2026-27 Comprehensive Program Review

Program: Puente

Division: Special Programs

Writers: Karin Spirn, Jose Calderon, Ashley McHale

SLO/SAO Point-Person: Karin Spirn

Email your completed form to Karin Spirn and your dean by November 2, 2026.

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.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- We had two cohorts, with courses in English, Psychology Counseling, and Math
- We held weekly faculty meetings to arrange events and strategies about student supports
- Puente hosted three mentor mixers, one Noche de Familia (family night), and one end-of-year event.
- Puente cohosted LPC's Dia de los Muertos event.
- Puente co-hosted Latine graduation
- Puente faculty continued to advise the Puente club which has large and active student participation
- Students attended the Transfer Motivational Conference at UC Davis
- Students went on a field trip to southern California to visit three universities

2. Please describe your most important **challenges** in year 25-26

- **Change to math coordinator role:** The Puente statewide office has changed the role of "Math Faculty Coordinator" to "Math Faculty Advocate" and reduced funding to support math faculty. This means that

CAH is no longer provided for Puente math faculty, limiting their ability to attend coordination meetings, special events, and field trips.

- **Challenges for counselor role:** 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. In 25-26 we had two counselors but one stepped down for this year, forcing us to reduce from two to one cohort. It is likely that a counselor will be hired for next year with 50% assignment to Puente and 50% to general counseling, but we are concerned that the workload will still be unsustainable for them.
- **Need for Counseling Assistant:** Puente counselors are responsible for filing all paperwork needed for field trips, special events, room requests, food and supplies ordering, etc., as well as coding for student attributes. The paperwork and other executive tasks for Puente events has not been sustainable. The Division Administrative Assistant is now helping, but her role is limited. We need a counseling assistant who can remove some of this paperwork burden and do student outreach, recruitment, attribute coding, etc.
-

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

- Due to decreased staffing and capacity, we are focused on reducing the number of LPC events we can participate in as well as the number of events hosted by Puente.
- We hope to hire a new Puente counselor for next year.
- We intend to remain at one cohort for now, due to lack of counselors and unsustainability of paperwork burden. We have enough interested students to fill two cohorts, so we hope to return to two cohorts in the future.
- We will hold a spring trip to visit universities in Southern California, as well as trips to UC Berkeley and SJSU.
- Due to changes in Puente's math model, we plan to continue to offer the same classes, but some math classes won't be designated Puente due to smaller enrollments with the single cohort.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
    - ELumen (if saved--no longer available online)

- CurrIQunet
- Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

We plan to submit the following two SAO's to the SLO committee; these capture what we hope to learn.

- After completing the first semester of 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.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- We will conduct a survey at the end of Spring semester to assess our first SAO
- According to Puente's data packet, in AY 25-25, 98% of Puente students had completed transfer level English by Spring (compared to 47% in the general student population), and 81% of Puente students completed transfer-level math by Spring (compared to 36% overall).

3. Explain potential plans to improve student outcomes and close equity gaps.

- We actively work to close equity gaps by providing Latinx community and culturally relevant pedagogy that helps Latinx students, and other students interested in Latinx heritage, succeed in their courses.
- We also help close equity gaps by providing resources, information, and travel opportunities to help students transfer to colleges and universities.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- We need to submit the SAOs to the SLO committee so they can appear in official SAO listings

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

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

*(**Note**: Not all Programs have RPIE 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 RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- Last year, 98% of Puente students had completed transfer level English by Spring (compared to 47% in the general student population), and 81% of Puente students completed transfer-level math by Spring (compared to 36% overall). Students in this cohort were 96% Latine.
- This year we have reduced to one cohort due to difficulties with finding counselors who are able to take on Puente's workload—this means that 50% fewer students will have the benefits of the Puente model and its high success rates.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- Our data does not show any patterns of inequity, but we know from working with students that Puente has a number of students each year who are undocumented or come from mixed-status families. The college should continue to provide supports for these students to pursue and advance their education and to support their families.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- N/A

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- N/A

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities). • Mission, Vision, and Values • Educational Master Plan

- Puente supports the college mission to "provide an inclusive, learning-centered, equity focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals" by using culturally responsive pedagogy and creating a supportive community. This allows Latinx students and other students interested in Latinx heritage to feel highly supported and cared for, resulting in higher rates of course success, degree completion and transfer than for the overall LPC Latinx population.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and

interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- N/A--our classes are all in-person

Section 5: Program Review Feedback

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

- N/A

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. 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.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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.

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