

Program: Puente

Division: Counseling and Special Programs

Date: 11/4/2024

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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 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

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 form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

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.

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.

Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you **may** want to note in your explanation are:

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A_____

- Instructor Alain Olavarrieta took students on a field trip to Los Angeles during Spring break 2024. Students toured 2 colleges and came back enthusiastic about these options for transfer.
- We participated in a STEM panel in collaboration with Umoja and Movement API.
- In our first and now second year of having two cohorts, we continued to have all regular activities (mentor mixers, graduation, Student Motivational Conference) with twice as many students.
- Continued to have a strong mentorship component, which was a challenge with twice as many students.
- We optimized our schedule for students by scheduling their English and PCN classes in the same room.
- We recruited high numbers of new students at New Hawk Day 2024.
- We coordinated with a vendor to provide a bonding activity (The Amazing Race) on LPC campus during Spring and Fall 2024.
- We provided textbooks and calculators to all Puente students.
- The Puente club has begun to flourish after needing to be fully rebuilt post-Covid-shutdowns. We now have students from previous cohorts providing leadership, as well as strong participation from current cohort students and non-Puente students.
- We have fully launched the Puente Mas model which adds math courses to the regular curriculum of English, PCN, and library. We are one of only a handful of colleges piloting this model across the state.
- We added an additional math instructor, Ashley McHale, to our amazing team.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

- CAH is needed to support the Puente librarian so she can fully participate in Puente events and planning.
- Numerous additional steps to hire food vendors have made it difficult to order culturally relevant food and to work with vendors we have utilized for years. These steps are not required at Chabot.
- Challenging procedures and rules for disbursements have continued to make it difficult to access Puente funds intended to benefit students. For example, we are not allowed to give them books and calculators, while other colleges statewide are not held to these rules.
- We need a larger space for events. The 2400 space is being remodeled, but until then we have had difficulties finding spaces for events.

C. Planning: What are your program's most important plans, either new or continuing?

- We are likely to receive additional funding for our Math component from Puente. We are considering using this for an extended math jam, coordination, or other uses. We are waiting to find out about how the funds can be used.
- Because of AB1705, many STEM majors will need to start their math sequence with calculus. We are considering adding Math 1 to our Puente offerings.
- We would like to integrate the lessons in multiple classes into a capstone project.

N/A_____

D. Identify any college, district, or legislative barriers to your program’s equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

- Barrier: Las Positas College is currently out of compliance with AB 1645, which mandates that every community college have an undocumented liaison. We do not have one since Miguel Pimentel left the college. We need more support for undocumented students and students from mixed-status families.
- Suggestion: We need to hire the liaison position.
- Barrier: Many science requirements are only offered during mornings and evenings (not afternoons), which meant that many students needed to choose between joining Puente and meeting the requirements for their major, which leads to fewer STEM students in Puente and non-optimal course sequencing for those who join.
- Suggestion: We are going to review our Puente class schedule, but also having some afternoon science offerings would be very helpful.
- Barrier: We need more accessible mental health services for students. We have had a number of students with pressing mental health challenges and have seen barriers to scheduling appointments.
- Suggestion: More drop-in mental health support with more flexibility of scheduling is needed.

Suggestions:

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?

Yes____ No_x__

2. Comments (Optional):

3. Please review your program [maps](#). Do you need to make any modifications?

Yes____ No_x__

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.

a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.

b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

Our data packet reveals that Puente students in AY23-24 had above an 82% course success rate in their Puente courses. Prior to the start of Spring 24, 92% of students in the active Puente cohorts had completed transfer-level English (compared to 45% for LPC overall) and 70% of students had completed transfer-level math (compared to 33% for LPC overall). This was before the math component was added for all students.

In AY23-24, Latinx students at LPC overall had 56% success rates in Math classes 655 in English classes, so the Puente students are significantly exceeding these rates. Puente's extremely positive outcomes for an almost entirely Latinx and POC community of students points to the equity-supporting outcomes of the Puente model.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | [Program-set standard data can be found on this page.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes____ No____
N/A

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

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college’s major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist and the SLO Chair](#).

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
 - _____%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes___ No___

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. [Based on discussion with others in your area](#), what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

Puente does not currently have SAOs. Our program was assured (in a written document that we can provide) by a previous SLO coordinator that we did not need to have SAOs. That said, we know the current SLO committee is recommending that all programs filling out Program Reviews have SLOs or SAOs. We will work this year to create one or more SAOs for our program.

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?