

Program: Puente Learning Community

Division: Special Programs and Student Success

Writer(s): Karin Spirn, Michelle Gonzales, Ashley McHale, Alain Olavarrieta, Catherine Alfaro, Jose Calderon, Rafael Valle

SLO/SAO Point-Person: Karin Spirn

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- We have onboarded two new counselors to the Puente program.
- We have managed to continue all programming after the abrupt loss of our longtime Puente counselor this fall.
- We completed a four-day field trip to Los Angeles during 2025 Spring Break. Students visited four colleges.
- Last year we held 3 Mentor Mixer events (80-100 attendees), one Noche de Familia event (120 attendees), and one Graduation event (80 attendees).
- We took all AY 24-25 Puente students to the Transfer Motivational Conference at CSUEB.
- For Fall 25, we had 28 Puente students transfer to 4-year schools, including 18 to CSUs and 6 to UCs. Four students are transferring to UC Berkeley!
- Six Puente students won a total of over \$74,000 in scholarships last year
- We created a wellness statement to share with Puente Students and mentors.
- We collaborated with the Literary Arts Festival to bring author Julissa Arce to the festival with a public talk and a special luncheon for Puente students.
- Puente students continued to have higher course success rates than both overall students and non-Puente Latine students. Requested IR data showed that in [statistics?], Puente students consistently had 20-30 percentage points higher success rates than LPC students overall in AY 2018-2024. In F24, Puente students had 85% success, while students overall had 66% and non-Puente Latine students had 55%. The Puente students in this cohort were 89% Latine.

2. Please describe your most important **challenges** in year 24-25.

- It has been challenging to recruit and retain Puente counselors due to the extremely high time and energy demands of this position, which entails planning, budgeting, event coordination, field trips, special events, intensive student support, and teaching. Since expanding to two cohorts in 2022, one counselor shouldered the entire teaching and coordination load for both cohorts because no other counselor wanted to participate. The sole Puente counselor stepped down from serving in Puente this year because of frustrating and inconsistent rules about compensation for special events such as field trips and mentoring events.
- We now have two new counselors, both of whom are primarily assigned to other areas (Student Interventions and Veteran's Support) and working above load. One of our two counselors is stepping down next year despite their great success and enjoyment of working in Puente, because the job duties and workload are unsustainable with their other work assignments.
- Below are some of the areas identified by our previous counselor as issues that he faced that made it difficult for him to continue with Puente:
- **Field Trips and Comp Time:** Field trips such as the Transfer Motivation Conference often net a 10-hour workday, with counselors bearing the main responsibility of checking students in, keeping track of all students, handing out needed materials, etc. Previously, counselors could claim comp time equivalent to the hours worked on the trip, but currently this has been switched to “day-for-day” compensation (one full day, regardless of hours worked). At most other institutions, the compensation would be 1.5 times the hours worked, but counselors at LPC are simply asking for recognition of the actual number of hours worked. Administrators may argue that attending field trips falls under “professional responsibilities,” but in reality, no other counselors are expected to chaperone or participate in weekend field trips, making this expectation inequitable and contributing to a lack of counselors willing to participate in Puente.
- **Counseling Time and Coordination Hours:** In the past, the Puente counselor had 50% reassigned time for one cohort, with no distinction between *counseling* and *coordination* time. This allowed more availability for student appointments. Since the implementation of the Counseling Dashboard about a year ago, Learning Community counselors are now required to separate their Puente hours into *coordination* and *counseling* categories. This change has reduced the number of hours available for direct student counseling. It has also impacted telecommuting opportunities. Typically, counselors are allowed to telecommute up to 22% of their hours (about 6 hours). However, because coordination time must now be on campus, Learning Community counselors often have only 4–5 telecommuting hours instead of 6.
- **Overload Teaching Assignments:** Previously, Puente counselors could choose to teach their course as an overload rather than in-load, which benefited both counselors and students. That flexibility has now been removed. Learning Community counselors have recently been required by LPC to teach their Puente course in-load, which reduces available counseling hours. For example,

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if a counselor teaches a 2-unit course in-load, their weekly counseling contact hours drop from 12.5 hours to 9.5 hours. If taught as overload, the counselor would maintain the full 12.5 hours. Additionally, because Learning Community counselors are pre-assigned their program courses, they miss the first round of overload course selection, which other counselors can take advantage of. By the time Learning Community counselors reach the second round, few (if any) overload courses remain available, creating an inequitable workload situation. This is strictly LPC's policy, as the Puente MOU does not specify that the Puente course must be taught in-load.

- We expanded to 2 cohorts in AY22, but coordination reassigned time for English and Math faculty have remained the same. Faculty split 3 CAH per discipline, while the Puente standard should be 3 CAH per cohort per discipline. In addition, the turnover of counselors creates more workload for English and Math faculty to help plan and execute events, budgets, and other logistics. We need increased coordination time to allow for this increased workload.
- Puente has had enormous success in student achievement and campus participation, and it is one of the programs that makes LPC such a special and desirable college. Counselors and instructional faculty working in this program go beyond the extra mile for our students, and should have full administrative support to adjust their compensation however best allows them to continue this work.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

Puente has not had SAOs in the past. We plan to submit two this year:

- After completing the Puente program, students will feel a sense of belonging at LPC
- After completing the Puente Program, students will be done with their first-year English and math requirements.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- We need to find another counselor to replace the one who is stepping down.
- We are planning another field trip to Los Angeles in Spring 26.
- We will hold 3 Mentor Mixers, Noche de Familia, and Puente Graduation this year.
- We have been and will continue to outfit our new space in the Cultural Community Center, invite student participation in the center, and serve as stewards of the center along with the director and other learning communities and represented groups.
- We will once again collaborate with the Literary Arts Festival to bring one or more Puente-connected authors with special events for Puente students.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- ☐ Yes or No:
- ☐ Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- ☐ Yes or No:
- ☐ Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- ☐ Yes or No:
- ☐ Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

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

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

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.