

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps
7. Vice President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Director/Dean by December 14 for completion of Section 6.
- Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Student Service Program Name: Puente Project

Student Service Program Mission: The Puente Project is an academic preparation program that improves the college-going rate of educationally disadvantaged students. Its mission is to increase the number of educationally disadvantaged students who:

- Enroll in four-year colleges and universities
- Earn college degrees
- Return to the community as mentors and leaders of future generations

| | |
|---|------------|
| Total number of Full Time Faculty: | 2 @ .5 FTE |
| Total number of Part Time Faculty: | 0 |

Existing Classified positions:

Program Review Team and Departments:

| Name | Department | Position |
|---------------------|-----------------------|------------|
| Susie Huerta | Language Arts/English | Instructor |
| Voltaire Villanueva | Counseling | Counselor |

Section 1. Data and Trend Analysis

1.1. Program/Department Data

| Dimension | 2009-2010 | 2010-2011 | 2011-2012 |
|------------------------|-----------|-----------|-----------|
| Students Served | 69 | 105 | 70 |
| Full-time FTEF | | | |
| Part-time FTEF | 2 | 2 | 2 |
| Full-time Staff | | | |
| Part-time Staff | | | |

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?):
 - a. Students in the AY 2009-10 and AY 2010-11 cohorts were tracked by reviewing enrollment data found on the legacy SIS system and Banner. Each year the Puente Program serves approximately 25-35 new students during Phases I and II (English 250A, 250B and 1A in AY 2009-10 and AY 2010-11; ENGL 104A, 140B, 1A in AY 2011-12) of the program. During this phase, students take the required courses in English and counseling. At the same time, the program continues to serve students in Phase III, the cohort of students who have successfully completed Phase I and II of the program in previous years, but have yet to transfer. During Phase III the counselor continues to follow-up with students through phone, email and one-on-one meetings in order to ensure transfer success. During AY 2011-2012 a formal process was put into place with the guidance of the Office of Institutional Research. Students enrolled in the Puente program starting in AY 2008-09 were coded as Puente students based on their cohort year which simplified the tracking of students. The number of students served can be accurately drawn based on actual student enrollment data.
2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)
 - a. Although the Puente Project reflects a higher enrollment of Latino students as compared to the general population, students self select into the program. Students who are eligible for ENGL 2104A are eligible to enroll in the Puente Project.
3. Please describe services offered off campus and how these services are assessed and measured.
 - a. Students are required to attend cultural events and visit other college campuses. Course credit is given via written assignments and participation.

4. Staffing structure (Does the staffing structure meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
 - i. Which aspects of the work are key to the institution's mission?
 1. The Puente Project 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
 - ii. Has the staff increased, decreased or remained the same to meet those changes?
 1. Because every year there is an increase in the number of students served (the Phase III students are tracked until they transfer by the counselor), the current program staff (the counselor, in particular) struggles to keep up with the demand for follow-up correspondence and one-on-one meetings and still fulfill the requirements (as outlined by the UC MOU) for the current cohort.
 - iii. How has technology affected the workload in your office?
 1. In addition to the standard email correspondence, the current Puente counselor uses other on-line communication tools such as phone text messaging, Twitter, Facebook, Skype and other 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. The Counseling Division, where the counselor resides, also utilizes several online tools to facilitate appointment scheduling (SARS) and academic advising (Degree Works and Banner). This has allowed the counselor to manage the student caseload more efficiently and provide sound academic advising. With these technological adoptions in the Counseling Division and additional communication tools, there is increased contact with students, making the counselor more accessible to students.
 - iv. Does the workload have significant peaks and valleys during the year? If so, describe.
 1. The first significant peak takes place between the end of spring quarter and the end of the summer. During this time, the Puente Program staff, primarily the counselor, is responsible for recruitment of students. The goal is to have a cohort recruited by no later than the end of August, but this varies on whether or not the counselor teaches a CNSL 50 class during the summer as well as when the counselor works during the summer (rotation schedule). The second significant peak comes during the end of

the fall quarter where the counselor follows up with Phase III students to ensure that TAGS and applications are settled and ready for students to submit for transfer. During this time, Phase III students require additional time and guidance when submitting applications. Specifically, both the counselor and English instructor take time to revise and edit personal statements for students. The last significant peak comes during the spring quarter because it is during this quarter that students are required to participate in either mentor related events or community service projects. This requires a tremendous amount of logistical organization and communication for both the counselor and the teacher. In addition, it is during this time that students take an annual overnight trip. Leslye Noone, during her brief assignment in the counseling division, provided assistance with the bus requisition process and contributed significantly to the execution of the trip planning.

Our current schedule requires students to take the English class three days a week during the school year. Counseling services are offered four days a week during the academic year and 4 weeks during the summer; students have access to the counselor on any of these four days. The counselor is also accessible via email, text and phone. The counseling class meets twice a week in the fall and the winter and recruits students during the spring and summer months. Faculty in the program also chaperone fieldtrips at least once each quarter during the academic year.

- v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
 1. Workload will increase once the current cohort of students move into Phase III and a new cohort is recruited. In addition, the Puente Program model will change in AY 2012-13 to follow the new integrated reading and writing pathway that the English department (English 1ST and co-requisite courses 242AB during the fall and winter terms and ENGL 1B during the spring term). We have already spoken with the UC office to verify that this model will continue to align with the Puente Program mission and they are in full support of this new approach. However, because the new model will require more focused recruitment strategies (because it is a new model and students will need to fully understand the commitment to that model) the Puente Program staff will need to work extensively with the Counseling Division and Testing in order to ensure that students are clear about the commitment they are making by selecting the Puente Program. In addition, our campus is facing increased pressure from the statewide Puente office to fully implement the mentorship component requiring 1:1 mentoring at a time to be determined.

In addition, due to the new English 1ST model, more time will be required to develop curriculum for Puente that encompasses English 1B course outline learning outcomes. This year will be the first time that the English 1B course is taught as a required course for Puente students. Curriculum development in this area will take additional work and collaboration.

- vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?
 1. We want to continue to utilize the help of classified staff to help us with correspondence, room scheduling, event planning and organizing field trips or on-campus events.
- vii. What strategies have been used to improve the delivery of support services within the program or department?
 1. In the past year we have had an opportunity to work with Leslye Noone in this capacity and it has proven to be extremely helpful to us, especially during peak periods in the academic school year. In addition, as stated earlier, we spoke with and received approval from the Puente state office to change our current course sequence in order to fit with the new English 1ST pathway, which we believe will improve our students' success and persistence through English 1B. In folding the Puente Program into this new pathway model, we hope to make the program more sustainable even when those who currently teach in and coordinate the program are no longer in that position.

5. General budget analysis by category of expenditures.

a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet).

| Account Category | Budgeted Amount | Description of Common Charges (breakdown ProCard expenses) |
|---------------------------|-----------------|---|
| Contractor | \$2,000 | Catering for on-campus events |
| Copy Costs/Printing | \$1,000 | Course handouts |
| Equipment | \$5,000 | Sweatshirts, Toner, Books, Office Supplies, Printer, Scanner, and Monitor |
| Software | - | |
| Stipends | - | |
| Travel | \$7,000 | Fieldtrips to university campuses and overnight accommodations |
| Career Testing | \$3,000 | Online MBTI/Strong Inventory |
| All Category Total | \$18,000 | |

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:
<http://foothill.edu/president/basicskills.php>

a. Please discuss current outcomes or initiatives related to this core mission.
As mentioned above, we are in our first year of transitioning into the new English/Counseling curriculum and sequence in order to fit in with the English 1ST pathway. By changing the Puente Program course sequence, we are aligning ourselves with the core mission of the Basic Skills Workgroup of supporting the new pathway.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website:
<http://foothill.edu/president/transfer.php>

a. Please discuss current outcomes or initiatives related to this core mission.
As noted in the Transfer Workgroup minutes from November 2011, there is still a tremendous need to improve transfer rates for underrepresented students. One way of addressing this need is to change our current approach to the Puente Program by molding it to fit within the new English pathway model. In doing so, we hope decrease the amount time students spend moving through the basic skills English sequence from three quarters to two, thereby increasing their retention and success rates.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:
<http://foothill.edu/president/workforce.php>
 - a. Please discuss current outcomes or initiatives related to this core mission. The Puente Program is specifically geared towards ensuring the transfer of underrepresented students. Workforce objectives do not necessarily fit this program goal.
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
<http://foothill.edu/staff/irs/ESMP/index.php>
 - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program. Because the focus of the Puente Program is specifically to work with underrepresented students in the transfer process, all of our work within the program is a step to that end.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for SA-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 - 2 - Transfer Process - Understand transfer process and utilize campus resources that aid in transfer to 4 year colleges and universities.</p> <p>Year(s) to be Assessed: 2010-2011 2011-2012 2012-2013 2013-2014</p> <p>SA-SLO Status: Active</p> | <p>Assessment Method: Student will successfully completes CNSL 85 course geared towards the Transfer Readiness.</p> <p>Assessment Method Type: Data</p> <p>Target: Increase success rate of student completing counseling 85 from 85% to 90%.</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>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Course needs to be retained as part of the transfer mission of the Puente Project.</p> | <p>09/27/2012 - Work with Counseling Division Curriculum Committee to help create new curriculum.</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>Year(s) to be Assessed: 2010-2011 2011-2012</p> <p>SA-SLO Status: Active</p> | <p>Assessment Method: 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</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 100% of students will participate in the visits and write reflections on their experience with</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 Aly, many Puente students also attended various campus events related to the heritage months. Students reflected</p> | <p>09/27/2012 - Maintain cultural field trips as long as funding is consistent. -Voltaire</p> |

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Annual Student Services Program Review Template for 2012-2013 (updated 9/11/12)

| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action & Follow-Up |
|-----------------------------|---|---|--|
| | <p>a focus on their learning and how they can apply that learning to their communities.</p> <p>Assessment Method: 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</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 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>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>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: 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>Assessment Method: 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>Assessment Method Type: In addition to the cultural event of attending a class field trip to Balmy Aly, 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>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>09/27/2012 - Maintain cultural field trips as long as funding is consistent. -Voltaire</p> |

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| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action & Follow-Up |
|-----------------------------|--------------------------------------|--|--------------------|
| | | <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: 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> | |

2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below.

SAO #1: Understand transfer process and utilize campus resources that aid in transfer to four-year colleges and universities- Although we did not meet our goal of reaching 90% success rate in the CNSL 85 class, there was a one percent increase of students who did pass from last year. As mentioned in the above reflection, this 85% of students who do succeed are completing education plans. This is a major success in that those students, who then go on to be Phase III students in the Puente Program, have guidance about what classes they need to take in subsequent quarters. Anecdotally speaking, when students in the program establish their education plan, they tend to return for follow-up counseling appointments more regularly in order to stay on track with their established plans and to reassess their plan as needed.

SAO #2: Cultural Development: From a leadership perspective, this SAO has proven to be quite valuable to students. Not only did we meet our goal of all students attending the cultural events planned for the school year, but the community building that came from such events later translated to several students taking on more campus leadership positions. One of goals of the program is to encourage students to take on more leadership positions and to become involved in their learning on an institutional level, and with the extracurricular connections to

community that such cultural events provide, students can begin to envision themselves doing just that.

2.3.a What findings can be gathered from the SA-SLOs assessments?

In terms of the first SA-SLO regarding student success in understanding the transfer process, we must continue to develop curriculum and learning activities outside of the classroom to improve student success in CNSL 85. We also need to maintain funding that allows us to take students to campus visits since it is these visits that allows them to actually envision themselves transferring, which can be a great motivating factor for them to continue with and succeed in the course.

As for the SA- SLO regarding students' participation in a cultural field trip, student success suggests that we must continue to maintain funding in order to provide at least one of these trips per year. These trips not only allow for extracurricular connections to the thematic ideas students read and write about in their English courses, but as mentioned before, they provide students with genuine learning experiences that enable community building and encourage them to participate on campus more often.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs? Given that our current cohort of Puente students are enrolled in a new English pathway, the CNSL 85 curriculum may need to be modified slightly in order to allow for more dovetailing assignments with the new English curriculum.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed? Yes. In terms of the second SA-SLO students are required to have knowledge of transfer process. They must also have an awareness of the various campus resources available to them that will help them with transfer. In terms of the third SA-SLO, students are required to reflect on the significance of participating in a cultural event as it relates to community building and exploring community connections.

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution? Both of the SA-SLOs require us to assess, to an extent, students' understanding of their own personal, academic goals as it relates to the larger institution. In the first SA-SLO, students must reflect on the ways in which they can use campus resources to aid in their transfer process. In order to assess their success and improvement at the institutional level, students are required to become familiar with the transfer center and utilize their resources as part of the work they do in CNSL 85.

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| Section 3: Program Goals and Rationale |
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Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous program goals from last academic year

| Goal | Original Timeline | Actions Taken | Status/Modifications |
|---|-------------------|---|---|
| Visit a CSU and UC campus. | Short-term | Students in the spring term visited UC Santa Barbara and Cal Poly San Luis Obispo. | Completed |
| Fieldtrip to a local company | Short-term | A fieldtrip to a local electronics manufacturer was planned for the Winter 2012 term, however logistical issues developed trying to accommodate a large group at a facility. Other companies were canvassed, but required more than 6 months to plan. | Companies were willing to visit the Foothill campus to talk to Puente students and discuss the career path to their industry. |
| Provide intrusive student counseling | AY 2012-2013 | None | None |

3.2 New Goals: Goals can be multi-year

| Goal | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives | Action Steps |
|--|----------------------------|--|--|
| 1. Assess and research student success and retention within the | Long-term | Because this is a new, pilot program, it is necessary to determine success | - A group of faculty for the pathway has been meeting regularly to discuss |

| | | | |
|---|-----------|---|---|
| new English 1ST pathway | | <p>with research. This research will allow us to make recommendations for improvement within the pathway in order to determine student's success. It aligns with the Core Mission Statement to "Continue to support course sequences and pathways to move students successfully through basic skills course sequences."</p> | <p>students' progress and curriculum development.</p> <ul style="list-style-type: none"> - This same group, teachers in the pathway, are also working closely with Elaine Kuo to collect data and create surveys for students. - In addition, we are currently working with the AIC Grant (Acceleration In Context) to help us assess and research student success. |
| 2. Redefine counseling curriculum to better serve students and fit needs of new pathway model. | Long-term | <p>Research has suggested that career identification is a much better predictor of student persistence. This is aligned with Student Success Task Force recommendation 2.5 that students declare their major by the end of their second term.</p> | <p>Create or implement existing curriculum addressing career identification during the first term of enrollment.</p> |
| 3. Create a foundation for mentorship component where students will be paired with a mentor. | Long-term | <p>Puente research demonstrates that student-mentor relationships help increase student motivation and academic success. This is especially the case for first-generation students.</p> | <ul style="list-style-type: none"> - In the past year we have been developing community relationships with mentors by hosting "mentor panel discussions" in the counseling class. - We will continue to host these panel discussions this year. - Our goal is to have |

| | | | |
|--|--|--|---|
| | | | <p>enough mentor relationships established so that we can start pairing students one-on-one with mentors in the 2013-2013 academic year.</p> <ul style="list-style-type: none"> - We also plan to have mentors and students attend cultural events off campus - Hire classified administrative assistant to help carry out the implementation of mentorship |
|--|--|--|---|

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's new, unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

| Position | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|--|-----------|---|
| Classified Administrative Assistant @ .25 FTE | \$15,000 | Goal # 3: Create a foundation for mentorship component where students will be paired with a mentor |

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

| Position | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|----------|-----------|---|
| n/a | | |

One-time B Budget Augmentation

| Description | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|-------------|-----------|---|
| n/a | | |

Ongoing B Budget Augmentation

| B Budget FOAP | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|-----------------------|-----------|---|
| Mentorship Activities | \$10,000 | Goal # 3: Create a foundation for mentorship component where students will be paired with a mentor |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|----------------------------------|-----------|---|
| n/a | | |

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles. In prior cycles there was a concern about whether or not we could maintain consistent funding and support for the program during a challenging fiscal year. It was also addressed that reassigned time for both the English instructor and counselor be protected per the memo of understanding with the statewide Puente office. In addition, we had concerns regarding whether or not we could maintain a budget that would cover the basic fieldtrips that are central to the success of the Puente Program.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review-- team regarding overall program viability?

Not applicable.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Although we didn't meet our expected outcomes for increasing students' success rates for the transfer course, CNSL 85, from 85% to 90%, we did see an increase in student success. In addition, we have noted an increased demand for the program as every year we are turning students away because we don't have enough space in our cohort. In addition, we have noticed an increase in Phase III students who come back to work with us when they are applying to

four-year universities. Many of these same Phase III students have also made themselves available to serve as mentors to our current cohort, offering advice to our students and even volunteering their time for various Puente events both on and off campus. In coordination with transfer day, Puente students who have already transferred participated in a Skype call with our current cohort, offering their experiences as a way of motivating and educating our current students about the transfer process. This type of leadership and mentorship from student-to-student has been inspirational to students.

Section 6: Feedback and Follow Up

This section is for the Director and/or Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

Puente does a fantastic job in cultivating support for students with not only the Instructor and Counselor, but with peer support. The program has had much transfer success and has consistently taught from a transfer perspective as well as taken students on bus trips to various UCs and CSU across the state.

6.2 Areas of concern, if any: The only concern I have is that as the program grows it may need some additional help to help it run smoothly so that the Counselor and Instructor can focus on their counseling and teaching time versus coordination time.

6.3 Recommendations for improvement:

It is clear that with Puente events the feedback from students is not only in regards to their educational and transfer goals but with the unwavering help that they receive from the Puente team. Since it continues to be just the Instructor and Counselor involved currently, it is my recommendation that a part-time staff member could be integrated into the mix and have peer mentors in the near future.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

Puente continues to provide Latino/a students with an excellent support programs and has shown good results for transfer.

6.2 Areas of concern, if any:

The greatest concern is the increasing number of Latino/a students Foothill is seeing, which will result in the need to increase the size of the program in future planning.

6.3 Recommendations for improvement:

None.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review