Puente:

- Program Review Non-instructional Cycle F 2015 Puente

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

Date: 05/16/2016

Sorted by: Program

Puente

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Puente

1.0

Mission, Vision, Core Values and College Goals drive all college activities. Describe how your program supports each of these.

Mission: The Puente Program prepares students to be successful learners by working closely with students in the classroom and outside of it. One of the components of the Puente Program is the writing component. Puente addresses the needs of basic writers in their first semester in the Program by providing them with culturally relevant reading materials and writing assignments that strengthen self-confidence, encourage the development of each student writer's voice, and build academic writing skills. The second semester of the Puente Program during which students take English 100 (a transfer-level composition course) consists of similarly rigorous expectations and assignments that focus mainly on argument and analysis reading and writing. The Counseling Component similarly prepares students to be successful learners by having a Puente-trained counselor teach counseling courses in the fall and the spring semesters. These courses concentrate on
academic planning and personal development, both of which are essential elements in becoming a successful learner.

Vision: The college's vision of creating "a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning" is a crucial part of Puente's vision and mission as well. A core feature of Puente is that it is a vital learning community; students take two classes per semester together and participate in events throughout the academic year. By doing so, students learn to rely on each other, to help each other, and to champion collaborative learning. Furthermore, students participate in the third component of the Puente Program—the mentor component. Students are paired with professionals in the community who help to guide them through their academic and professional pursuits. Through contact with mentors who are continually bettering themselves, students also see that growth and learning are pursuits that last a lifetime.

Core Values:

1. We respect and value the diversity of our entire community: We do this through helping students understand and expand what community means and by building a respect and appreciation for differences within and among communities. Students also read, discuss, and write about multicultural texts.
2. We value tradition and innovation: We ask students to share their own communities' and families' traditions and also to learn about various cultural traditions and the ways that cultures and communities change and evolve.

3. We expect everyone to continue growing and learning: Part of our mission is to help students transfer to four-year colleges and universities where they can continue their educations.

4. We believe in the power of the individual and the strength of the group: Throughout the Puente Program, students are expected to learn and practice leadership skills. Students also work in close-knit groups/familias to accomplish various tasks in and out of class.

5. We expect everyone to display behavior in accordance with personal integrity and high ethical standards: Students are coached on how to interact with professionals in the community, with their professors, and with their peers in a respectful way, and when we go on field trips and hold events, we remind them that they are representing not only themselves, but the Puente Program and Fullerton College.

6. We accept our responsibility for the betterment of the world around us: Many of the Puente students are first-generation college students. We discuss with them the responsibility that they have as college students and will have as university graduates to their families, communities, and world as a whole to encourage others to pursue education. Also, part of the Puente Program mission is to foster in our students the desire to serve their communities after they receive their educations by asking them to return to Puente as mentors for future students.

College Goals: Puente Program promotes the following goals:

Goal 1: **Fullerton College will increase student success.**
        Objective 1: Address the needs of under-prepared students:
This is the core objective of the Puente Program as well. Most of the students served in the Puente Program are first-generation college students. Puente encourages their success by offering support and guidance, as well as providing mentors, a learning community, and rigorous courses that prepare students to succeed in their classes.
        Objective 2: Increase course retention and success:
Our course retention rates are extremely high. For instance, between AY 2011-2014, the course retention rate for the Puente Program ranged from 93% retention to a high of 100% retention. The success rates in both the Counseling and English courses ranged from a low of 83.4% to a high of 100%.
Objective 3: Increase the number of degrees and certificates rewarded:
The Puente Program helps students earn degrees so that they can transfer. The students never really leave the Program; the philosophy is "once a Puentista, always a Puentista." This philosophy translates into continued support—both from the counselor who continues to work with students on their academic progress and the English instructor who often teaches the students the critical thinking course and serves as a tutor when it comes to transfer letters.
Objective 4: Increase the number of transfers: Puente is, primarily, a transfer program.
Our transfer rates are solid and are higher than the general population of Fullerton College. For instance, the six-year transfer rates in 2000-2001, 2001-2002, and 2002-2003 for all Fullerton College students were 40%, 42%, and 45% respectively. The six-year transfer rates for Puente Fullerton College students were 74%, 78%, and 63% respectively.
Objective 6: Increase the persistence rate of students: In AY 2009-2012, data showed that Puente students maintained 90.5% persistence, compared to non-Puente first-time freshman persistence of 71%.
Goal 2: **Fullerton College will reduce the achievement gap.**
Objective 2: Increase retention rate of Hispanic and African-American students by 2%:
Puente primarily serves Latino students; as mentioned above, the retention rate has been close to 100% in the Program for the last several years.
Objective 3: Increase success rate of Hispanic and African-American students by 2%.
As mentioned above, the success rates for our primarily Latino students has averaged 90% -100% over the last two and a half years. The program remains open to all students.
Objective 4: Increase persistence rate of Hispanic and African-American students by at least

2%.
As mentioned previously, for AY 2009-2012, persistence rates for Puente students continues to remain steady at 90.5%.

Goal 3: **Fullerton College will strengthen connections with the community.**
Objective 2: Strengthen partnerships with local feeder high schools and universities:
Part of the Puente Program entails regular communication with local high schools in order to recruit new students for the Program. The counselor visits high schools and speaks to students and high school counselors, informing them about the Program. The counselor also attends recruitment events that take place on the Fullerton College campus. Puente faculty continues to outreach to local UC and CSU representatives to provide personal in-class workshops on transfer. The Puente Mentoring Program has also served as a vehicle in connecting the campus community with community professionals. Mentors are very interested in our students and have been great at providing feedback and recommendations on our program. There have been discussions on developing a Puente Mentor Advisory Board.
Objective 5: Increase engagement of the college with community through college events, community service, and other partnerships.
Puente continues to outreach to the campus, as well as with community organizations. For instance, Puente recruits mentors from the community, and invites local government officials to visit our classrooms, as well as keynote speakers. Puente also has established partnerships with other campus programs such as STEM, EOPS, and the Ethnic Studies department. Puente students are also volunteering in the community with various causes.

PR Section 4.1 - 4.2

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4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Puente students who start the program in fall 2014 will persist to spring 2015 at a rate of 90% or higher	Spring 2015	Summer 2015	Current year for 2015-2016 cohort	1

2.	Puente students who start the program in the fall of 2014 and persist to spring 2015 will succeed at a rate of 90% or higher in their counseling and English courses in the program	Spring 2015	Summer 2015	Current year for 2015-2016 cohort	1

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
. 1. Puente students who start the program in fall 2014 will persist to spring 2015 at a rate of 90% or higher	Analyzed student cohort data to determine if target is met	Students persisted at a rate of 94% from fall 2014-Spring 2015.	Results are encouraging, both to us and to our current students. Results are especially helpful in recruitment of students from feeder high schools and from on-campus.
2. Puente students who start the program in the fall of 2014 and persist to spring 2015 will succeed at a rate of 90% or higher in their counseling and English courses in the program	Data collected from student records, actual success rates will be compared to standard.	Students succeeded in their spring 2015 counseling class at a rate of 85.7%. Students succeeded in their spring 2016 College English class at a rate of 94.3%. Goal exceeded.	20% of students who didn't persist will receive individual conferences and series of workshops.
Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**

1. After completing Puente, students will help with recruitment of a new cohort.	In assisting with recruitment, Students will provide workshops to potential new students. Workshops will be evaluated 75% satisfaction is the target.	Pending – based on evaluation results additional training/support will be developed or enhanced.	Data not yet available.
2. After completing Puente, students will be knowledgeable to conduct UC/CSU transfer and graduation workshops to new and continuing students.	Students will complete a questionnaire measuring their knowledge of transfer. An 80% correct response rate is the target.	Pending – based on questionnaire results additional training/support will be developed or enhanced.	

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Puente

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

We continue to work at retaining students and helping them succeed by supporting their learning and by fostering close connections between the Puente team and the students and among the students themselves. The Annual Northern California College Tour has proven to be an extremely successful component of Puente. The academic and personal connection that students and staff have developed is truly seen on this trip. Student motivation and confidence levels are tripled.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

Students are learning and achieving at a rate that moves them adequately toward transfer. The "familias" that have been formed are increasing student learning and achievement by serving as a motivating too to succeed.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

The lack of sufficient funding makes fundraising necessary. This fundraising detracts from the main priorities of the program—academic persistence, success, and progress toward transfer.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.
(*See http://programreview.fullcoll.edu/*)

The Puente Program promotes student success by encouraging and supporting student persistence and success in their Puente courses.

The Puente Program helps to close the achievement gap by promoting and supporting success among our mostly Latino population.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

ISLO 1: Communication: Students will be able to apply the principles of language and rational thought to communicate effectively: Puente supports this goal by expecting students to succeed in their pre-transfer and transfer-level English and Counseling courses. The core of these courses, especially the English courses, relates to improving reading, writing, listening, and speaking skills.
ISLO 2: Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions: Puente students are required in their Program courses to write analysis and research essays, thus supporting the objective.
ISLO 4: Personal Responsibility and Professional Development: Puente supports this objective through its mentor program.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?
We use data provided annually by the Puente statewide office and the Fullerton College Office of Institutional research that demonstrate success and persistence rates. We also regularly talk to students about their progress toward transfer.

    B.   What do the results of the above methods of assessment indicate about the effectiveness of the program?
Data provided by UCOP and Fullerton's Office of Institutional Research, clearly demonstrate great effectiveness. Puente students succeed and persist at higher rates than non-Puente students. Having students in a cohort and with the same counseling and English instructors builds confidence and motivation.

     C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

The Puente Program has built on its success. For example, for the last three years, Puente students who complete the Puente Program year have stayed together in a learning community and have taken English 104 (critical thinking) together with the Puente English instructor. We think that this has been an improvement to our services to students.

PR Section 6.0 SAP w/o Resource Requests

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Action Plans

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called	Achieve Priority Registration for Puente Students.

short-term goal)	
List College goal/objective the plan meets:	College Goal #2: Fullerton College will reduce the achievement gap. Objective #2: Increase retention rates of Hispanic and African-American students by 2%.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Group level priority registration is ahead of general, new and returning students. Counselor will be responsible.
What *Measurable Outcome* is anticipated for this SAP?	Students will receive priority registration.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funding will be required.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested Amount	n/a	n/a	

STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name: (formerly called short-term goal)	Establish a partnership with Ethnic Studies Department.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will increase student success. Objective #6: Increase the persistence rates of students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Ethnic Studies faculty interested in developing a Puente section that meets general education requirements, as well, as addresses social justice issues. Counselor, Ethnic studies faculty and Social Science dean will coordinate.
What *Measurable Outcome* is anticipated for this SAP?	Puente students guaranteed enrollment in another general education course and will help persistence rates.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funding required.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total			

Requested Amount			

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name: (formerly called short-term goal)	Establishing a peer-mentoring program for new cohort.
List College goal/objective the plan meets:	College Goal #: Fullerton College will strengthen connections with the community. Objective #:5 Increase engagement of the college with the community through college events, community service, and other partnerships.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Counselor and English instructor will coordinate a new peer-mentoring program and training by spring 2016.
What *Measurable Outcome* is anticipated for this SAP?	Establish an on-going peer-mentoring program.
What specific aspects of this SAP can be accomplished without additional financial resources?	Will require additional funding for training and activities.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**	
Personnel	$5000	General funds, student equity	
Facilities	n/a	n/a	
Equipment	$2500	General funds, student equity	

Supplies	$3000	General funds, student equity	
Computer Hardware	$3000	General funds, student equity	
Computer Software	$1500	General funds, student equity	
Training	$5000	General funds, student equity	
Other			
Total Requested Amount	$18,500	General funds, student equity	