

Basic Program Information

Department Name:

THE PUENTE PROJECT PROGRAM

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, first-generation college 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	English Instructor; Co-coordinator
Eleazar JR Jimenez	Counseling	Counselor/Instructor; Co-coordinator

Total number of Full Time Faculty: 02

Total number of Part Time Faculty: 00

Please list all existing Classified positions: 00

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 that is submitted to your Dean/Director.

a. **Students served:**

There were 263 Puente students enrolled in the program over the past three academic years. According to the office of Institutional Research, the enrollment figures during that time period are as follows:

Year	Number of students
2012	86 (enrolled in a course that year)
2013	86 (enrolled in a course that year)
2014	91 (enrolled in a course that year)

Puente students were identified by the "Puente" code in the cohort field. Note that once a student is flagged as Puente, this indicator remains active regardless of whether the student is currently enrolled. Though there were 116 students flagged as Puente in 2013-2014, only three-fourths, 91 students, actually enrolled in a course that year. The 2013-14 Puente cohort includes every student who registered for at least one course in the same year (which includes students previously identified as Puente prior to 2013-14). Course enrollment is determined by students who enroll in a course and receive a final grade.

This data was obtained via the following sources:

CCC Apply; Ask Foothill; Credentials; SARS

Other (List) **Institutional Research** (FHDA IR&P, ODS [Student Cohort, Registration Analysis, LaManque Demo Temp, Academic Outcome])

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 other ethnic groups from the campus general population. While the program is open to all students, Latinos tend to participate in higher numbers than other ethnic groups. A possible explanation is that the program is geared towards first generation college students, includes curriculum heavily inclusive of Latino literature, issues, and context and has historically drawn students from underrepresented communities. Also, many of our students are referred to the program through their high school counselors and/or other Puente teachers from high school Puente Programs.

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

Students are required to be exposed to a university campuses (university lifestyles/expectations) and cultural events. Course credit is given via written assignments and participation in said life-long learning experiences. In addition, all students attend a motivational conference for all Northern California Puente Programs in the fall.

Data for this area is based on services offered at the following locations:

1. Middlefield
2. CCOC
3. Other (List) **Memorandum of Understanding between University of California (UC) and Foothill College (FH)**

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

The staffing structure does not currently meet the program's needs because we do not have a staff member to coordinate the mentorship component of the program. One major component and goal of the Puente Program is a fully developed mentorship program that matches each student in the Phase I cohort to a working, professional community member in order to provide our students with professional and academic mentorship. However, between consistent student interventions, planning mandatory field trips and workshops, coordinating in order to develop cross-disciplinary curriculum and consistent communication with and data-gathering for the Puente Statewide Office, developing and maintaining this element of the program has proven quite challenging.

Along with the need for a mentor coordinator, there is also a need for at least a part-time administrative assistant who can help with mentorship coordination, course registration issues, budgetary processing, follow-up with Phase III students who are not actively seeking counseling, and organizing the logistics of cultural field trips.

Currently, both the English instructor and the Puente Program counselor work to develop and maintain the program for one cohort at a time. However, the program does need to garner support from others in both the English and Counseling department in order to sustain the program when the current English instructor and Puente Counselor can no longer teach in and coordinate the program.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 1a: Data and Trend Analysis for Instructional Programs

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
<u>Puente Project:</u> English 1S/T Pathway: (Integrated Reading and Writing) this is a pathway that leads Basic Skills students (students who tested into English 209 or English 110) through the English 1A equivalent in two quarters.			<input checked="" type="checkbox"/> 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	2011-2012	2012-2013	2013-2014	% Change
<u>N/A</u>				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

The Puente Project is a university preparation program which focuses on preparing its students for successful transfer to universities where said students will earn degrees and return to communities as mentors and leaders.

b. Department Level Data

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

c. **Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The program enrollment has remained fairly steady over the last three years. No significant change in this enrollment has occurred within this time frame. However, this year's number served does show an increase due to former Puente students returning to campus to complete their education plans, which demonstrates persistence.

d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Among the Puente students who enrolled in at least one course in 2013-14, it appears that the more females than males are in the program (60% vs. 40%). This finding supports the trend of increasing numbers of female students over the past four years. As such, females in Puente continue to be overrepresented compared to the overall college population.

Latino/a representation increased in 2013-14 compared to previous years (2013: 74; 2012: 86), while the number of Filipinos declined (2013: 5).

Students of color constitute a high percentage of students in the program as compared to other ethnic groups from the campus general population. Specifically, the majority of the students in the program fall under the disproportionate impact population, Chicano/Latino students. In light of the current state focus on equity, the Puente Program continues to serve this population and is the only program of its kind on campus that makes a concerted and deliberate effort to recruit, support and track the progress of this population. While the program is open to all students, Chicano/Latino students, tend to participate in Puente in higher numbers than other ethnic groups. A possible explanation is that the program is geared towards first-generation college students and a curriculum heavily inclusive of Latino literature, issues, and context. However, in the past two years, an effort has been made to integrate

authors, themes, and texts related to the African American and Filipino American experience and expand the literature focus to encompass issues and current debates that address a multicultural community in order to expand the reach of the Puente Program and foster meaningful collaboration of students across cultures.

This program has historically been a natural draw for students from underrepresented communities as its reputation as a support program is well known, and it is a program that is institutionalized at many high school campuses that serve communities of color. As a result, we often find that students come to us seeking the services and support of the Puente Program at Foothill because they are already familiar with its focus and program mission.

It is important to note that because many Puente students come to Foothill specifically for the program, either because they are referred to the program by high school counselors, were in Puente in high school, or because they have friends and family who refer them to the program, Puente does attract and recruit students of color to the campus more so than any other support program. Along the same lines in terms of students seeking out the support offered by Puente, we have also noticed more incoming students who were referred to the Puente by their teachers and counselors through the AVID (Advancement Via Individual Determination) Program, a college-readiness, student support program that draws from the same demographics Puente draws from.

e. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Factors affecting productivity include seat count.

36 students in one cohort is not possible for two reasons: pedagogical and contractual. In terms of pedagogy, smaller size classes, especially those related to composition, tend to have higher success rates because instructors have more time to spend per student in addressing writing concerns. In terms of contract, the English instructor is not required to take more than the maximum per contract.

f. Course Offerings: Review the enrollment trends by course and consider the frequency, variety, demand, prerequisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Puente students have been enrolled in the following courses:

2011-2012: ENGL 250A, 250B, 1A; CNSL 85H; CRLP 71;

2012-2013: ENGL 1S/1T, 242A/B; CNSL 1; CNSL 85A; CRLP 71

2013-2014: ENGL 1S/1T, 242A/B; PYSC 40; CNSL 52; CNSL 1

g. Curriculum and SLOs: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and corequisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

All courses listed above are updated for Title 5 compliance.

h. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Students enrolled in the Puente Project Program are taking the English 1ST pathway sequence. This sequence was designed to improve student retention and success using the latest research. The pathway model is a stretch model that allows students who test below college-level English to take a transfer-level course from the first quarter. It is founded on current research in English and Language Development that demonstrates the value of an integrated reading and writing approach, especially when working with Basic Skills students. The model also integrates a meta-cognitive component (English 242A/242B) that provides students the space to reflect on their own learning and reading/writing processes in order to transfer skills learned in English 1ST to other college-level courses.

In addition, as of last academic year, students also concurrently enrolled in Psychology 40, a transfer-level course that meets the IGETC requirements. This interdisciplinary, learning community collaboration is also based on best practice research that shows when Basic Skills students are supported within a cohort model, with counseling support (and other student support services), and an integrated approach to reading and writing, they are more likely to meet the high demands and expectations of transfer-level courses. But in addition to this, students demonstrate a higher motivation to commit to such interdisciplinary models because they recognize that participation in such a model brings them closer to their degree and transfer goals in a shorter amount of time.

By design, the Puente model solidifies the participants' connections to one another by way of the cohort model. This model recognizes that creating and sustaining a family or closeness between the students allows for their rich learning, increased confidence, and increased accountability to themselves, to their peers, and to their academic and career goals. The program accomplishes this by providing the students with opportunities to learn from cultural events, university campus/culture exposure, and hearing from career professionals from the local communities. Their commitment to earning degrees and becoming mentors and leaders in their communities is strengthened by sustaining this familial support and solidifying the students' connections to one another.

Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Sustainability:

In terms of sustainability, in the past three years, the Puente Program co-coordinators made the decision to change the English pathway for students in the program. Initially a three-quarter sequence, the Puente Program, as mentioned above, is now using the English Pathway. This decision was made not only for pedagogical reasons, as mentioned above, but also for sustainability as the English Pathway is fast becoming a high-demand course for students. We didn't want to allow Puente to remain stagnant as a program, relegating it to its own sequence (250A/250B, 1A) when we came to understand how the research behind a pathway, stretch model, a model being adopted and used by more and more colleges to serve Basic Skills, disproportionate impact students. In 2011, coordinators of the Puente Program met with the Puente Statewide Office to propose that the model adapt to the latest research and to suggest that we use the stretch model to take students from pre-college level English to transfer-level English in two quarters instead of three. We proposed that in doing so, and in maintaining the integrity of the counseling component of the program, we could increase retention and success rates by accelerating the time spent in pre-collegiate level courses. In making this move, we have been able to sustain the program as it is now a specific cohort within the English pathway, a steadily growing pathway that has more than doubled in size since its first pilot year in 2012-2013.

Another benefit of this move from the original three-quarter sequence program to the two-quarter sequence program, related to sustainability, is that it has also allowed us to create a program that is not so unique that it deters other English faculty from wanting to take on the Puente Program. Unlike other campuses, where instructors and counselors rotate out due to a high demand for teaching in the program, it has been a challenge to get other faculty to commit to teaching in the program. There are many reasons as to why this may be the case on the Foothill Campus, but one reason often cited by English instructors is that the sequence (English 250A/250B to English 1A), which did take a more integrated approach to reading/writing, was so "different" from the standard English sequence (English 209, 110 to English 1A), that they didn't know how to teach in this model. However, now that this sequence is aligned with the same pathway, cohort model that other instructors currently teach, the hope is that more instructors will be open to taking on the teaching and co-ordination of the program.

Stewardship of Resources:

To increase student success and retention, especially for students who require early interventions in the course (after low-stakes assessments at the beginning of the quarter), Puente Program coordinators make a concerted effort to refer students to campus resources. A number of students in each cohort participate in the Pass the Torch Program where they meet weekly with a peer-tutor to discuss current assignments and assessments. More students tend to use Pass the Torch as a resources the second quarter of Puente as they are more aware of the demands of the course and have a better sense of what they need to do to continue improving their reading and writing. A good number of our students also regularly use and access tutorial help at The Teaching and Learning Center. As part of the English 242A/B course requirements, they are asked to go there at least once during the quarter to work with a tutor, and they are also required to attend at least ONE workshop offered by the tutorial center. This

is a mandatory assignment that counts for their participation and homework grades, and while some students may not like the idea of having to make the time to access this particular resource, many of them find it so helpful that they continue to return and use it on a consistent basis.

Collaboration:

By design, the Puente Program is a learning community that provides students with the support network they need to succeed as college students: the counseling support and college success strategies, the focused and intense reading/writing instruction, and careful guidance regarding educational plans and transfer. The cohort model is central to this learning community and provides students who have traditionally been disconnected from the institution the social capital they need in order to access resources and build relationships with faculty and staff to stay connected and therefore motivated to continue despite challenges. But inherent in the cohort level is also the need for collaboration of faculty across disciplines (English and Counseling). As of last year, we made efforts to expand this coordination among disciplines by pairing the English 1ST sequence with a transfer-level course; while enrolled in English 1T, the transferrable half of the English 1ST sequence, Puente students took Psychology 40: Human Development. This inter-disciplinary collaboration is a best practice in that it challenges students to apply the critical reading and writing strategies they are learning in English 1ST to a course that fulfills transfer requirements.

Curriculum:

As mentioned in the reflection of SLOs, the design of the English 1ST/English 242A/B pathway, combined with the Counseling component of the Puente Program creates a supportive, integrated and interdisciplinary approach to teaching and learning college-level English reading and writing. Students are required to take a variety of Counseling courses that ask them to reflect upon, write about, and discuss concepts related to college success and transfer readiness. In the counseling class, students learn about the various ways they can improve study habits, time-management, develop growth mind-sets, access campus resources, benefit from social and cultural capital, and develop a stronger connection to campus community. In addition, from the beginning of the program, as a requirement of both their English and Counseling classes, students are asked to attend the Puente Transfer Motivational Conference as their first official university campus visit. In doing so, students begin to envision their own transfer process and this goal becomes a motivational backdrop to the work they do in both courses. The goal of transfer, and conceptual understanding about the importance of having an educational path (and an educational plan), also guides the collaboration between the English Instructor and Puente Counselor, especially in regards to “dovetail” assignments and readings that students explore in both courses.

In regards to the English curriculum component, the integrated reading/writing approach to teaching college-level English, combined with the concurrent meta-cognitive, critical thinking class English 242A/B, provides students with the foundational support to develop as Basic Skills students while meeting rigorous, college-level, skills and expectations. As mentioned earlier, the sequence is built upon the stretch model, which means that the English 1A course outline is

broken down over 24 weeks instead of 12. This added time for students to develop and practice college-level reading and writing strategies, combined with the opportunity to reflect upon their own processes in the English 242AB Critical Thinking and Portfolio Development course allows students to take time and practice, through various, multi-modal approaches, the skills and strategies needed for college and academic success.

Section 2: Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded.

Please comment on how the services offered by your program support / contribute to obtainment of the institutional standards.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 2a: 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.

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 regards to the of course completion rate of the English sequence that Puente students must enroll in, this program has exceeded the 55% institutional standard. According to data provided by the institutional researcher:

- Puente students were also examined to determine their course success in 2013-14. The 2013-14 cohort included 91 students, and made up an enrollment of 697 (course sections) for the year. About two-thirds of students (67%) successfully completed their course, while another one-third were either unsuccessful (19%) or withdrew (14%) (Table 4, Puente Demographics, 2013-14, FH Institutional Research & Planning).
- Prior to 2012-2013, 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).

- As identified in the Puente Demographics 2013-14 memo, the completion rate of students enrolled in English 1S/1T pathway is 90%. This is a significant increase of students who passed both courses from the previous year where only 73% of students passed. As noted in the memo, “As completion of English 1T fulfills requirement of having college-level English for transfer, it appears that Puente students are experiencing success in fulfilling this component for transfer readiness.”
- Along with completion of college-level English, transfer-readiness also requires completion of college-level math. While Math 105 is degree-applicable but not transferrable, it appears that less than half of the Puente students enrolled in Math 105 in 2013-14 successfully passed this course (Table 6). Additionally, roughly one-third of students who attempted Math 10 successfully passed the course (36%). Enrollment and success in these both Math 105 and Math 10 may be important to track as these are also courses that may be needed for transfer readiness (highlighted in Table 6). Note that enrollment in Math 105 and Math 220 were the highest enrolled math courses among Puente students in 2013-14, yet the success rate is lower in Math 105 (40% vs. 53%). (Table 6, Puente Demographics, 2013-14, FH Institutional Research & Planning)
- Enrollment in the non-transferrable Math courses, such as those listed above, have traditionally been low during the terms the student is enrolled in the Puente English 1S/1T pathway due to the conflicting times the Math courses are offered. Historically, Puente students have had to forego enrolling in these Math courses until their completion of the English 1S/1T pathway has been completed.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325

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

The program believes the number of students completing certificates remains steady.

Among the 2013-14 Puente cohort, five students earned a degree or certificate in that same year. Most of these students earned more than one degree or certificate (Table 7). Majors were concentrated in the Social Sciences, specifically in Psychology and Sociology. (Puente Demographics, 2013-14, FH Institutional Research & Planning).

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.

While the co-coordinators believe many of the Phase III Puente students (those who have

already completed the Puente English and counseling class sequence) do transfer to universities, data is still being gathered by both the Foothill institutional researcher and the Puente State Office to gather exact numbers. Foothill College and the Puente Statewide Office need to collaborate in establishing a formal process to gather program data, with assistance from institutional research and the National Clearinghouse. The authors recognize that there is also an accurate reporting concern: students' data is not found or reported if the student has not permitted for their personal information to be shared by institutions (i.e. Puente Project Statewide Office, universities).

This program continues to focus on increasing the number of program participants who transfer to a 4-year university and plays an extremely significant role in serving an underrepresented student group.

Section 3: 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 1S and 1T 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. Students are also co-enrolled in Counseling and/or Career Life Planning courses which focus on college success study skills, developing strategies to facilitate their development of strong study habits, learning to successfully navigate through a college culture, and awareness of on-campus resource that can support their academic success.

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 manner in which this program has addressed this very important societal need was to change the approach to the Puente Program by molding it to fit within the new English pathway model described above. In doing so, the program anticipates decreasing the amount of time students

spend moving through the basic skills English sequence from three quarters to two, thereby increasing their college retention and resiliency rates. In addition, students participate in the program's annual Transfer Motivational Conference (a Northern California Puente conference) where they attend critical workshops aimed at the transfer process, networking with university resources, and learning of various career options.

In addition, students also participate in at least one university exposure in order to contribute to their university going vision and trajectory. Furthermore, students are also co-enrolled in CRLP 71 (Exploring Career Fields), CNSL 1 (College Success), and CNSL 5 (Intro to College) to provide students with additional motivation and guidance to transfer.

Lastly, students in Phase III of the program (no longer enrolled in an English or Counseling pathway sequence) remain in contact with the Puente counselor who continues to help them fine tune the students' educational plan. These students are also being updated on application deadlines for college admission, financial aid, 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.

The Puente Project is a university preparation program which focuses on preparing its students for successful transfer to universities where said students will earn degrees and return to communities as mentors and leaders. Workforce programs or objectives do not fit this program goal. In addition, the program does not prevent students whom are enrolled in CTE programs from participating in Puente. Students in CTE programs are required to take English 1A, or the English 1S/T pathway to complete their programs. Helping students succeed in this course is one of the program's SLOs. Furthermore, students enrolled in CTE programs can equally benefit from the academic support and counseling guidance as those students participating in this program.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 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
<p>SA - Puente - 1 - Succeed in English - Succeed in college level English course (transfer Level).</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 09/26/2013</p> <p>End Date: 03/24/2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Data</p> <p>Target: 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>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 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>Result:</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>Assessment Method: 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>Assessment Method Type: Data</p> <p>Target: 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>Target Met Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Puente Program funding as outlined in the Memorandum of Understanding.</p> <p>Resource Request: Puente Program funding as outlined in the Memorandum of Understanding.</p> <p>GE/IL-SLO Reflection: Communication Global Citizens</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 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</p>	

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Section 4a: Learning Outcomes Assessment Summary-Instructional Programs

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.

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 complete 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	

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).	<p>Assessment Method: Review student journals periodically throughout the quarter to keep students on track.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: Increase student awareness what is required to successfully write college level English.</p>		
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	<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>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>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
SA - Puente - 3 - Cultural Development -			

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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.

N/A

Section 5: 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?

Directly aligned with the elements of Foothill's mission (transfer, workforce, career preparation, and basic skills), Puente's objectives are specifically focused on preparing students for college level success in English and the successful transfer to a 4-year university.

b. If your service area has other outcomes or 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, the Puente model is one of a learning community in that students are required (per the MOU with UC) to enroll in at least two counseling/personal development courses in conjunction with the Puente English courses. The English instructor and counselor collaborate together on a weekly basis to coordinate dovetail assignments and assess student progress throughout the academic year. These co-coordinators discuss student learning outcomes in the context of curriculum while also discussing those outcomes of the “outside the classroom” learning experiences as well. (exposure to culture and university campuses).

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

e. What summative findings can be gathered from the Program Level Assessments?

Section 5a: SLO Assessment and Reflection for Instructional Programs

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.

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

Section 6: Service/Program Goals and Rationale

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

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

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Create a foundation for mentorship component where students will be paired with a mentor.	N	Y	Currently building relationships with potential mentors by hosting panel presentations
2. Solidify interdisciplinary connections between English 1T and a behavioral social science course.	Y		Students enrolled in English 1T were concurrently enrolled in PSYC-40. Created curriculum that integrated both disciplines.
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.	Y	Y	Regular communication and collaboration with the Puente Statewide Office. Prioritizes these efforts as they align with the MOU.

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.	This is a long-term goal.	Research and best practices show that when students have meaningful relationships with mentors, they are more likely to feel connected to their educational plans and seek the type of support needed along that path. They also maintain motivation longer because they can envision themselves reaching their own academic goals.	We will continue to host mentor panels We will establish a database that tracks potential mentors and mentor sources
2. 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	Students will benefit from all components of the Puente Program model, which is ensured by maintaining the contract as outline in the MOU.	MOU signed yearly.
3. Develop a second cohort for the Puente	Long term	While we are still waiting on data	Meet with the Puente Office to discuss next

Program.		regarding Puente student transfer rates, it is clear that Puente students are succeeded and persisting at higher rates. They are returning to the program after leaving school; they are succeeding in their courses and they are earning degrees. It makes sense then to "grow" a model that is proven to work, especially as it impacts our target populations.	steps in order to grow the program on campus Form relationships with current and incoming faculty for both English and Counseling to outreach for additional Puente Program coordinators
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Section 7: Service/Program Resources and Support

Using the tables below, summarize your program's 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 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	<p>This relates directly to our goal of creating a foundation for a mentorship component where students will be paired with a mentor.</p> <p>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.</p>	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	<p>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).</p>

Has the program used division or department B-budget to fund reassign time? (y/n)	No: as per the MOU with the University of California these two reassigned positions are mandatory and must be funded through the college.
NO	

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	\$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 per month	50%

<p>Coordinator</p> <p>6) Take the lead on activities intended to increase students' awareness of transfer institutions and to broaden students' exposure to culturally relevant activities.</p> <p>7) Take the lead on planning and executing off---campus cultural field trips and campus visits</p> <p>8) Recruit students</p> <p>9) Plan and host Puente Orientation during the summer.</p>				
<p>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.</p> <p>Coordination duties include:</p> <p>1) Meeting two hours a week with Counselor to discuss student progress, meet with students, plan dovetail assignments and assessment, and coordinate curriculum.</p> <p>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.</p> <p>3) Meet as needed to help</p>	\$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 per month	25%

with student recruitment, personal statement workshops and mandatory student orientation. Participate yearly in two three---day trainings with the Puente Statewide Network.				
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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)
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 our goal of maintaining 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			

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

As per the Memorandum of Understanding, the Puente Program has been funded the minimum \$5,000, per year, over the last three years, needed to support the program's goals to expose students to and educate them about the transfer process. Also, this money goes to supporting end-of-year celebrations, orientation, and mandatory cultural field trips-- all best practices that address equity by increasing student connection to campus, to faculty, and to each other. This is a funding request that is mandatory if Foothill College wants the Puente Program on campus.

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
<p>1. "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." <i>-Director and/or Dean feedback, Section 6, Recommendation Area, Annual Student Services Program Review, 2012--2013</i></p>	<p>We would like to secure a program staff member dedicated to help us grow the mentorship component for the upcoming academic year. This year we have already hosted one Mentor panel, and we would like to host an additional 1-2 panels in the winter quarter as well. But the efficacy of mentorship relationships cannot happen with mentor panels. We need students to build actual relationships with mentors and integrate the work they do with those mentors into the reading/writing of the course. To do so, we need a staff member to help us organize this component as soon as possible.</p>
<p>2. "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." <i>-Director and/or Dean feedback, Section 6, Area of Concern, Annual Student Services Program Review, 2012--2013</i></p>	<p>We have this concern as well. This is why a staff member, dedicated to the program, would be ideal.</p>
<p>3. "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)." <i>-Director and/or Dean feedback, Section 6, Recommendation Area, Annual Student Services Program Review, 2013-2014</i></p>	<p>Because we have now integrated the program into the English 1ST pathway model, and since the English instructor chose to take sabbatical in the spring quarter, the program still goes on. We were fortunate to have found a temporary, full-time replacement counselor (who has 50% release time) to work both with the current cohort and with Phase II students for the fall and winter quarter.</p> <p>As mentioned above in terms of sustainability, the program does need to reach out to other faculty- both in the English and Counseling departments to try and recruit more faculty who would be interested in teaching in the</p>

<p>4. "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.</p> <p>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."-<i>Director and/or Dean feedback, Section 6, Area of Concern, Annual Student Services Program Review, 2013-2014</i></p>	<p>program. This continues to be a challenge.</p> <p>In regards to the recommendation of a student worker vs. a staff member to help with the coordination of the program, it is important to note that the program does in fact have enough "consistent" work to merit a staff member. There are many elements of the program that can help strengthen student success and connection that is not happening right now since the counselor and English instructor are trying to prioritize the most needed elements of the program. For example, with a full-fledged mentorship component, the staff member would be responsible for the following:</p> <ul style="list-style-type: none"> recruiting mentors organizing mentorship training matching mentors with students following up with students about mentor communication organizing mentorship "mixer" or social event where students and mentors meet organizing a much bigger end-of-year celebration that integrates the mentors writing up and distributing a mini newsletter to mentors about Puente students and events in order to maintain relationships <p>In addition, the staff member would still be responsible for the following:</p> <ul style="list-style-type: none"> helping to communicate with students before orientation organizing orientation securing transportation and tickets for cultural field trips and campus visits organizing end-of-year celebration sending out surveys to students and following up with those surveys (as mandated by the state office for reporting) outreach to Phase III students: updates on transfer workshops, communication to keep connection to counselor, etc. <p>Again, as noted above, many of these activities</p>
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	are already happening, but they are happening at the expense of curriculum development and student interventions, which are the core elements of the program. Also, in regards to recruiting more English faculty and counselors, to teach and coordinate the program, it is the belief of the current team that we could get more interest if we have a staff member to help with the logistical and mentor elements of the program; otherwise, the list of duties can be overwhelming, and therefore deter interest in taking on the program.
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a. After reviewing the data, what would you like to highlight about your service area?

The program is pleased to see that the success rate of students in the English sequence continues to improve since implementing the Integrated Reading and Writing pathway (English 1ST). Last year was the first year implementing a cross-disciplinary collaboration with the Psychology 40 class. 60% of students in the transfer-level, IGETC course, passed, which means they are closer to their transfer goal. Due to the fact that the counselor went on PDL, however, we were unable to continue this collaboration this academic year. However, this is a component of the program that we would like to develop as it is a best practice that can help our target population succeed in their transfer goals.

As noted in our highlights from last year, the demand for the program continues to increase. Each year we turn away students who want the benefits and support of the program, but because we only have one cohort, we cannot accommodate. This speaks to our goal to begin talks with the Puente Office to learn more about how we might grow the program on campus.

In addition, there continues to be an increase in Phase III students who come back to work with us when they are applying to 4-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.

Lastly, it is important to note the part of the data that shows Puente student success and retention in math. Although the focus of the Puente Program, by design, is to help students

develop and strengthen their English success, the mission of the program is to aid them in transferring to a four-year university. What the data demonstrate, however, is that although our students might be succeeding in the English transfer courses at higher rates than other Latin@ students, they are still struggling in persistence and success for the lower math courses. This is an obstacle in their transfer goals and is of concern that we would like to address.

Section 12: Feedback and Follow Up

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

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

Strengths of the program continue to be its high-touch and accessibility to students. Students continue to succeed in English courses (and in the future, the program may need to include the math faculty in on assisting with student success in the math sequence of courses). The need to change the English sequence was a sound move and helps with the transfer rate for those students moving onto 4-year institutions. It is clear that the cohort of students is collegial one, with the help and support of each other, in addition to the faculty member and counselor support.

b. Areas of concern, if any:

The main area of concern for me is that the program has not grown but just maintains the status quo of numbers. This could be due to various reasons such as not doing enough outreach and marketing for Puente, not having the additional staff support to assist in outreach or marketing, and not being able to take the time of already-constrained schedules to grow the program in a way that would be effective in obtaining more students.

An additional concern is staffing. I can see the need for a part-time person to help coordinate marketing and trips to 4 year colleges, but would need to have that person do enough in their 20 hours a week to warrant hiring someone part time.

The mentoring positions seems as though a 2nd year Puente student(s) could be paid a stipend to help mentor, much like the Pass The Torch program has students to assist 1st year students in the program. This makes sense given the comments mentioned above by the staff.

c. Recommendations for improvement:

Recommendations:

- Connect with the college's Outreach program to attend SOAR events and high school events to help market Puente
- Make on campus presentations to classrooms to introduce Puente to students
- Create a mentor program and list duties that mentors would be expected to do (Via Phase III Puente students)
- Hire a part-time staff position to assist in the coordination of Puente activities to help grow the program and assist the faculty involved with the program (making sure this is consistent job for someone to do part-time, be it 20 hours or 10 hours a week)
- Include the new Dean of Counseling on Puente meetings so that the counselor and

instructor do not have to carry the sole burden of managing the program.

This section is for the Vice President to provide feedback.

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

The program continues to support students with additional services and help that improves student success.

e. Areas of concern, if any:

I am concerned that this program has not grown significantly in the last 3 years. I also am concerned with low pass rates for courses as per page 11:

While Math 105 is degree-applicable but not transferrable, it appears that less than half of the Puente students enrolled in Math 105 in 2013-14 successfully passed this course (Table 6). Additionally, roughly one-third of students who attempted Math 10 successfully passed the course (36%). Enrollment and success in these both Math 105 and Math 10 may be important to track as these are also courses that may be needed for transfer readiness (highlighted in Table 6). Note that enrollment in Math 105 and Math 220 were the highest enrolled math courses among Puente students in 2013-14, yet the success rate is lower in Math 105 (40% vs. 53%). (Table 6, Puente Demographics, 2013-14, FH Institutional Research & Planning.

I am also concerned that there is no mention of Puente students participating in tutoring or other support services through EOPS. I think it would be important to review the data to see how many Puente students are also EOPS students and what services they are leveraging.

f. Recommendations for improvement:

- I think coordinating outreach efforts with the outreach and recruitment team would increase awareness and participation.
- Partnering with the team in EOPS would additionally support Puente students who would be eligible to receive free tutoring, books and additional services.
- Work with the Family Engagement Institute to create awareness about Puente with all the underserved parents and families that participate in their noncredit Parenting Classes (800+ unduplicated headcount in 2013-14).

a. Recommended next steps:

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

Upon completion of section 12 by the Vice President or President, the Program Review should be returned to the service area for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.



Denise Swett, EdD