higher in the previous year, we were able to serve more students in the program this year. We continue to see a high persistence rate between English 1S and English 1T. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>this level not only enroll; in the transfer level course, but also pass it with at least a C+.</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>11/22/2016 - 20 students out of 28 who enrolled in English 1S passed English 1T (with a C+) or greater for a 71% success rate. Decrease in success may be attributed to the change in scheduling. Although the percentage of students who passed English 1ST was higher in the previous year, we were able to serve more students in the program this year. We continue to see a high persistence rate between English 1S and English 1T.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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>11/22/2016 - 20 students out of 28 who enrolled in English 1S passed English 1T (with a C+) or greater for a 71% success rate. Decrease in success may be attributed to the change in scheduling. Although the percentage of students who passed English 1ST was higher in the previous year, we were able to serve more students in the program this year. We continue to see a high persistence rate between English 1S and English 1T.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
SA - Puente - 2 - Transfer Process - Understand transfer process and utilize	<p><b>Assessment Method:</b> Student will successfully completes CNSL</p>		

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
campus resources that aid in transfer to 4 year colleges and universities. <b>Year(s) to be Assessed:</b> End of Academic Year  <b>SA-SLO Status:</b> Active	85 course geared towards the Transfer Readiness. <b>Assessment Method Type:</b> Data <b>Target:</b> Increase success rate of student completing counseling 85 from 85% to 90%.		
	<b>Assessment Method:</b> Student will successfully completes CNSL 85 course geared towards the Transfer Readiness. <b>Assessment Method Type:</b> Data <b>Target:</b> Increase success rate of student completing counseling 85 from 85% to 90%.		
	<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.	11/22/2016 - 92% of students who enrolled in the first week of CNSL 1 passed the course. Students were in <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
	<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.	11/22/2016 - 92% of students who enrolled in the first week of CNSL 1 passed the course. Students were in <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	

### SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

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

As evidenced in the increased student success rate from 70% in 2014-15 to 82% in 2015-16, the Puente Program continues to provide exemplary program and services through the partnership of Instruction and Counseling. Puente's overall goal is to increase the number of Mexican American and Latino students who transfer to four-year colleges and universities. In 2015-16, ten students earned a total of 22 degrees and/or certificates in the same year. At Foothill, the program is comprised of 92% of Latino/a, which is the largest group of the disproportionately impacted student on campus. I believe the Puente Program plays an important role in student retention and success. I am pleased that interventions will be in place for students who passed English 1S with a C grade to ensure that they adhere to their contract and follow up with needed services in the first three weeks of the quarter. Early intervention is key is helping students pass their English 1T class.

Having the Puente counselor participated in the Student Orientation Assessment & Registration (SOAR) events really helped students to be more informed of the program and less confused about



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having to choose among Puente, Umoja or First Year Experience program. I am also pleased that Puente will collaborate with the Family Engagement Institute (FEI) to work with parents and engage the family system in supporting their college student. It is an innovative approach and much needed, especially in supporting the success of FH's latino students.

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

With Puente implementing their mentoring program and the creation of two relatively new retention based learning communities (Umoja & FYE), I am really advocating for a program coordinator who can provide the administrative support needed to help with all learning communities. Faculty in these programs don't have enough time or the ability to perform classified duties that are critical to the success of each program.

**4C. Recommendations for improvement:**

Utilize 3SP and Equity resources to create a program coordinator position.

**4D. 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.*

# Unit Assessment Report - Four Column

## Foothill College

### SA - Puente

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<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>11/22/2016 - 20 students out of 28 who enrolled in English 1S passed English 1T (with a C+) or greater for a 71% success rate. Decrease in success may be attributed to the change in scheduling. Although the percentage of students who passed English 1ST was higher in the previous year, we were able to serve more students in the program this year. We continue to see a high persistence rate between English 1S and English 1T.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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></p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>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> <p><b>Resource Request:</b> 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> <p><b>GE/IL-SLO Reflection:</b> Critical thinking</p> <p><b>GE/IL-SLO Reflection:</b></p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Critical thinking  <b>GE/IL-SLO Reflection:</b>  Critical thinking  <b>GE/IL-SLO Reflection:</b>  Critical thinking  <b>GE/IL-SLO Reflection:</b>  Critical thinking  <b>GE/IL-SLO Reflection:</b>  Critical thinking</p>	
		<p>12/04/2014 - Out of 20 students who initially enrolled in the Puente Program, 17 students passed the English 1ST sequence (equivalent to transfer-level, English 1A) with a C+ or better. This is an 85% success rate.</p> <p>The high percentage of students passing this transfer-level English course can be attributed to two major factors: 1) The cohort size and model; 2) The design of the Pathway.</p> <p>1) The Cohort Size and Model: Research and best practices (from Basic Skills Initiative) indicate that the cohort, learning community model is one of the most effective ways of retaining students and helping them succeed. The cohort model provides students with more opportunities to build social capital which, in turn, can also connect them to the campus community. Students who feel more connected to the campus tend to utilize more resources and succeed at higher rates than those who do not. In addition, the cohort size allows for more individualized attention. The program recruits anywhere from 20-25 students, a more manageable class size.</p> <p>2) Design of the Pathway: Prior to Fall 2012, students in the Puente Program would take a three-quarter English sequence to get through and succeed in transfer-level English 1A. By integrating the Puente Program into the English 1ST model, a 14 unit English course sequence, has reduced the amount of time it takes students</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>to complete their transfer-level English course.</p> <p>In addition to the above factors that may have contributed to the high success rates is the fact that students also take counseling courses to help them reflect upon student and college-readiness skills.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Puente Program funding as outlined in the Memorandum of Understanding.</p> <p><b>Resource Request:</b> Puente Program funding as outlined in the Memorandum of Understanding.</p> <p><b>GE/IL-SLO Reflection:</b> Communication Global Citizens</p>	
		<p>10/12/2011 - Try to integrate the thematic issues related to cultural field trips into the curriculum. Try to find ways of dovetailing assignments between counseling and English. English: read, discuss and write about essays that develop the thematic issues. Counseling: read, discuss and write about the cultural field trip with a focus on personal development, self-concept and reflection.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> In order to accomplish this, the Puente team needs compensated time during the summer, outside of the regular work year, and after recruitment in order to investigate and secure field trip dates for the following school year.</p>	<p>10/12/2011 - In order to better integrate the cultural field trip into our curriculum, we would like to establish and set those dates and trips at the beginning of the school year, when the program begins.</p> <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Puente - 2 - Transfer Process - Understand transfer process and utilize campus resources that aid in transfer to 4 year colleges and universities.</p> <p><b>Year(s) to be Assessed:</b> End of Academic Year</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will successfully completes CNSL 85 course geared towards the Transfer Readiness.</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> Increase success rate of student completing counseling 85 from 85% to 90%.</p>	<p>12/10/2013 - There was a 1% increase to 86% of the students completing the transfer readiness course during the 2011-2012 academic year. Student success was affected by personal family events of students. All passing students demonstrated an understanding of the transfer process by completing an education plan and writing reflections related to their plans for transfer. Students also learned more about the transfer center as a resource that could help them secure TAG agreements and connect with various UC, CSU and private university representatives. Students were able to participate in bus trip during the academic year visiting, Sonoma State, Cal Poly San Luis Obispo, and UC Santa Barbara.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
		<p>09/27/2012 - There was a 1% increase to 86% of the students completing the transfer readiness course during the 2011-2012 academic year. Two students re-enrolled in the course the following quarter, but received a sub-standard grade again. Student success was affected by personal family events of students. However, updating the curriculum of the course would also be beneficial since the scope of the courses is fairly limited.</p> <p>Nevertheless, all passing students demonstrated an understanding of the transfer process by completing an education plan and writing reflections related to their plans for transfer. Students also learned more about the transfer center as a resource that could help them secure TAG agreements and connect with various UC, CSU and private university representatives.</p> <p><b>Result:</b> Target Not Met</p>	<p>09/27/2012 - Work with Counseling Division Curriculum Committee to help create new curriculum.</p> <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Course needs to be retained as part of the transfer mission of the Puente Project.</p>	
	<p><b>Assessment Method:</b> Puente students will successfully complete the CNSL 1 course.</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> 90% of of the students will complete counseling 1.</p>	<p>11/22/2016 - 92% of students who enrolled in the first week of CNSL 1 passed the course. Students were in</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>12/05/2014 - Students enrolled in CNSL 1 during the Winter 2014 term in lieu if CNSL 85A as a pilot with ENGL 1T and PSYC 40. CNSL 1 allowed for extended dialogue in identifying and using resources for transfer to improve college success. Although the course was not intended to solely teach transfer readiness, lessons on college success such as goal setting and self-reflection were used in the context of the transferring process. PSYC 40 allowed students to gain perspective on the implications of earning a college degree and their development throughout their lifespan.</p> <p>Ultimately, this helped Puente students personally evaluate how they can best prepare for transfer and eventually obtain a baccalaureate degree. Students also toured San Francisco State University (Fall 2013) and University of California, Davis (Winter 2014) and were given information about transferring to the respective California public institutions. 100% of the students enrolled in CNSL 1 successfully passed the course.</p> <p>The learning community offered in Winter 2014 (CNSL 1, ENGL 1T, ENGL 242B, and PSYC 40) was unique and provided an opportunity to pilot a program where cohort students were embedded</p>	

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		<p>within a general lecture class. This pilot program with the courses developed student thinking from an interdisciplinary perspective while earning course credit for general education and transfer. Future replication is suggested to determine student trends.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>SA - Puente - 3 - Cultural Development - Each student must attend one cultural event and one college campus visit, reflecting on the significance of the events and taking skills back to their communities acting as mentors to future generations.</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students visited one campus each quarter: Fall: San Francisco State University; campus visit Fall: Balmy/Precita eyes mural tour; cultural field trip Spring: Cal Poly, UC Santa Barbara; campus visit <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> 100% of students will participate in the visits and write reflections on their experience with a focus on their learning and how they can apply that learning to their communities.</p>	<p>09/27/2012 - Students visited all the campuses that were identified at the beginning of the year. 100% of the students attended the events and developed an appreciation of the cultural diversity in the communities we visited. It taught the value of giving back to the community and the importance of community involvement and leadership.</p> <p>In addition to the cultural event of attending a class field trip to Balmy Ally, many Puente students also attended various campus events related to the heritage months. Students reflected on the class field trip by considering their learning in the class about public art and the role of public art in community development and expression. Students who attended cultural events on their own also reflected on this experience as part of their service learning experience in SOCS 79. But in addition, several students took on leadership roles in the planning of these heritage month events, attending weekly meetings and fulfilling various responsibilities related to the campus events.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/27/2012 - Maintain cultural field trips as long as funding is consistent. -Voltaire</p>



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		<p><b>Resource Request:</b> In order to accomplish this, the Puente team needs to secure regular funding for bus trips. Money used for the trips during the year came from ASFC and the Puente Statewide Office. Administrative assistance is also needed.</p>	
		<p>10/12/2011 - Students were exposed to all three segments of systems of higher education, which range from small rural campus environments to larger, urban environments. In this way, students were exposed to different options for transfer that they might not otherwise visit or consider. Students write about and discuss their experience with each university visit. In the Transfer Readiness class, students reflect on their preferences and write about how these visits shape their perspective on possible alternatives they may not have initially considered.</p> <p>Attendance: Fall- 93% Winter- 100% Spring- 100%</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> In order to accomplish this, the Puente team needs compensated time during the summer, outside of the regular work year, and after recruitment in order to investigate and secure field trip dates for the following school year.</p>	<p>10/12/2011 - Since we have a limited operating budget, we have funded such trips through outside sources. Specifically, we've found money with the Basic Skills Initiative for the transportation, which is the most costly aspect of these field trips. For our overnight spring field trip, we have secured funds by working with EOPS, MFUMO and ASFC to fund both the transportation and housing. However, to be a sustainable program that provides these opportunities, which are part of the program Memorandum of Understanding, we would like these financial resources to be allocated specifically to the program as opposed to relying on funding that may only be temporary.</p>
	<p><b>Assessment Method:</b> Students will reflect on the cultural event</p>	<p>11/22/2016 - 87% of students in Puente English 1T attended the Luis Valdez play, Valley of the</p>	

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	<p>and make thematic connections to the readings they are writing and discussing in class.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 85% of students will attend the event and complete a journal assignment to reflect on their experience and learning.</p>	<p>Heart in San Jose, Ca. All students who attended made thematic connections to the readings by integrating examples from the play (and its historical significance) into their essays.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> We want to continue to provide opportunities for students to attend similar cultural events. They not only enrich the curriculum but they also provide students with the opportunity to build community with one another.</p> <p><b>Resource Request:</b> We want to continue to provide opportunities for students to attend similar cultural events. They not only enrich the curriculum but they also provide students with the opportunity to build community with one another.</p>	
		<p>11/04/2015 - We surpassed our goal of 85% attendance at a cultural event. 98% of our students in attended the play, Macario, at Teatro Vision in San Jose, CA. Of those students who did attend the play, 100% of those students wrote about the experience as part of the English 1S coursework.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Funds and campus support for leadership opportunities and cultural events</p>	
		<p>12/12/2013 - 100% of students attended a the closing ceremony for the Native Heritage Month on campus in which they listened to a lecture on indigenous traditions of the Aztec civilization and</p>	

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		<p>watched a performance by an Aztec dance group. All students reflected on this experience and used their journal writes to generate ideas for an in-class essay.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Although this event took place on campus, in previous years, these events have been off campus. We request funding to help us take students off campus for these cultural events.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO meets the Global Citizenship and Communication goals.</p>	
	<p><b>Assessment Method:</b> Students will be required to visit a UC Campus and at least 1 cultural event. They will be asked to write about their campus visit and/or cultural experience in a journal which will then be integrated into an essay topic for English 1S. In this way, the experiences will also serve as primary research which they will be asked to synthesize with other texts they are reading in the English and Counseling course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 90% attendance at both a cultural event and campus visit; 85% of students will submit a written journal about the experience.</p>	<p>11/11/2015 - 95% of the Puente Cohort attended both the campus visit to UC Davis. It was a challenge to get all students to go because the trip was organized through the Puente Program Statewide Office- and it was planned for the Saturday before the official start of the quarter. We did have an orientation prior to the event to encourage participation, but the timing made it difficult to follow up with students and secure everyone's attendance. As for the cultural event, 98% of students attended the play, Macario, at Teatro Vision in San Jose, Ca.</p> <p>Students who did not attend either event were asked to complete an alternative written assignment.</p> <p>Of those who attended, 100% of the students did submit a written reflection about both events.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

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		<b>Resource Request:</b> In order to continue exposing our students to cultural events, it is necessary to continue funding our program for such activities.	