

**Program: Puente**

**Division: Student Services**

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**With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.****

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**Please note:** Program Update is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Requests) or directed to your dean or supervisor.

**Time Frame:** This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

**Key Terms:** The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

#### HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2022 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

#### INSTRUCTIONS:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

## IMPORTANT CHANGES AND REMINDERS

**Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:**

- ✓ **Check for Title V updates required for any of your courses or Programs:**
  1. To check on the status of courses and programs to see if any updates are required
    - a. Log in to CurricUNET
    - b. Select "Course Outline Report" under "Reports/Interfaces"
    - c. Select the report as an Excel file or as HTML)
  2. If updates are needed, submit these updates to the Curriculum Committee
  3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.
    - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
    - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

## HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

## THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

## ALL PROGRAMS: SECTION ONE

1. **Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.**

### Achievements

- We expanded to 2 cohorts in Fall 2023. Both cohorts are totally full and had waitlists.
- We hold the following events each year: Noche de Familia, Graduation Celebration, and 3 mentor mixers. Starting in Fall 2023, our events have been twice as large due to having twice as many students. For our Fall 23 Noche de Familia, an orientation for families of students, we had approximately 150 attendees and did not have enough chairs for this unprecedented number of participants.
- We are one of a small number of colleges offering Puente MÁS, an expanded Puente model that incorporates math instruction along with the standard components of English, counseling and mentoring (LPC also includes Library instruction).
- We are the only Puente MÁS program offering both STEM and non-STEM math options.
- Michelle Gonzales serves as a Puente trainer for statewide professional development. In addition to he presented
- Michelle has presented at Equity summit two years in a row and Karin one year
- Since our last Program Review, Puente students and faculty have attended two Transfer Motivational Conferences organized by Puente. The fall 2022 conference was at UC Merced, and the Fall 2023 conference was at UC Davis. In both years, 99% of enrolled Puente students attended the conference. They have also attended other field trips such as a recent trip to Capitola open to all LPC Puentistas from past and present cohorts.

### Challenges and Obstacles

- We have had ongoing challenges with not being able to spend money allocated to us by the statewide Puente project due to the limitations of the business office. For example, this year we chose a special book to teach and bought copies for all our students. Puente programs at other colleges give the books to students, but our business office says this is not permissible so we have to give the books out as loaners. As far as we know, the Ed Code remains unchanged, but the way LPC conducts our operations appears to have undergone a significant shift in interpretation compared to previous practices. Similarly, reimbursements for club activities have been so challenging to obtain that nobody wants to put up money for activities for fear of not meeting a procedure and not being reimbursed. This includes students in the Puente club who have been asked to provide original receipts only, and then if these were lost in the

**LPC Equity Definition:** Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

submission process somehow, they could not submit a copy and therefore couldn't be reimbursed.

- With two cohorts, we need a larger event space. It is much more efficient to have shared events with the two cohorts, but this number of students and guests no longer fit in the cafeteria where we used to host events. We held this year's events in room 2401, the former tutorial center, but this room is not optimal because it becomes extremely hot in the early evening when the events are held, and also because the length of the room makes it very difficult or impossible for people in the back to hear the speakers at the events.
- Having two cohorts and more disciplines significantly increases the labor to run the program. We currently have different instructors being compensated unevenly due to historical CAH allocations in the program. We need increased CAH in an amount allocated per instructor rather than per discipline. With two cohorts, we have had no increase in coordination time for English instruction. The librarian also receives no CAH. Puente instructors attend weekly meetings, organize events on and off campus, and attend ongoing professional development trainings.

**2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.**

- We have employed equity-based teaching methods to increase student success and satisfaction in our courses. One such method is our Linguistic Justice framework for teaching English. This method is antiracist and encourages students to draw on their linguistic uniqueness and diversity to develop their own voices as writers. Students have reported that this method makes them feel more engaged and empowered and gives them a sense of belonging and inclusion.
- Students also appreciate the concurrent support model used in the Puente math classes. This model has allowed students to feel supported by their instructor and encourages them to ask questions and seek help when needed.
- These teaching strategies have helped with retention. In our current two cohorts, we currently have 56 students still enrolled out of 59 who started in the program.

**3. Got anything new planned for 23-24?**

- We will spend this year and next refining our procedures for the two-cohort model and the Puente MÁS model.
- We will investigate Puente courses in additional disciplines that would be of interest to our students. Instructors in these courses would undergo Puente training and adapt their courses to meet principles of Puente instruction.

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## CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

*Vicki Shipman will provide you with or support any data needs*

### LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
2. What is the median income for occupations within your program?

### ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
  - i. \_\_\_\_\_ YES \_\_\_\_\_ No
2. If not, please explain.

### STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

#### Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

***CI. STRONG WORKFORCE PROGRAM STUDENTS***

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Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

***C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR***

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Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

***C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE***

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Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

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***C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS***

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Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

***C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION***

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Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

***C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY***

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Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

***C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS***

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Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?



***C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS***

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Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

***C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE***

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Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?