

BASIC PROGRAM INFORMATION

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

Department Name:

Division Name:

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

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

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

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

List all departments covered by this review and indicate the appropriate program type.

English	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
Counseling	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1.1: SERVICE AREA DATA

1.1A. Service Area Data:

	2013-2014	2014-2015	2015-2016
Number of Students Served	39	36	28
Full-Time Load (FTEF)	.6	.6	.6
Part-Time Load (FTEF)			

1.1B. Student Service Trend:

Students Served (Over Past 3 Years): Increase Steady/No Change Decrease

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Female	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<25 Years Old	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
>25 Years Old	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.1D. Equity: One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

In regards to our Service Area Goal of having students pass a college-level, transfer course (English 1T), we have used the success we’ve experienced in the past four years to inform our decisions to require that students move forward and take English 1B to finish their English sequence for transfer with the same cohort. The reasoning behind this is three-fold: 1) students who work together in a cohort model are proven to have higher success rates and we naturally want to secure students success in the last English class required for transfer; 2) continuity in course sequence also produces a higher success rate with student since they continue to practice the writing and critical reading practices without the risk of a gap in time; 3) as per outlined in the Puente Implementation Guidelines/MOU, students are required to stay together in the Puente cohort for an entire academic year. Since the change in English class sequence, English 209-110-1A, was changed to English 1S-1T, we wanted to continue honoring the value of establishing a cohort that last the entire academic year, therefore pushing us to require students to take English 1B.

This thinking has changed the way we have recruited students for the past few years since we have “sold” the program to students with the promise of moving them successfully through the required English sequence for transfer. This opportunity also allows students to then free up their subsequent year to focus on their math requirements, since typically, a majority of our students often assess into foundational courses for math as well as English. And since their commitment to the Puente Program requires them to enroll nearly full-time just to fulfill the English requirement, this often prevents students from also taking the requisite math courses.

While enrolled in the ENGL 1S-1T courses, students are also taking CNSL 52 and CNSL 1

respectively during the Fall and Winter terms. Per the Puente Implementation Guidelines/MOU, students must also co-enroll in a personal development course which enhance the students' college success. Topics covered in the two courses help sustain the conversation on transferring and support the overall aspiration of students to succeed in college. The courses provided an opportunity to revisit strategies that support transfer such as decision making, collaborative learning, conflict resolution, assertive communication, and stress management. Students also explored career options compatible with strengths and interests to determine an educational pathway to an aligned major for transfer. Using resources on the campus, the Internet, students investigated specific career choices and researched their desired pathways.

Students are successful in the CNSL 1 course in the winter, but an appropriate balance for student workload alongside the mentoring they participate in is needed. Also, appropriate interventions are needed during the winter term for those students who earned a C or less in ENGL 1S or are on probation. Therefore, a 1 unit class such as CRLP 71 would be appropriate. The Puente Project focuses on recruiting first-generation college students from disproportionately impacted populations whose goal is to transfer and complete a baccalaureate level degree. The program is open to all students who place in basic skills English (ENGL 1S) and are interested in issues relating to social justice. The curriculum for both the English and Counseling class tends towards a multi-ethnic, multi-cultural canon with texts inclusive of various ethnicities that make up the disproportionate impact communities. A majority of the students attracted to the program are females and Latinx whose highest educational attainment is a high school diploma or equivalent. This population has remained steady in recent years but has seen a decrease in Filipinx and African American students. Although this drop may cause alarm, students have the choice of joining one of three learning communities at the college; which includes Puente, First-Year Experience and Umoja. As a result of recommendations from prior program reviews, program co-coordinators were more intentional in their outreach in recruitment, thus providing students with a clearer understanding in distinguishing the learning communities and finding program fit. Overall, a decrease in Filipinx and/or African American in the Puente Project would result in an increase in student demographics in First-Year Experience and/or Umoja.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT

If your program has an instructional component, please complete Section 1.2.
 If your program does not have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research’s website 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 Program	2014-2015	2015-2016	2016-2017

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2014-2015	2015-2016	2016-2017
No certificates offered. Not applicable			

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

1.2C. Department Level Data:

	2014-2015	2015-2016	2016-2017
Enrollment	104	167	156
Productivity	278	322	342
Course Success	95%	70%	88%
Full-Time Load (FTEF)	.6	.6	.6
Part-Time Load (FTEF)			

1.2D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

1.2E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

- Male: Above Level At Level Below Level
 Female: Above Level At Level Below Level
 <25 Years Old: Above Level At Level Below Level
 >25 Years Old: Above Level At Level Below Level

1.2G. Equity: One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

From the data:

- “In 2016-17, Puente continues to attract a higher percentage of females (54%) and Latinx (92%) whose highest educational attainment is a high school diploma or equivalent (100%).”
- “Puente students continue to have a higher overall course success rate than compared to the college, 89% vs. 80% in 2016-17. Additionally, Puente’s current success rate exceeds the college’s aspirational goal of 77%.”

Currently, the overall success rate for disproportionately impacted students (African American, Latinx, and Filipinx) in the Puente Program is at 89%. Because the program focuses first and foremost on first-generation college students and historically attracts a high percentage of Latinx students in particular (92%), the program is definitely addressing the College Student Equity performance gap with these student groups. As noted in the data analysis above, in addition to serving these students at such a high percentage, the Puente Program also demonstrates a notable success rate as compared to the college’s aspirational goal of 77%.

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

Not Applicable

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

- Program Productivity Trend: Increase Steady/No Change Decrease
 Program Productivity (Compared to College Goal): Above Goal At Goal Below Goal

Please discuss what factors may be affecting your program’s productivity.

Enrollment in the program is driven by the capacity of English courses which may affect overall productivity. In addition, the Puente Project currently has one entry point, and only one cohort, which is in Fall with ENGL 1S/ENGL 242A.

If your program’s productivity is below that of the College, please discuss your program objectives aimed at addressing this.

To increase productivity, we hope to explore the option of opening up more than one entry point into the program. Specifically, we want to consider the possibility of starting a second cohort either during the winter quarter, or doubling up and starting a second cohort during the fall quarter. Both of these options will require a second Puente team (another counselor and English instructor). Another option is to have the same team work with two different cohorts, but this would require a re-evaluation of the team’s reassign time.

In order to support such changes for the sake of increasing productivity, it will be imperative that the institution also support the Puente counselor(s) in offering Phase III support since there will be double the students to follow up with after finishing the first year (Phase I and II).

1.1J. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College’s accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: Above Standard At Standard Below Standard
 Targeted Student Course Completion: Above Standard At Standard Below Standard
 Online Student Course Completion: Above Standard At Standard Below Standard
 In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

1.1K. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: Above Goal At Goal Below Goal
 Targeted Student Course Completion: Above Goal At Goal Below Goal
 Online Student Course Completion: Above Goal At Goal Below Goal
 In-Person/Hybrid Course Completion: Above Goal At Goal Below Goal

Please comment on your program’s efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

English 1T Success Rates:

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

Currently, we advise students how to move forward when they are unable to complete the sequence. Depending on students’ strengths and areas for improvement, some students are

advised to take English 209, English 110, English 1A, or they are advised to complete the pathway in another English 1ST cohort in the spring quarter. As suggested by Institutional Research, we are interested in data that follows these students to see if they complete the pathway, and/or at least, complete the English 1A equivalent of the pathway.

It should also be noted that English 1ST, by design, is supposed to support students who may need more time with foundational skills in English. Originally, the sequence was supposed to only have one grade drop off, meaning that students would have two quarters to demonstrate understanding and would only receive one final grade after English 1T. However, due to restrictions with articulation and transfer agreements, the course had to include a grading period for both English 1S and English 1T. Consequently, the grading will reflect a decline in success from quarter to quarter because the students who may be on the border of passing English 1S will be moved forward if they can demonstrate in their reflective, process work in the co-requisite course, English 242A, that they understand their own challenges and that they can articulate a plan to improve on those challenges for the second part of English 1ST.

Mentorship Component:

Another way that the program hopes to meet completion and success rate goals is through mentorship. As stated in the MOU, each Puente Program is obligated to ensure mentorship opportunities for students to honor the research that demonstrates such opportunities, especially for basic skills students, can help improve success and completion rates by providing motivation and support to these students. For this reason, we have, in the past four years, set this as a main goal: to recruit new mentors and maintain mentor relationships already established from past years when we were able to bring mentorship to our students.

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

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? Yes No

If yes, in what venues do these discussions take place? (Check all that apply)
 Department Meetings Opening Day Online Discussions Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

Although the coordinators of the program meet weekly to discuss the needs of students as well as programmatic concerns and goals, there is a general lack of discussion that takes

place outside of the coordinator meetings, either in the English or Counseling departments, to ensure that all faculty are able to participate in dialogue regarding this learning community and also to learn more about the demands and responsibilities of those teaching in this learning community. While this department-level dialogue may not always be necessary, especially in regards to decision-making about particular required elements and activities in the program (such as planning and executing field trips, organizing and curating mentor panels, etc.), it is nevertheless important that colleagues from both departments understand the challenges and success of the program.

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

Other than augmenting course curriculum and cross over to integrate current important conversations, texts, and debates, we haven't fundamentally changed any of our course-level work since the program adopted English 1ST model.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Maintain and grow relationships with mentors: begin mentorship component	Year: 2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Solidify interdisciplinary connections between English 1T and a behavioral social science course.	Year: 2014	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Solidify interdisciplinary connections between English 1T and a behavioral social science course.	Year: 2018	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Maintain the integrity of the contract between Foothill College and the University of California Puente Office. This includes financial support for reassigned time for both the counselor and English Instructor as well as the minimum B budget, yearly program operating budget contribution of \$5,000.00.	Year: 2018	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Develop a second cohort for the Puente	Year: 2018	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Maintain and Grow Relationships with Mentors and Begin Mentorship Component Program:

It should be noted that during the academic year of 2016-2017 we extended efforts to collaborate with on and off campus resources to find potential mentors. With the help of the equity office, we were able to connect with outside organizations to explore possible partnerships. Specifically, we met with David Cruz from the Boys and Girls Club of the Peninsula in Menlo Park. We were then connected with members of the Foothill De Anza Foundation where we discussed the possibility of matching mentors as well. Finally, through the help of Pat Hyland, we were able to meet with and talk to members of the Mentor Tutor Connection of Los Altos.

While each of these organizations offered possible connections, as a whole, there were particular restrictions, processes, and MOU expectations that required the need to justify funding for such partnerships on their part. These external connections then, were not ideal for the Puente team since it would require far more time and commitment in terms of process and contractual agreements than we have the bandwidth to accommodate.

Future suggestions toward building a mentorship component utilizes graduate students from local counseling graduate programs to supplement the pool. As a requirement, Puente mentors must have earned a baccalaureate degree, having graduate students would aid in finding a pool of mentors who have fulfilled this requirement. Oftentimes, the Puente Program is challenged by this requirement, so pursuing graduate students would be beneficial.

In addition to administrative support from the office of equity, we would like to develop a process to better collect mentor data, recruit, train, and maintain relationships with mentors in the future.

Develop a Second Puente Cohort

As mentioned above, growing the Puente Program by duplicating our cohort model is an ongoing project. We recognize the need to serve more students from the target population in order to uplift and support these students and help them transfer. Such an effort would need strong institutional support as it would require either additional reassign time for the current Puente team to “double up” on their program coordination and teaching, or it would require the hiring or recruitment of additional faculty, both English Instructors and Counselors to commit to the creation and maintaining of another cohort.

One alternative to consider is to create a different entry point for students. With new initiatives from the state such as Guided Pathways and Multiple Measures, students may not necessarily place into basic skills courses, thus reducing the demand for courses such as 1S-1T. One proposal would be to create a different entry point such as Engl 1B (or 1BH) and a Literature class while also maintaining the ENGL 1S-1T courses.

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.

Although this objective has been completed since the year we noted the need for it, we feel this is an ongoing effort because we want to ensure the continued institutional support for the program as it relates to proper budget allocation. This is especially important if we want to try and grow this cohort and offer possible alternative entry points for these cohorts-- we need to ensure that the faculty and counselors who participate in the coordination of the program, especially second cohorts, will be supported financially from the right budget.

Please provide rationale behind any objectives that are no longer a priority for the program.

The other two course objectives listed have been completed in that they were accomplished the following year.

Solidify interdisciplinary connections between English 1T and a behavioral social science course:

In the winter of 2014 we combined English 1T curriculum with Psychology 40, Human Life Development, and had all of our Puente students enroll in that class. Using the same text, we created a curriculum that crossed over and offered students the opportunity to take a class that counted towards their transfer and GE plan. This is something we would like to continue to duplicate in the future to improve success rates.

2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Reduce Wait Time for Counselors</i>	<i>Winter 2016 Term</i>	<i>Student Surveys</i>
Establish rotation schedule for program: Find additional counselors who want to teach in and coordinate the Puente Program	Fall 2017	Identify a counselor by having discussions in department meetings and with consultation with

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		the division dean.
Add additional entry points for program: For example, start a Puente class that spans English 1A and English 1B (considering multiple measures assessment trends and guided pathways)	Fall 2018- Fall 2019	Meet with both English and Counseling deans to discuss possible entry points. Discuss with colleagues in department meetings.
Continue support for Phase III counseling and student involvement	Fall 2017	Active Education Plans identified by IR.
Establish and maintain mentorship component that integrates multiple models for mentorship: one-on-one connections, mentor panels, mentor off campus connections, etc.	Fall 2018-Fall 2019	Mentor database, on-going mentor training and mentor matching events, and hire an administrative assistant to help coordinate and communicate with mentors.

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- Create a culture of equity that promotes student success, particularly for underserved students.
- Strengthen a sense of community and commitment to the College’s mission; expand participation from all constituencies in shared governance.
- Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

2D. Resource Requests: Using the table below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Clerical Support:	18,000	Establish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classified Administrative Assistant @ .25 FTE		and maintain mentorship component that integrates multiple models for mentorship : one-on-one connections, mentor panels, mentor off campus connections, etc.	
Maintain DegreeWorks or similar system		Continue support for Phase III counseling and student involvement	
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

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

As specified by the MOU with the University of California, all Puente team members must be provided with re-assign time to coordinate the program.

2F. Review: Review the 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.

Other than remedying our budget concerns and ensuring that the college pays for reassign time from the correct budget, no other resource requests have been granted.

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Students passing English 1S with a C	<p>Additional interventions are needed for students who pass ENGL 1S with a C. Some students may benefit with a reduced course load in Puente, therefore the winter course load will be reduced to 7 units and mentoring. This can help in finding additional resources for the student such as EOPS, Pass the Torch, or TLC and ensuring that they follow-up.</p> <p>As noted above, the reason why students do pass this class with a C comes also from the idea that the integrated model, along with the English 242A/B class can provide students with the opportunity to spiral back to specific skills and strategies that they can improve upon the subsequent quarter.</p>
Program growth	Additional avenues to grow the program are being investigated and discussions are forthcoming.
Coordinated student recruiting	With the presence of two additional learning communities, First-Year Experience and Umoja, coordination among the three is important so that students have a clear understanding and choice. Efforts between the three counselors to participate in SOAR were done and all three conducted targeted recruiting to minimize learning community contact and information overload.

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

Based on data provided from Institutional Research, Puente students transfer at a higher rate than non-Puente and the average rate. Students have gone on to transfer to campuses. We have ongoing relationships with many departments on campus.

We select students every year to attend a week-long leadership conference at UC Riverside. These students have come back to campus as leaders who reach out, talk with, and participate on panels for incoming cohort students. They have also gone on to start clubs, organize campus events, and become more involved in student life. In addition, last year was the first year the Puente Program also offered a creative writing conference for Puente students and two of our students participated in this program as well.

It should be noted, also, the our Puente students have also participated in campus life by organizing and hosting a student learning symposium held on campus in collaboration with other English 1ST students.

SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2015-2016 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

Assessment: Service Area Four Column

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)	Assessment Methods	Assessment Findings/Reflections	Actions
<p>1 - Succeed in English - Succeed in college level English course (transfer Level).</p> <p>SA-SLO Status: Active</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>Data - 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>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>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>76% of the students who started in English 1S passed English 1T, thereby surpassing out goal for success in a transfer-level English course. It should also be noted that the same percentage of students (76%) also continued on to take English 1B- demonstrating a high percentage of persistence through the English sequence for transfer. (12/11/2017)</p> <hr/> <p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>20 students out of 28 who enrolled in English 1S passed English 1T (with a C+) or greater for a 71% success rate. Decrease in success may be attributed to the change in scheduling. Although the percentage of students who passed English 1ST was higher in the previous year, we were able to serve more students in the program this year. We continue to see a high persistence rate between English 1S and English 1T. (11/22/2016)</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Last year 19 out of 24 students who enrolled in English 1S passed English 1ST for a 79% success rate. Decrease in success may be attributed to the change in scheduling. In</p>	

Assessment: Service Area Four Column

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

<i>Service Area SLOs (SA-SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Actions</i>
<p>1 - Succeed in English - Succeed in college level English course (transfer level).</p> <p>SA-SLO Status: Active</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>Data - 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>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>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>76% of the students who started in English 1S passed English 1T, thereby surpassing out goal for success in a transfer-level English course. It should also be noted that the same percentage of students (76%) also continued on to take English 1B- demonstrating a high percentage of persistence through the English sequence for transfer. (12/11/2017)</p> <hr/> <p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>20 students out of 28 who enrolled in English 1S passed English 1T (with a C+) or greater for a 71% success rate. Decrease in success may be attributed to the change in scheduling. Although the percentage of students who passed English 1ST was higher in the previous year, we were able to serve more students in the program this year. We continue to see a high persistence rate between English 1S and English 1T. (11/22/2016)</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Last year 19 out of 24 students who enrolled in English 1S passed English 1ST for a 79% success rate. Decrease in success may be attributed to the change in scheduling. In</p>	

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2017-2018

Service Area SLOs (SA-SLOs)	Assessment Methods	Assessment Findings/Reflections	Actions
		<p>academic year 2012-2013, English 242 and English 1ST met on separate days thus providing students the time to reflect on the work they did in English ST. This particular year, students took English 242 directly after English 1ST on Wednesday. In addition, on this same day, students were also enrolled in CNSL 5, a requirement for all students participating in the Puente Program. This means students were in class from 8:30-3:30 with few breaks in-between. Based on student feedback, being in class for so long on this day made it challenging for them to concentrate and be productive. (11/04/2015)</p> <p>Resource Request: Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p>Resource Request: Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p>Resource Request: Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p>Resource Request: Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p>Resource Request: Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p>Resource Request: Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p>Resource Request: Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p>Resource Request: Scheduling options to accommodate the high number of units demanded of students in the Puente Program.</p> <p>GE/IL-SLO Reflection: Critical thinking GE/IL-SLO Reflection: Critical thinking GE/IL-SLO Reflection: Critical thinking GE/IL-SLO Reflection: Critical thinking GE/IL-SLO Reflection: Critical thinking</p>	

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2017-2018

Service Area SLOs (SA-SLOs)	Assessment Methods	Assessment Findings/Reflections	Actions
		<p>GE/IL-SLO Reflection: Critical thinking GE/IL-SLO Reflection: Critical thinking</p> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met</p> <p>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. (12/04/2014)</p> <p>Resource Request: Puente Program funding as outlined in the Memorandum of Understanding. Resource Request: Puente Program funding as outlined in</p>	

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2017-2018

Service Area SLOs (SA-SLOs)	Assessment Methods	Assessment Findings/Reflections	Actions
		<p>the Memorandum of Understanding. GE/IL-SLO Reflection: Communication Global Citizens</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met Try to integrate the thematic issues related to cultural field trips into the curriculum. Try to find ways of dovetailing assignments between counseling and English. English: read, discuss and write about essays that develop the thematic issues. Counseling: read, discuss and write about the cultural field trip with a focus on personal development, self-concept and reflection. (10/12/2011) Resource Request: In order to accomplish this, the Puente team needs compensated time during the summer, outside of the regular work year, and after recruitment in order to investigate and secure field trip dates for the following school year.</p>	<p>Action: In order to better integrate the cultural field trip into our curriculum, we would like to establish and set those dates and trips at the beginning of the school year, when the program begins. (10/12/2011)</p>
<p>2 - Transfer Process - Understand transfer process and utilize campus resources that aid in transfer to 4 year colleges and universities. SA-SLO Status: Active Year(s) to be Assessed: End of Academic Year</p>	<p>Data - Puente students will successfully complete the CNSL 1 course. Target: 90% of of the students will complete counseling 1.</p>	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met Out of 24 students enrolled in the course during the Winter 2017 term, 23 students earned a passing grade of C or better in the CNSL 1 course (96% success rate). The course helped sustain the conversation on transferring and support the overall aspiration of students to succeed in college. The course provided an opportunity to revisit strategies that support transfer such as decision making, collaborative learning, conflict resolution, assertive communication, and stress management. Students also explored career options compatible with strengths and interests to determine an educational pathway to an aligned major for transfer. Using resources on the campus, the Internet, students investigated specific career choices, researched. (12/11/2017)</p> <hr/> <p>Year This Assessment Occurred: 2015-2016 Result: Target Met 92% of students who enrolled in the first week of CNSL 1 passed the course. Students were in (11/22/2016)</p>	

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2017-2018

Service Area SLOs (SA-SLOs)	Assessment Methods	Assessment Findings/Reflections	Actions
<p>3 - Cultural Development - Each student must attend one cultural event and one college campus visit, reflecting on the significance of the events and taking skills back to their communities acting as mentors to future generations. SA-SLO Status: Active</p>	<p>Essay/Journal - Students will reflect on the cultural event and make thematic connections to the readings they are writing and discussing in class. Target: 85% of students will attend the event and complete a journal assignment to reflect on their</p>	<p>Year This Assessment Occurred: 2013-2014 Result: Target Met Students enrolled in CNSL 1 during the Winter 2014 term in lieu of CNSL 85A as a pilot with ENGL 1T and PSYC 40. CNSL 1 allowed for extended dialogue in identifying and using resources for transfer to improve college success. Although the course was not intended to solely teach transfer readiness, lessons on college success such as goal setting and self-reflection were used in the context of the transferring process. PSYC 40 allowed students to gain perspective on the implications of earning a college degree and their development throughout their lifespan.</p> <p>Ultimately, this helped Puente students personally evaluate how they can best prepare for transfer and eventually obtain a baccalaureate degree. Students also toured San Francisco State University (Fall 2013) and University of California, Davis (Winter 2014) and were given information about transferring to the respective California public institutions. 100% of the students enrolled in CNSL 1 successfully passed the course.</p> <p>The learning community offered in Winter 2014 (CNSL 1, ENGL 1T, ENGL 242B, and PSYC 40) was unique and provided an opportunity to pilot a program where cohort students were embedded within a general lecture class. This pilot program with the courses developed student thinking from an interdisciplinary perspective while earning course credit for general education and transfer. Future replication is suggested to determine student trends. (12/05/2014)</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met 87% of students in Puente English 1T attended the Luis Valdez play, Valley of the Heart in San Jose, Ca. All students who attended made thematic connections to the readings by integrating examples from the play (and its historical significance) into their essays. (11/22/2016) Resource Request: We want to continue to provide</p>

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2017-2018

Service Area SLOs (SA-SLOs)	Assessment Methods	Assessment Findings/Reflections	Actions
	<p>experience and learning.</p> <p>Essay/Journal - Students will be required to visit a UC Campus and at least 1 cultural event. They will be asked to write about their campus visit and/or cultural experience in a journal which will then be integrated</p>	<p>opportunities for students to attend similar cultural events. They not only enrich the curriculum but they also provide students with the opportunity to build community with one another.</p> <p>Resource Request: We want to continue to provide opportunities for students to attend similar cultural events. They not only enrich the curriculum but they also provide students with the opportunity to build community with one another.</p> <hr/> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met We surpassed our goal of 85% attendance at a cultural event. 98% of our students in attended the play, Macario, at Teatro Vision in San Jose, CA. Of those students who did attend the play, 100% of those students wrote about the experience as part of the English 1S coursework. (11/04/2015) Resource Request: Funds and campus support for leadership opportunities and cultural events</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met 100% of students attended a the closing ceremony for the Native Heritage Month on campus in which they listened to a lecture on indigenous traditions of the Aztec civilization and watched a performance by an Aztec dance group. All students reflected on this experience and used their journal writes to generate ideas for an in-class essay. (12/12/2013) Resource Request: Although this event took place on campus, in previous years, these events have been off campus. We request funding to help us take students off campus for these cultural events. GE/IL-SLO Reflection: This SLO meets the Global Citizenship and Communication goals.</p> <hr/> <p>Year This Assessment Occurred: 2014-2015 Result: Target Not Met 95% of the Puente Cohort attended both the campus visit to UC Davis. It was a challenge to get all students to go because the trip was organized through the Puente Program Statewide Office- and it was planned for the</p>	

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2017-2018

Service Area SLOs (SA-SLOs)	Assessment Methods	Assessment Findings/Reflections	Actions
	<p>into an essay topic for English 1S. In this way, the experiences will also serve as primary research which they will be asked to synthesize with other texts they are reading in the English and Counseling course.</p> <p>Target: 90% attendance at both a cultural event and campus visit; 85% of students will submit a written journal about the experience.</p>	<p>Saturday before the official start of the quarter. We did have an orientation prior to the event to encourage participation, but the timing made it difficult to follow up with students and secure everyone's attendance. As for the cultural event, 98% of students attended the play, Macario, at Teatro Vision in San Jose, Ca.</p> <p>Students who did not attend either event were asked to complete an alternative written assignment.</p> <p>Of those who attended, 100% of the students did submit a written reflection about both events. (11/11/2015)</p> <p>Resource Request: In order to continue exposing our students to cultural events, it is necessary to continue funding our program for such activities.</p>	

4B. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 5: FEEDBACK AND FOLLOW-UP

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

5A. Strengths and successes of the program as evidenced by the data and analysis:

As evidenced by data, Puente has consistently proven to be a successful program in helping the disproportionately impacted student populations to succeed at higher rate in course completion and transfer to the university. It is an intense cohort that requires a great deal of collaboration and interdisciplinary work between the Puente English instructor and counselor. The Puente team has done a great job with retaining students and working with the English 1S students more closely during the first three weeks of English 1T to ensure that student succeed academically. I appreciate that fact that both the Puente counselor and English instructor work in tandem to support their students inside their classrooms and outside. I attended the Puente graduation ceremony last year, and was touched by the consistent and heartwarming gratitude the students expressed towards both of their Puente instructors. Having the counselor also teach a counseling/career life planning course provided the opportunity to really know the Puente students. It is evident that the strong student connection and close monitoring of the students make a huge difference in the success of the program.

5B. Areas of concern, if any:

The idea of expanding Puente to have a second cohort is a good one in theory. Yet, a major concern is the funding to do so. Even with one cohort, it requires 50% reassign time for a counselor and an English instructor. Foothill College already has three learning communities (Puente, First Year Experience, Umoja), with the 50% reassign time for each counselor.

5C. Recommendations for improvement:

Mentoring is an important component of the Puente state-wide model. Mentoring continues to be a challenge for Foothill Puente, especially with the Equity Office in flux. In the last program review, Puente was really looking towards the Equity Office as a viable support for the mentoring component. Moving forward, I support this year's objective of exploring the idea of having a counseling graduate intern to assist with the mentoring component. If feasible, recruitment will need to commence in Spring 2018 quarter so that an intern can be in placed for the 2017-18 academic year.

Continue to get administrative support from the Office of Equity for recruitment and field trips. I am hoping that the current vacant administrative assistant will be filled so that support will be in place when Puente and other learning communities begin to recruit for the next year's cohort during late spring and summer of 2018.

5D. Recommended Next Steps:

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

Lan Truong
Dean of Counseling Division

This section is for the Vice President/President to provide feedback.

5E. Strengths and successes of the program as evidenced by the data and analysis:

The faculty in the Puente program do an outstanding job assisting the students with persistence and successfully moving forward towards their academic goals. The program continues to serve underrepresented students both in and out of the classroom.

5F. Areas of concern, if any:

I support the continued efforts to fully develop the mentor program.

5G. Recommendations for improvement:

5H. Recommended Next Steps:

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

Denise Swett, VPSS 2/20/18

Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.