Program: Puente Program

Division: Student Services/Arts, Letters and Social Sciences

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Writer(s): Michelle Gonzales/Rafael Valle

SLO/SAO Point-Person: Michelle Gonzales/Rafael Valle

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

   If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Our Puente program started in 2012. Thus, data reflecting retention and successful rates was not available until the end of September 2015. It's essential to mention that the data embraces a full cycle for the 2012 cohort. For years 2013, 2014, and 2015. We'll need to wait to obtain persistent rates as indicated in our last SAO.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

The Puente program has three main components: English, counseling, and mentoring.
The first two components were up and running since the program launched in 2012. However, the mentoring component was fully implemented in 2014 and continues to run as expected.

Another achieved objective is the revised curriculum offered to students. The PSCN 30 - College Success course is more in line with the needs of the Puente program. This is the course now offered during the fall term which replaced PSCN 15.

Lastly, the Puente club is up and running since the Spring 2015 semester. Students are exceptionally active and very creative in raising funds to support the mission of the club.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

No obstacles were found.

D. What are your most important plans (either new or continuing) for next year?

1) The mentoring component is a continuing effort.
2) Continue supporting the Puente club as advisors.
3) The Puente team plans to start working a bit closer with our phase III students to keep them engaged.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

In terms of planning priorities for 2015-16

1) Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.

The Puente team anticipates to input SAO's into eLumen, the software utilized by the institution that manages our SLOs and assessment cycle.

Integrating and assessing our program SAOs into the college process will ease the progression of Puente, Therefore, this item is a priority for 2015-16.

2) Establish regular and ongoing processes to implement best practices to meet ACCJC standards.

The Puente team anticipates the creation of our own dedicated pages in our LPC website. When the webmaster is hired, the Puente team will work with the webmaster and expects the development of a fully functional website.

In the meantime, the Puente team will work and decide what kinds of materials will be housed in there for ongoing processes to meet ACCJC standards.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? n/a

(This data can be found here:
http://www.laspositascollege.edu/researchandplanning/StudentOutcomes.php)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

n/a

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Our data shows a positive impact. Our students are successfully persisting and completing their courses at higher rates than the general population. See SAO section for details.

Furthermore, students are returning as peer mentors to support other students as well.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

SAO 2. Success rates in English: Student will successfully complete English 1A.

Our data reflects the following:
Fall 2012 and Fall 2013 Puente students successfully completing English 1A is 75% versus Non-Puente student's completion rate of 44%.

Even further, SAO 6. Persistence: Student will persist in three consecutive terms
Our data reflects the following:
Fall 2012 and Fall 2013 Puente students successfully enrolled in English 4/7 at a 49% versus Non-Puente student's rate of 27%.

Lastly and not part of our SAO's, Puente student completion rate of English 4/7 is 44% versus Non-Puente students' rate of 24%.

B. Discuss assessment results that indicate a need for improvement.

There is always room for improvement. We will work with Phase III students to keep them a bit more engaged. Planning to coordinate field trips to four year colleges targeting Phase III students or students who already completed the required Puente courses.

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

By keeping students engaged, we hope to increase our outcomes even further in terms of completion and persistent rates to required courses.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

n/a

E. **Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)**

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

n/a

F. **Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?** NO

If yes, please explain.

n/a

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments
   - changing service hours
   - changing modes of service delivery

Program SAOs:

1. Success rates in English: Student will successfully complete English 105

2. Success rates in English: Student will successfully complete English 1A

3. Success rates in PSCN: Student will successfully complete PSCN 30

4. Success rates in PSCN: Student will successfully complete PSCN 18

5. Retention: Program will retain students for the duration of academic portion of the program (one year)

6. Persistence: Student will persist in three consecutive terms

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2. Have your assessment results shown a need for new/revised SLO/SAOs?   YES

   If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	n/a
Estimated number of SAOs that will be written or revised:	There is a possibility to add one more SAO regarding transfer rates. However, we can only get this data if can become member of the Northern Clearing House. IR Rajinder Samra has requested funds to make this possible. Membership to the Northern

	Clearing House would be the only way to accurately track transfer rates.

    a. What courses or SAOs will your program assess during this academic year (2015-16)?

All six SAOs will be assessed.

    b.   Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	None
Spring 2016	None