

PROGRAM REVIEW Fall 2018

Program: Puente Program

Division: Student Services/Arts, Letters and Social Sciences

Date: October 18th, 2018

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.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 22.

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: Michelle Gonzales & Rafael Valle

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program’s needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program’s information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program’s most recent Program Review was submitted in the following semester: **Fall 2017.**

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2017).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt	
Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
Enrollment Management		Human Resources		Pedagogy	Technology Use
External Factors		Learning Support		Professional Development	

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

Puente’s partnership with Umoja, LPC’s newest learning community, is, at this point, well-established. The Umoja courses are meeting on the same days at the same times, and the English and PCN instructors have created a few joint assignments and lectures.

Michelle Gonzales (Puente) and Kisha Turner (Umoja) created the One Love service learning/art project fall 2017, which brought together groups of Puente and Umoja students who completed a project that was graded, and presented on in public on campus.

In addition to continuing our classroom/subject partnerships, the Puente, Umoja, and HSI students now have a designated space. The learning communities teachers/coordinators are working with students and student interns to decorate the space and set guidelines for usage. The Puente club students (an other poc student clubs) are holding meeting in the center, and there are quiet study rooms for students to study.

The LC faculty/coordinators are holding some office hours in the center, and we’ve recruited faculty, in and outside of the learning communities, from a variety of discipline to hold an office hour there too.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors	X	Learning Support		Professional Development		

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page: <http://www.laspositascollege.edu/research/outcomes.php>

No data package is available for the current period. Working with IR to generate data.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrx				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program**
- CEMC Data**
- Labor Market Data**

N/A							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrx				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

See item C.							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrx				

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

Since LPC's Puente program began in 2012, the program has changed in some way each year, making it difficult to capture consistent data. Moving forward, with help from access to the National Clearing House data, we will study transfer to 4-year institution rates, as well as, the completion of transfer level English.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

Finish setting up the learning communities center, (funded by Equity), name the center, take one field trip with Umoja, improve on the One Love project, establish a scheduling system for reserving LC space, setting up drop in tutoring.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	X	Technology Use
	External Factors	X	Learning Support		Professional Development		

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Begin laying the groundwork for a second cohort, as we could easily fill it.
 Find and train another instructor willing to teach in the second cohort.
 Explore finding and training another counselor to teach in the program.
 Explore possible need for and possibility of securing a larger space for the learning communities' center.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors	X	Learning Support		Professional Development		

Section Two: Current Topics (Required for All Programs)

A. **Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

The Puente program, itself, ensures “excellence in student learning by providing quality teaching, learning support, and student support services” and meets many of the Master Plan goals.

- Finish setting up the learning communities center – this plan helps LPC meet goal **A1. Address the educational needs of a diverse student population** by providing a dedicated, safe space for traditionally underserved students.
- Take one field trip with Umoja – this plan also meets **A1**. By providing an opportunity for diverse student groups to be visit a college campus in preparation for transfer.
- Improve on the One Love project – this plan helps LPC meet goal **A7. Provide student opportunities to be informed, ethical, and engaged** by encouraging students to work together on a service learning and/or culturally focused art project that they will share campus-wide.
- Setting up drop in tutoring helps LPC meet **A5. Assist underprepared students** by helping students in get tutoring support to help fill gaps in knowledge in areas in which they might be underprepared.
- Begin laying the groundwork for a second cohort, as we could easily fill it – this goal meets **A1. Address the educational needs of a diverse student population and global workforce**. As a transfer focused program that targets Latino students and welcomes all, one of the things we do best is meet this goal, and being that we are a Hispanic Serving Institution, a second cohort would help us meet that goal even more. It also meets **A3. Create accessible class schedules and supportive services**. The Puente program provides supportive services for traditionally underserved students. As above, a second cohort would help LPC meet this goal for even more students.
- Explore possible need for and possibility of securing a larger space for the learning communities' center – this goal would help LPC meet two goals: **A2. Support existing and new programs** by supporting Puente, Umoja and HSI, three existing programs, **and A3. Create accessible class schedules and supportive services** by providing a dedicated, safe space for traditionally underserved students.

B. **Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no**

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

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

C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

Puente, Umoja, and HSI finally got our long planned learning communities center, alas it is too small for three learning communities. We will likely need a larger space in the near future. The current center is near where many of the students' classes are held, which is something to consider for a future center, as the students are seen their daily working there together in study rooms, studying before class, and meeting with their instructors.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://qoo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

The Puente State office offers the necessary training to run a successful Puente program. Both coordinators have the opportunity to attend these trainings at no cost to the institution twice a year. All related professional development expenses are fully paid by the Puente State office.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

Puente and Umoja English instructors plan to get the training necessary to teach in either program, as we would like to teach in both programs and/or be trained and available to step and teach one or the other, or both, if needed. It will not cost LPC for the Umoja instructor to get the Puente training, but there might be minimal cost for the Puente instructor to get the Umoja training.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Our Puente SAO's are driven and analyzed at the SLO or course level. Unfortunately, the previous Puente counselor did not complete the SLO's for the PCN courses prior to his departure and he no longer works at the institution. At the current time, we'll be unable to provide the SLO analysis for the PCN courses.

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO:
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: In English 1A and English 4, I need to improve my teaching of synthesis of secondary sources in the research essay. I also probably need to accept that fact that expecting students to smoothly synthesize both primary and secondary sources is a lot to expect at this level, but I'd still like to improve that skill.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: Discrete assignments to help students practice analysis are probably a good idea.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes? It does seem like synthesis has improved, as I've learned how better to teach the essay.
DO you plan to continue tracking this SLO in the next year? Explain. Not sure

--

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year’s program review). (Copy the box below as needed.)

<p>Course Name Program Name or Student Service Area: ENG 1A – Critical Reading and Composition ENG 4 – Critical Thinking and Writing About Literature PCN 30 – Student Success and the College Experience PCN 18 – University Transfer Planning</p>	
<p>Text of the CSLO, SAO, or PSLO: English 1A and English 4 SLOs 1A Reading: Identify the main ideas and supporting arguments of a college-level text. 1A Writing: Write an academic essay using textual evidence to support a thesis. 1A Research: Research a topic using credible sources and document sources in an academically responsible way. 1A Grammar: Use effective and correct sentence structures to convey ideas. 4 Reading: Identify and evaluate implied arguments in college-level literary texts. 4 Writing: Write an academic essay synthesizing multiple texts and using logic to support a thesis. 4 Research: Write a research paper using credible sources and correct documentation. 4 Grammar: Use grammar, vocabulary and style appropriate for academic essays.</p> <p>PCN 30: Evaluate their personal level of self-awareness, responsibility, and/or motivation and make appropriate changes to support their college success. PCN 30: Demonstrate the ability to develop and implement long-range educational goals and to choose the appropriate courses that meet these goals. PCN 30: Demonstrate the ability to locate and access resources and services that promote and improve their learning. PCN 18: Critically evaluate opportunities for transfer to public, private, in-state, and out-of-state colleges and universities; PCN 18: Demonstrate understanding of existing transfer opportunities that best meet individual academic and career goals; PCN 18: Formulate and present a written transfer plan.</p>	

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Future plans are to assess SLOs identified by the English department

**Section Four: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

At the current time there are no courses needing updates:

PCN 30 updated fall 2016
PCN 30 updated fall 2016
English 1A updated spring 2018
English 4 updated fall 2015.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

n/a

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

n/a