Basic Program Information

Department Name: Puente Project

Division Name: Counseling, Student Services

Program Mission(s):

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

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

Name	Department	Position
Susie Huerta	English	Instructor
Voltaire Villanueva	Counseling	Counselor

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	0

Please list all existing Classified positions: 0

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean/Director.

a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

> There were 130 unique Puente students enrolled in over the past three academic years. According to the office of Institutional Research, the enrollment figure during that time period was 257. The unduplicated enrollments for each year are as follows:
>
> Year   Number of students
> 2011   85
> 2012   86
> 2013   86
>
> Puente students were identified based on the Puente indicator and whether they enrolled in at least one class and received a final grade between 2010-11 and 2012-13.

This data was obtained via the following sources:

_____ CCC Apply
_____ Ask Foothill
_____ Credentials
_____ SARS
  x   Other: Institutional Research

b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

> Students of color constitute a high percentage of students in the program as compared to the general college population. The program is open to all students; however the program is geared towards first generation college students and has historically drawn students from underrepresented communities.

c. Please describe services offered off campus and how the effectiveness of these services is assessed.

> None offered off main campus

Data for this area is based on services offered at the following locations:
1. _____ Middlefield

2. _____ CCOC
3. _____ Other (List)

    d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

> No, the current staffing structure does not meet the program's needs as specified in the Memo of Understanding with the University of California.

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. **Basic Skills**

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> Puente students are enrolled in English 1ST and co-requisite, basic skills courses English 242A and 242B, a pathway in the English degree program that works with students who test into English 209 and 110 basic skills courses. Although the second quarter of this pathway sequence, English 1T, is equivalent to English 1A, which is not a coded, basic skills course, Puente works with those students who are reading and writing at a basic skills level. In addition, students are co-enrolled in a Counseling 1, College Success class that focuses on study skills and strategies to help them develop their study habits and awareness about resources on campus that can help them succeed academically.

b. **Transfer**

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> There is still a tremendous need to improve transfer rates for underrepresented students. One way we have addressed this need was to change our approach to the Puente Program by molding it to fit within the new English pathway model described above. 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. In addition, students participate in our yearly Transfer Motivational Conference where they attend workshops about transfer. In addition to this, students take at least one more trip to a university campus to start envisioning themselves as university students. To add provide students with more guidance for and motivation to transfer, students are also co-enrolled in CRLP 71, Career-Life Planning- and CNSL 85A- a Transfer Readiness course. Lastly, students in Phase III of the program, those who have already completed the Puente English and counseling class sequence, are in constant contact with the Puente counselor who continues to help them develop an educational plan and update them on application deadlines for admission and scholarships.

c. **Workforce**

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Although the primary goal of the Puente Program is to help first-generation college students transfer to a four-year university, we do not prevent students who are in CTE programs from joining Puente. Students in CTE programs are required to take English 1A, or the English 1ST equivalent courses to complete their programs. Helping students succeed in this course is one of our program SLOs. In addition, students in CTE programs need the academic support and counseling guidance just as much as students who are on the transfer track and by being in this program, they receive both.

Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level SA- SLO** – 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 - 2 - Transfer Process - Understand transfer process and utilize campus resources that aid in transfer to 4 year colleges and universities. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** Student will successfully completes CNSL 85 course geared towards the Transfer Readiness. **Assessment Method Type:** Data **Target:** Increase success rate of student completing counseling 85 from 85% to 90%.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

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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). **SA-SLO Status:** Inactive	**Assessment Method:** Review student journals periodically throughout the quarter to keep students on track. **Assessment Method Type:** Essay/Journal **Target:** Increase student awareness what is required to successfully write college level English.		
SA - Puente - 2 - Transfer Process - Understand transfer process and utilize campus resources that aid in transfer to 4 year colleges and universities. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** Student will successfully completes CNSL 85 course geared towards the Transfer Readiness. **Assessment Method Type:** Data **Target:** Increase success rate of student completing counseling 85 from 85% to 90%.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
SA - Puente - 3 - Cultural Development -			

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Section 4: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

> Our program objectives are specifically geared towards helping students succeed in college-level English (English 1A or English 1ST) and eventually transferring to a four-year university. These objectives align directly with all elements of the college mission: transfer, workforce, career preparation and basic skills.

b. If your service area has other outcomes assessments at the program level, comment on the findings.

> N/A

c. How has your service area engaged in dialogue about student learning outcomes?

By design, our program is a learning community in that students are required by the Memorandum of Understanding with the University of California to take at least two counseling courses along with their English classes. The counselor and English instructor therefore work together on a weekly basis to create dovetail assignments and assess student progress throughout the academic year. We discuss student learning outcomes in the context of discussing curriculum, but we also discuss these outcomes in relation to the extra-curricular activities that are also required by the MOU- trips to university campus and cultural excursions as well.

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals are not resource requests.

a. **List Previous Program Goals from last academic year:** check the appropriate status box & provide explanation in the comment box

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Assess and research student success and retention within the new English 1ST pathway	Y	Y	Data for the first year of English 1ST show the following: For the 2011-12 cohort following the traditional pathway, the completion rate through ENGL 1A increased only by 4% (54% to 58%) over the previous year. However, Among the 2012-13 Puente cohort, 73% successfully completed the ENGL 1S/1T sequence in two quarters (Fall 2012 and Winter 2013)
2. Redefine counseling curriculum to better serve students and fit needs of new pathway model.		Y	Counseling curriculum for the 2012-2013 academic year consisted of the following: **Fall:** Counseling 1: College Success **Winter:** CRLP 71: Exploring Career Fields **Spring:** CNSL 85A: Transfer Readiness To fit the needs of the new pathway model, we changed the course sequence to the following: **Fall:** Counseling 52- College and Life-Management **Winter:** Counseling 1: College Success **Spring:** Counseling 85A: Transfer Readiness

3. Create a foundation for mentorship component where students will be paired with a mentor.	N	N	Our current pathway model, in its second year, has become a priority for us because we want to increase students' success in the English sequence. As stated above, the success rate for students in this sequence as compared to the traditional pathway has increased even just in its first year. In order to honor the MOU, and because we recognize the value of mentorship, especially for first-generation college students, we do still have a mentorship component in limited capacity. We currently offer mentor panels every quarter where we have 4-6 professionals from the community discuss their educational journeys and careers with our students. Although the ideal is to build a mentorship component that does match each Puente student with a mentor, we would like to first solidify our course sequence and cross-disciplinary curriculum with the new English 1ST model.

b. **New Goals**: Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Create a foundation for mentorship component where students will be paired with a mentor.	Long term: We would like to implement this within the next four years.	There is an abundant amount of research that demonstrates the direct correlation between student success and retention and mentorship. Implementing such a program would meet the college initiative of transfer, basic skills mastery, and career preparation.	We will develop a database of potential mentors and mentorship connections within the bay area. We will also continue to host mentor panel discussions.
2. Solidify interdisciplinary connections between English 1T	Short Term/Long Term	Data provided by Institutional research demonstrates that while enrolled in Puente	In the winter quarter of 2014, all students enrolled in English 1T and English 242B will

and a behavioral social science course.		courses, a high number of students were also enrolled in a behavioral social science classes and succeeded in these courses. Since students are already enrolling in these courses when they are eligible, we believe that having our students take such classes as a cohort and requirement of the Puente Learning Community, success rates will continue to improve. In terms of the college initiatives, students will be preparing for transfer since these courses fall within the GE pattern for transfer and degree completion.	also be enrolled in a transfer-level psychology or sociology course.
3. Maintain the integrity of the contract between Foothill College and the University of California Puente Office. This includes financial support for reassign time for both the counselor and English Instructor as well as the minimum B Budget, yearly program operating budget contribution of $5,000.00.	Short Term/Long Term	In order to meet the above goals, Foothill College must meet the contract expectations with the University of California Puente Office. If this goal is met, so too will all of the above goals be met.	Counselor and English Instructor reassigned time will be fully funded by the college annually. Program budget of a minimum of $5,000.00 will be funded yearly from the B Budget.

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> 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 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Clerical Support: Classified Administrative Assistant @ .25FTE	$18,000.00	This relates directly to our Goal #1: Create a foundation for mentorship component where students will be paired with a mentor. This position is essential in helping us to establish a database and follow-up with mentor connections. This position will also be central to planning and executing mandatory mentor-mentee trainings and events.	No

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

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
	Yes: both the Counseling and English Instructor positions are reassigned positions. The Counselor receives .50 FTE and the English Instructor receives .25 FTE. These two positions have been funded through the college funding since programs' inception on campus (2001).
Has the program used division or department B-budget to fund reassign time? (y/n) No	**No:** as per the MOU with the University of California these two reassigned positions are mandatory

		and must be funded through the college.	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time
Counseling: Per the MOU, with the University of California, the counselor's .50 FTE reassigned time is usually about 15 hours per week. During this time, the counselor's coordination duties include: 1) Teach and prepare the personal development class 2) Meet two hours weekly with the English instructor to discuss current student progress, plan dovetail assignments and assessments and discuss curriculum. 3) Meet with Phase III Puente students to develop Student Educational Plans (transfer focused) 4) Take the lead with respect to recruiting students, preparing data for the Puente State Office and the campus administration, and present Puente to the campus and to the larger community. 5) Meet yearly with the Puente regional Project Coordinator 6) Take the lead on activities intended to	$ 46,000	The duties performed under the reassigned time for both the Counselor and the English Instructor will help meet Goal 3: Maintain the integrity of the contract between Foothill College and the University of California Puente Office. This includes financial support for reassign time for both the counselor and English Instructor as well as the minimum B Budget, yearly contribution of $5,000.00.	60-65 hours a month	.50%

increase students' awareness of transfer institutions and to broaden students' exposure to culturally relevant activities. 7) Take the lead on planning and executing off-campus cultural field trips and campus visits.				
English: Per the MOU, with the University of California, the instructor's .25 FTE is equal to the time the instructor would spend on a composition course during the quarter, i.e., the time spent attending class, preparing assignments, grading papers, meeting with students, etc. Coordination duties include: 1) Meeting two hours a week with Counselor to discuss student progress, meet with students, plan dovetail assignments and assessment, and coordinate curriculum. 2) Meet as needed to plan field trips, cultural events, end-of-year celebrations, mentor panels, Transfer Motivational Conference, and track data for UC Puente office. 3) Meet as needed to help with student recruitment, personal statement workshops and mandatory student orientation. 4) Participate yearly in two three-day trainings with the Puente Statewide	$20,000	The duties performed under the reassigned time for both the Counselor and the English Instructor will help meet Goal 3: Maintain the integrity of the contract between Foothill College and the University of California Puente Office. This includes financial support for reassign time for both the counselor and English Instructor as well as the minimum B Budget, yearly contribution of $5,000.00.	30-35 hours a month	.25%

Network.				

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
N/A			

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Program College Contribution: As per the MOU with the University of California, Foothill College must contribute a minimum amount of $5,000 to cover the program costs of the following: cultural field trips and transportation, campus visits and transportation, student orientations, and end-of-year celebrations.	$5,000	This budget contribution meets Goal 3: Maintain the integrity of the contract between Foothill College and the University of California Puente Office. This includes financial support for reassign time for both the counselor and English Instructor as well as the minimum B Budget, yearly contribution of $5,000.00.	Yes

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

IF THIS SERVICE AREA DOES <u>NOT</u> HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis			
List all Programs* covered by this review & check the appropriate column for program type:			
Program Name	**Certificate of Achievement Program**	**Associate Degree Program**	**Pathway Program**
English 1ST Pathway: (Integrated Reading and Writing) this is a pathway that leads Basic Skills students (students who test into English 209 or English 110) through the English 1A equivalent in two quarters.			X

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
N/A				

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Section 8: Student Equity and Institutional Standards
As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

In terms of course completion rate for the English sequence that Puente Students must take, we have more than exceeded the minimum 55% institutional standard. According to data provided by the institutional researcher:

> Prior to Fall 2012, the majority of Puente students enrolled in the ENGL 250A, ENGL 250B and ENGL 1A sequence (93%). This 2012-2013 academic year marked the introduction of the Integrated Reading and Writing program (IRW) and this curriculum (ENGL 1S/1T and 242 A/B) became a required course component of the Puente experience. Among Puente students who experienced the traditional ENGL sequence, about half (54%) successfully completed the sequence from 250A through ENGL 1A (receiving a passing grade) in one academic year (by Spring 2012). These students were tracked for another year, but the completion rate through ENGL 1A increased only by 4% (54% to 58%). Among the 2012-13 Puente cohort, 73% successfully completed the ENGL 1S/1T sequence in two quarters (Fall 2012 and Winter 2013).

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

N/A

c. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Many of our Phase III Puente students do transfer; however, data is still being gathered by both the institutional researcher and the Puente State Office to gather exact numbers. We will need to establish a formal process to gather data, with assistance from institutional research and the National Clearinghouse.

We have had approximately 8 students per year transfer to the university since the first year of this program on campus.

Section 9: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

d. If your program has other outcomes assessments at the program level, comment on the findings.

[blank text box]

e. How has your department engaged in dialogue about student learning outcomes?

[blank text box]

Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. N/A: no feedback from the Dean/VP or Program Review Committee was provided.	

a. **After reviewing the data, what would you like to highlight about your program?**

After reviewing the data, we are pleased to see that the success rate of students in the English sequence has improved significantly in the first year of implementing the Integrated Reading and Writing pathway (English 1ST). We are also excited about our future goals to create cross-disciplinary collaboration by building a learning community between Puente and BSS.

Our concern is that the integrity of the contract we share with the University of California as expressed in the MOU is in danger of being undermined. This academic year (2013-2014) was the first time in which the English instructor's salary for reassigned time was charged to the program B Budget as opposed the general funds for salary. We currently operating this program with a $13,000.00 deficit, which jeopardizes our ability to meet the minimum program requirements and provide the necessary support and services to our students as outlined in the MOU. We are waiting for further discussion about how and when this decision was made.

Section 12: Feedback and Follow Up

This section is for the Dean of Counseling to provide feedback.

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

> The strengths of the Puente program continue to be the success of the students that go through the program. This is reflected in their GPA data and their transfer numbers. Puente is really about incorporating a learning community and giving students a cohort in which to assist each other as students try to successfully complete college.

b. Areas of concern, if any

> An area of concern is the budget. Instead of District funding paying for the release time of the English instructor component of the program, we now have to pay out of the B budget in Student Services and/or Counseling to make up for this.
>
> In addition, it would be helpful for the program to have an assistant or coordinator as the program grows and to adhere to the Puente requirements of the program. The only difficulty with this is that the program only has work for a few hours a week. They may be better off with a student worker to assist them with tasks since there appears to be not enough consistent work to warrant a part-time position.

a. Recommendations for improvement:

> Only to fix the budget portion of this grant and to finalize details as to what will happen to the program once the Counselor and Instructor both go on sabbatical. There is no one else trained by the State to do this (and the State required training would take time and commitment to go beyond the time that the Counselor is on sabbatical).

d. Recommended next steps:
__X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

This section is for the Vice President Student Services to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis

The Puente Program is a huge asset to the college as a strong support of underrepresented students.

b. Areas of concern, if any:

I share the concern of having both faculty members on sabbatical at the same time with no one trained who can step in.

    c. Recommendations for improvement:

None

Recommended next steps:
        ☑Proceed as planned on program review schedule
        o Further review/Out of cycle in-depth review

Denise Swett, EdD
Vice President, Student Services
1/7/14