

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<b>PART 1 -</b>	<b>Program Information</b>	
<b>1a)</b> Program Name:	<b>Puente Program</b>	Enter the name of the program being reviewed.
<b>1b)</b> Name(s) of the author(s) of this report:	Alicia Cortez and Lydia Hearn	Enter the name or names of those who authored this CPR.
<b>1c)</b> How many students are served by this program annually and is this number trending up, even, or down?	<p>Every year, a new cohort of 30-32 students are admitted into the program. Combined with previous years' cohorts, the program serves approximately 130 students each year, and the total number of students has stayed consistent because of capacity restrictions. However, the demand is continuing to grow. Supporting first generation college Latinos/as is labor intensive and requires ongoing contacts and mentoring relationships in and outside of the classroom. The seemingly small counselor to student ratio has been researched extensively. On campus and statewide data findings document the effectiveness of this ratio to produce intended outcomes,</p> <p>The increasing Latino/a enrollment trend as well as the historically achievement gap of this group, supports the need for additional counseling and instructional faculty to start another Puente cohort</p>	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
<b>1d)</b> Who are the typical students served by this program?	The program typically serves students who come from educationally disadvantaged backgrounds and who place one level below college level English. Often the students are of Latino/a descent and are first-to-college although that is not a requirement to join the program. The program's mission specifically addresses the college's goals.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
<b>PART 2 -</b>	<b>MISSION and Accreditation Standard II.B.1</b>	
<b>2a)</b> What is the program Mission Statement?	The mission of the Puente program is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, who earn college degrees and who return to the community as mentors and leaders of future	Cut/paste or type in the program's most current Mission Statement.

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	generations.	
<p><b>2b)</b> In what ways and to what extent does the program assure the quality of its services to students?</p>	<p>The Puente program uses myriad of methods to assure the quality of its services to students. A variety of reports are required by the Statewide Puente Office. We annually report data on the new cohort and the progress in the Puente English and Counseling courses. In addition, transferring Puente students submit a form to the Statewide Puente office reporting enrollment at their transfer institution. The quantitative program review data shows that the success, retention, persistence, and transfer rates for students in the program are significantly higher than targeted populations who are not part of any special program and are also higher than college-wide data for all students.</p> <p>In terms of qualitative data, the program utilizes input from a variety of student surveys including the LinC survey (the LART211/HUMA20 classes), the Major and Career Interest survey (CLP70 class), and the Mentor survey (mentorship component). The program also plans to include an exit survey in the near future.</p>	<p>Please address part 1 of <b>Accreditation Standard II.B.1</b> -The institution assures the <b>quality</b> of student support services ....</p>
<p><b>2c)</b> In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?</p>	<p>While the total mix of programs and courses at De Anza serves to achieve the college’s mission, the Puente Program itself address all parts of the mission statement and every core competency.</p> <p>“Multicultural learning environment”: The Puente Program provides a multicultural learning environment that focuses primarily on Latino/a writers and texts but also includes a variety of perspectives including those from African American, Asian American, and Caucasian writers and texts. Furthermore, classroom and extra-curricular activities have a multicultural</p>	<p>Please address part 2 of <b>Accreditation Standard II.B.1</b> -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance <b>achievement of the mission</b> of the institution.</p> <p>The college Mission Statement can be found at:  <a href="http://deanza.edu/about/mission.html">http://deanza.edu/about/mission.html</a></p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>approach, bringing in diverse writers such as Lac Su and Reyna Grande to speak to the campus and the Puente students. Furthermore, the learning community that is created through the Puente cohorts and program allow for a variety of learning styles to be addressed. Often students learn not only from their instructors and support services but from each other and their peer mentors as well.</p> <p>“Socially responsible leaders”: Students are encouraged to be socially responsible leaders in their communities through the mentorship program, statewide leadership conferences, community service-learning activities and assignments, socially-conscious paper and reading topics, peer mentoring and tutoring, and so forth. Furthermore, students have taken the COUN80 course with a focus on Leadership &amp; Education, but because of repeatability restrictions, the topic is no longer offered through the COUN80 class. (See 3b for more specific activities.) Students use the skills that they learn as they help serve as leaders for the African Ancestry Student, Latino Youth, and Youth Voices United conferences. Several students also have the opportunity to participate in the annual UC Riverside Puente Leadership conference.</p> <p>“Creative work”: Students are taught through a variety of pedagogical styles to address their diverse learning styles. This includes group activities, lectures, alternative methods (such as drawing and music), creation of a class ebook of personal stories, field trips to cultural events such as El Teatro Campesino and Teatro Visión productions, and so forth. The Puente Program annually partners with the Euphrat Museum of Art for a Dia de Los Muertos exhibit.</p> <p>“Communication and expression”: The Reading, Writing, and</p>	
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De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>Counseling classes all work to help students improve their communication and expression through classroom discussions, presentations, and a variety of formal and informal written assignments including analytical papers, research papers, personal writing, reading journals, and forum posts.</p> <p>“Information literacy”: Through the assignment of a research paper in several of their classes (CLP70, EWRT1A, EWRT2) students learn how to research a variety of sources ranging from popular sources such as the Internet to more advanced sources such as scholarly journals through library databases.</p> <p>“Physical/mental wellness and personal responsibility”: In all Puente classes, physical/mental wellness and personal responsibility are emphasized; a holistic approach is utilized for students’ educations. More specifically, HUMA20 addressed students’ well-being by emphasizing time management skills that will allow students to balance academic and personal lives. The course also focuses on relationships, substance abuse, and financial literacy. In the CLP course, students focus on the networking and mentoring relationships and developing professional identities.</p> <p>“Global, cultural, social and environmental awareness”: In all the core Puente courses (LART211, EWRT1A, EWRT2, HUMA20, CLP70, and COUN80), an emphasis is placed on multiculturalism, social inequalities, and social justice.</p> <p>“Critical thinking”: Although Puente students take a formal critical thinking course (EWRT2), they engage in critical thinking from their very first quarter by examining a variety of perspectives from many cultures, interpreting literary texts, and considering cause/effect relationships between ideas. In the EWRT2 Critical</p>	
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De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	Thinking course, students recognize logical fallacies and use critical thinking skills to critique popular culture.	
<p><b>PART 3 -</b></p>	<p><b>Accreditation Standard II.B.3</b></p>	<p><b>Accreditation Standard II.B.3</b> - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p><b>3a)</b> In what ways and to what extent does the program assure equitable access for all students?</p>	<p>Students who desire to be in the Puente Program can express their interest in the program prior to the Fall quarter. However, with space being limited to 30-32 students each year and because we typically receive over 200 interest cards with about 40% of the interested students being eligible for Puente (e.g. placement at EWRT211 and READ211 levels), we cannot accommodate all the students who want to participate in the program. Students who are not able to be accommodated in the program are redirected to the Summer Bridge, First Year Experience or the Sankofa Scholars programs and/or other learning community cohort programs, but even these programs cannot accommodate the demand.</p> <p>Since the last review, the campus has experienced increased enrollment of Latino/a students but the equity gaps in many categories have not closed. There continues to be a pressing need for programs and services that address the needs of Latino/a students. Though it cannot possibly serve all the students who need assistance, adding a second Puente cohort would assist in closing the equity gap.</p> <p>Since the Puente Program is an on-campus program, students in the program have access to all services that are available to all De Anza students such as counseling, financial aid, tutoring, library services, learning disability services, HEFAS support for AB 540</p>	<p><b>Accreditation Standard II.B.3.a</b> - The institution assures <b>equitable</b> access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	students, and so forth.	
<p><b>3b)</b> In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>An integral part of the Puente Project model involves personal and civic responsibility that is consistently programmed and implemented into its personal development courses (i.e. Huma 20: Life Skills for Higher Education and CLP 70: Career and Life Planning) and services. This is one of the best practices that distinguish the program from other retention programs in the state. In these courses, students are required to develop a transfer portfolio, conduct scholarship research, complete a career research project and develop a mentoring relationship with a professional for the year. In addition to course projects, students participate in a variety of community service, leadership and networking opportunities throughout the year, they include but are not limited to the following: Sacred Heart Community Service Toy Drive, Youth Voices United for Social Change Conference, Latino Student Conferences, UC Riverside Puente Statewide Leadership Conference (8 day residential program), UCLA SITE (Summer Intensive Transfer Experience), Ashland Shakespeare Festival, Latina Leadership Network for the California Community Colleges Statewide Conference, Hispanic Charity Ball and Stanford University Minority Medical Alliance (SUMMA) Conference. Many of these events give students hands on experience working with the community and valuable insight to the real issues facing our communities as presented in class. In addition, the Puente students interactions with other professionals provide them an opportunity to network with other role models promoting higher education and engaged in social issues.</p>	<p><b>Accreditation Standard II.B.3.b</b> - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p><b>3c)</b> In what ways and to what extent does the program design, maintain</p>	<p>As mentioned earlier in 2b, the program utilizes input from a variety of student surveys including the LinC survey and the Major and Career</p>	<p><b>Accreditation Standard II.B.3.c</b> - The institution designs, maintains and evaluates counseling and/or academic advising</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p>and evaluate counseling and/or academic advising programs?</p>	<p>Interest survey, both of which ask questions that help assess students' satisfaction with counseling services. By using Degree Works to create a student educational plan for each student in the program, students will understand the necessary courses that they need to complete in order to be transfer ready or to obtain an Associate's Degree. Furthermore, the COUN80 class is offered for Puente students in their second year or beyond. The focus of the course is Transfer Pathways and is taught by the Puente counselor. The class prepares students for all aspects of transfer to CSU and UC schools. Students attend the Annual Puente Regional Transfer Motivational Conference where students learn more about the transfer process to 4-year colleges and have an opportunity to talk with transfer admissions representatives directly from those colleges.</p> <p>Counseling and Instructional faculty participate in statewide Puente training and professional meetings to keep up to date with statewide requirements and to keep abreast with emerging population needs. In addition, faculty participate in professional development activities offered on campus. Ongoing, systematic meetings between the program co-coordinators assures a continued program renewal. These meetings have resulted in the identification of additional courses to complement Puente programming requirements. Among these classes are CLP 70 and HUMA20.</p>	<p>programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)</p>
<p><b>3d)</b> In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?</p>	<p>In addition to the Latino/a curriculum in all the Puente courses, the program hosts campus author visits from diverse writers such as Reyna Grande and Lac Su; furthermore, students participate in cultural events such as Teatro Visión in the Mexican Heritage Plaza, De Anza Heritage month events, and Euphrat exhibits. Also, as stated earlier, the learning community created allows for students to learn from each other and values their personal experiences as legitimate cultural capital.</p>	<p><b>Accreditation Standard II.B.3.d</b> - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	The program helps enhance understanding and appreciation of diversity not only amongst the students who participate in the program but throughout the campus as well. The mentorship program is comprised not only of Latino/a mentors but mentors from a multitude of ethnicities. By participating in the program, both the mentors and mentees have the opportunity to learn more intimately about others' cultures. Puente coordinators regularly participate in the Partners in Learning Conference both by dialoguing with colleagues about topics related to diversity as well as presenting effective practices that speak to diverse learning styles.	
<b>3e)</b> In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	Not applicable. The program does not work directly with admissions and placement instruments.	<b>Accreditation Standard II.B.3.e</b> - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
<b>3f)</b> In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	Consistent with established College policies and procedures, students' grades and courses are maintained through the Banner system. Students who participate in the program are coded through Banner's SGASADD screen. Furthermore, all Puente sections are now coded with a P in the section to more easily identify and track student progress. Any additional files for students are locked in the Puente counselor's office, and only the Puente counselor has access to the files.	<b>Accreditation Standard II.B.3.f</b> - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
<b>PART 4 -</b>	<b>Staffing</b>	
<b>4a)</b> Have there been any significant <b>staffing</b> changes since the last CPR in 2008-09?	There have been a total of four different English and four different Reading instructors over the past five years, which means that almost every year has seen a new team of instructors in some respect. While many of the instructors have been new to the Puente program, nearly all of them have been veteran instructors	Please explain any significant changes in <b>Classified, Faculty, and Administration positions</b> that have occurred over the past five years.



De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>and have had significant experience working with programs that serve historically underserved populations. Although there is a dedicated counseling faculty co-coordinating the Puente Program, the lack of dedicated instructional faculty potentially jeopardizes the programs stability. The program's reliance on the good will and high motivation of already stretched instructional faculty is an institutional weakness that needs addressing.</p>	
<p><b>4b)</b> Are there any significant <b>staffing</b> changes that will be needed over the next five years?</p>	<p>For the 2014-15 school year, the Puente counselor will be on PDL, so the program will need a temporary replacement for the year.</p> <p>Over the next several years, the program and the college should work on recruiting, hiring, and training a pool of English and Reading instructors who are committed to teaching students from underserved populations. Furthermore, another counselor needs to be hired or allocated to the program. In this way, there could be a rotation system when needed so that the program can avoid instructor burnout and can prepare for the possibility of a second Puente cohort each year</p> <p>There is the need for a Puente dedicated instructional faculty. The college will become an Hispanic Serving Institution within the next year or so; preparing to serve entering these underrepresented students make gains in the academic achievement is needed..</p> <p>The program also heavily relies on administrative support from the SSRS Administrative Assistant. Continued funding for this position is vital to maintain the various operational tasks that need to be accomplished for the program.</p>	<p>Please identify any anticipated changes in <b>Classified, Faculty, and Administration positions</b> that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated <b>Student Success Support and Program (3SP)</b> connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>Finally, for the three SSRS programs on campus—Puente, Sankofa Scholars, and First Year Experience—there needs to be a coordinated effort to address the mentoring needs in regards to staffing and program funding. The program needs a staff position for a mentor coordinator that would include identifying mentors, following up, organizing mentor activities, helping with trainings of mentors and evaluation of mentoring activities. Other Puente programs have hired a Mentor coordinator to develop this component freeing the counselor to work more directly with students individually or in the classroom. A budget line item is needed to support this position as well as the costs that are incurred due to mentoring activities and events.</p>	
<p><b>PART 5 -</b></p>	<p><b>Facilities</b></p>	
<p><b>5a)</b> Have there been any significant <b>facility</b> changes since the last CPR in 2008-09?</p>	<p>No.</p>	<p>Please explain any significant changes in program <b>facilities</b> that have occurred over the past five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>5b)</b> Are there any significant <b>facility</b> changes that will be needed over the next five years?</p>	<p>Although there have not been any significant facility changes since the last CPR nor are there any significant additional facility needs for the next five years, at a minimum, maintaining the SSRS workspace for students is vital to their success. The SSRS workspace meets the students’ needs in several ways. In the most basic sense, it allows students the ability to use computers and printers, which are often not available to students at home. With more and more classes competing for lab space in other computer labs on campus, the computers/printers in SSRS are consistently utilized by Puente students.</p> <p>Furthermore, the SSRS workspace allows students a chance to build community. An integral part of students’ success, especially for first-generation college students and students from historically</p>	<p>Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>underserved populations, is to form a community with other students who understand their backgrounds. They can identify with each other and start envisioning themselves as scholars in an academic community. The SSRS workspace provides an avenue to do so, and it also allows peer mentors to help guide newer students through the process of navigating college. The level of activities in the current space allocated has increased significantly in the last five years. Students' study groups, collaborative learning as well as their need for computer stations due to the lack there of in their home environments creates a need additional square footage or space reconfiguration.</p> <p>Finally, having the workspace next to the counseling offices gives students ready access to the professional guidance they might need.</p>	
<p><b>PART 6 -</b></p>	<p><b>Equipment</b></p>	
<p><b>6a)</b> Have there been any significant <b>equipment</b> changes since the last CPR in 2008-09?</p>	<p>No</p>	<p>Please explain any significant changes in program <b>equipment</b> that have occurred over the past five years. (Instructional and non-instructional)</p>
<p><b>6b)</b> Are there any significant <b>equipment</b> changes that will be needed over the next five years?</p>	<p>A new color printer is needed for the counselor's office since many of the program's materials such as flyers, classroom activities, invitations, etc. are printed on the printer. The current printer is approximately 10+ years old.</p> <p>Again, with competition for lab space across campus, the program is requesting 40 iPads to be used in the classroom. Students often do not have access to computers or Internet access at home, so having iPads available for use during class allows instructors to extend the curriculum to include more information literacy particularly as it relates to technology. For example,</p>	<p>Please identify any anticipated program <b>equipment</b> needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated <b>3SP</b> connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	students can take quizzes on Catalyst during class time or peer review each other's papers. Furthermore, more creative learning opportunities could be explored through technology. This saves paper, exposes students to more technology, and provides an efficient means of grading.	
<b>PART 7 -</b>	<b>Operational Costs</b>	
<b>7a)</b> Have there been any significant <b>operational cost</b> changes since the last CPR in 2008-09?	In an effort to expose students to various universities and to collaborate with other SSRS programs we have increased campus visitations to at least one per quarter and to do so we had to seek funding from DASB and DARE sources. Campus visitations in the past include: UC Santa Cruz, UC Berkeley, UC Davis, UC Merced, Sonoma State University, CSU East Bay, Sacramento State University, San Francisco State and St. Mary's College. Many of our students have rarely visited campuses outside of San Jose and it is a challenge to advise students and parents to look at colleges outside our local community. It is our hope to do a Southern California campus visit in the near future. Also, to assist students with career exploration and research we have purchased several personality and career assessments to be administered during the second quarter in the CLP course. We were able to purchase career assessment from instructional material fees which are no longer in existence. The participants in these programs are from lower socioeconomic backgrounds and materials costs are a barrier to effective participation.	Please explain any significant changes in program <b>operational funding</b> that have occurred over the past five years. (B budgets)
<b>7b)</b> Are there any significant <b>operational cost</b> changes that will be needed over the next five years?	Since the inception of the Puente Project at De Anza College, its operating budget has remained relatively small. While program demands and student needs have increased proportionately, the budget has not. The program relies on the B budget for its primary funding source. While it is small, the funding is expected to yield large results. The B budget is used to coordinate activities such as	Please identify any anticipated changes to <b>operational cost</b> needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>workshops, university and industry tours; participation in the Puente Annual Motivational Conference; family informational sessions; mentor recruitment, training, and communication; peer assistance and tutoring; and office supplies for daily operations.</p> <p>The limited funding has resulted in the program not being able to provide as many university/industry tours as we would like to or more parent/family and mentoring events. In order to comply and to successful meet the mandates of the 3SP it will be imperative to augment the B budget to include transportation costs to universities and to buy career assessment inventories. To expose our students to as many opportunities as possible, we would like to organize a Southern CA university trip like many of the Puente campuses.</p> <p>Since the inception of the Puente Project in 2001, we have operated on a \$5,000 B budget while other Puente programs budgets have been augmented and range from \$7,500 to \$10,000. These two services will help facilitate the major and career exploration process for a student early on so they can make a realistic educational and career goal that is reflected in a comprehensive student educational plan and will assist us in achieving the 3SP mandates. An augmented budget is also required to help with future professional development needs as we work to develop a pool of faculty who are trained to meet the needs of this population of students.</p>	
<p><b>PART 8 -</b></p>	<p><b>Organizational Alignment</b></p>	
<p><b>8a)</b> Have there been any significant <b><u>organizational alignment</u></b> changes since the last CPR in 2008-09?</p>	<p>The Puente Project continues to be housed within the Student Success and Retention Services (SSRS) under the Counseling Division. However, it is a Counseling and Language Arts program</p>	<p>Please explain any significant <b><u>organizational alignment</u></b> changes that have occurred over the past five years.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	with a coordinator from each division.	
<b>8b)</b> Are there any significant <b>organizational alignment</b> changes that will be needed over the next five years?	Given the anticipated 3SP connections, cohort programs working with English courses such as ours will need to work more collaboratively to insure students success. For example, there is a need to have a shorter turn around time for placement results in order for students to know their course placements, determine if they are eligible for our program based on placement results, then receive the earliest possible registration date and develop an abbreviated student educational plan for the first quarter. This is something we will have to work on to align and coordinate with other cohort programs.	Please identify any anticipated changes to <b>organizational alignments</b> that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)
<b>PART 9 -</b>	<b>Regulations/Laws/Policies</b>	
<b>9a)</b> Have there been any significant changes in <b>regulations/laws/policies</b> since the last CPR in 2008-09?	Since our last comprehensive review there have been many significant changes we have had to work with. First of all, the state budget impacted us in the area of transfer. We saw fewer campuses open for spring admissions thus requiring students to wait another quarter or two before enrolling in the university. In the case of SJSU, it raised GPAs for impacted majors but did not disclose the GPA selection criteria after the admissions application deadlines. This created a challenge to determine students' eligibility and how to advise them in regards to alternate majors and/or alternate campuses. Secondly, with the implementation of the Degree Works on our campus, both students/counselors had to learn how to develop educational plans using this technology based on students' educational goals listed in Banner which many times was incorrect or had changed since they first enrolled which then impacted their financial aid. As	Please explain any significant changes in <b>regulations/laws/policies</b> that have occurred over the past five years. (Federal, State, Local, District, college, etc.)

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>a result, there was an increase in requests for extension for financial aid in our program. Thirdly, with the CA Dream Act and DACA opportunities we had more students inquiring about services and how to assess them. This required the counselor to attend various trainings and workshops to learn more so she could assist students with accurate information and up-to-date community resources. Lastly, as a result of 3SP the Puente Project lost its early registration priority for the upcoming year, which will impact student's ability to enroll in the classes they need in order for them to transfer in a timely manner. Currently, there is state legislation being introduced to have Puente Programs in the state designated as a priority program for registration statewide.</p>	
<p><b>9b) Are there any significant changes in <u>regulations/laws/policies</u> that will affect the program over the next five years?</b></p>	<p>In preparation for the implementation of the Student Success Act, we anticipate changes that will impact students' priority enrollment, ability to identify a college major and transfer universities, major and general education preparation and development of an educational plan to reflect their goal of transfer. Given the continued increase enrollment of Latino students we anticipate the demand for our program to continue and would advocate for a second cohort to be added. In order to meet the mandates of the 3SP we will need technology, staff training, staffing for a new Puente cohort, and increased funding for university visits and mentoring activities.</p>	<p>Please identify any anticipated changes in <b><u>regulations/laws/policies</u></b> that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 10 -</b></p>	<p><b>Professional Development</b></p>	

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>10a)</b> Have there been any significant <b>professional development</b> activities for the program (or others) since the last CPR in 2008-09?</p>	<p>Because of state budget cuts, the Statewide Puente Office has had to shorten and reduce the number of professional development trainings and are working hard with the legislature to return some of the funding. However, because of the high commitment of the program they continue to offer a training in the fall and spring for Puente teams in the North and South regions. In addition, new coordinator teams are required to attend a week-long training during June.</p> <p>In an effort to share best practices and the importance of cultural competency both Puente and FYE instructors presented a workshop on “The Cultural Capital Crisis” for interested faculty at De Anza’s Partners in Learning Conference in March 2012 . The workshop involved experiential exercises that facilitated increasing the knowledge base of its participants and culturally relevant techniques to build community while responding to the realities of our students’ lives. The evaluations received were overwhelmingly positive and we received several follow-up calls from colleagues for consultation. Prior to this workshop, we also presented on “Creating Familias in the Classroom” in 2008 and participated in a panel presentation for the District’s Opening Day on the Puente model.</p> <p>In addition, the professional development trainings provided by Puente statewide have been incorporated into areas of our work on the campus. For example, inviting Martin Muchas Flores, Statewide Puente trainer as a keynote speaker for our Partners in Learning Conference. In addition, the Puente Counselor co-facilitated the recent High School and Community College Counselors forum leading a community building activity received from a Puente training that centered on student’s needs</p>	<p>Please explain any significant <b>professional development</b> activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>
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De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>10b)</b> Are there any significant <b>professional development</b> needs for the program (or others) over the next five years?</p>	<p>As we move toward integrating technology into our curriculum and student services through the use of I pads, we would need additional training to design and implement activities related to our learning outcomes and then share the best practices with other programs and/or faculty. Using Ipad technology will help us to meet the mandates of the 3SP beginning in our orientation session by learning how to navigate MyPortal, Degreeworks, and to build an abbreviated and comprehensive student educational plan for transfer. Having I pads available for our program participants eliminates the need to reserve and compete with other programs for computer lab time.</p> <p>As we prepare for future pools of instructors to teach for the Puente Program, we need more cultural competence and basic skills professional development opportunities.</p> <p>Secondly, we will continue to attend the Puente Statewide trainings that provide professional development activities for all three components of the program. In addition, we would be interested in attending a 3 day institute based in Tucson, AZ called In Lak 'Ech: Teaching Justice and Community Organizing that uses theories and methodologies promoting liberatory pedagogy and community organizing skills for communities of color. Many of the best practices introduced at this training can be easily incorporated into the Puente curriculum and shared with other faculty. The training provided at this Institute would also supplement the mission of our campus fostering community and civic engagement.</p>	<p>Please identify any anticipated <b>professional development</b> needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 11 -</b></p>	<p><b>Curriculum, Student Success, and Equity</b></p>	<p>The 2012-13 course data is located at: <a href="http://deanza.edu/ir/program-review.12-13.html">http://deanza.edu/ir/program-review.12-13.html</a> .</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>11a)</b> Have there been any significant <b>curriculum</b> since the last CPR in 2008-09?</p>	<p>No</p>	<p>Please explain any significant <b>curriculum</b> changes in that have occurred over the past five years.</p>
<p><b>11b)</b> Are there any significant <b>curriculum</b> issues in that will affect the program over the next five years?</p>	<p>Because of changes to repeatability policies, the COUN80 class's focus was adjusted. In the past, students were able to take the class with a Leadership &amp; Education focus as well as a Transfer Pathways focus. Now, only the Transfer Pathways focus is offered. In order to continue to have second-year and beyond Puente students develop their leadership even more, students are redirected to current leadership courses offered through the Institute for Community and Civic Engagement.</p>	<p>Please identify any anticipated <b>curriculum</b> issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>11c)</b> What is the aggregate student success rate in the instructional portions of the program?</p> <p>Has the <b>60%</b> requirement been met or exceeded?</p>	<p>Success rates: 93-100% over the past several years.</p> <p>Retention rates: 92-100% over the past several years.</p> <p>Persistence rates: 83%-100% over the past several years.</p> <p>Transfer rates: 67% (most recent data prepared May 2010 for past 6 years). Transfer-ready status is defined as completion of UC/CSU 90 transferable units, which include at least two English and Math courses.</p> <p>Yes. The Puente Program has far exceed the 60% requirement.</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above <b>60%</b> <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a></p> <p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>
<p><b>11d)</b> What are the student success rates between groupings of students?</p> <p>Is there a success rate gap that exceeds <b>5%</b> between any of these groupings?</p>	<p>When comparing campus-wide rates with Latino/a or targeted-group rates, there are many equity gaps of more than 5%. However, when comparing Puente rates with BOTH Latino/a and campus-wide rates for all students (targeted and non-targeted), Puente's rates are consistently higher in all categories. This shows that the interventions built into the Puente program work not only to reduce the achievement gap but to exceed even</p>	<p>The college equity goal is to have no more that a 5% student success gap between any groupings of students.</p> <p>Please explain any gaps exceeding <b>5%</b> and what plans are in place, or are being made, to address closing this gap</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>college-wide rates.</p> <p><u>Success rates:</u></p> <p>College-wide rates for all students (targeted and non-targeted): 75%. College-wide rates for students from targeted populations: 68% Puente rates: 93-100%</p> <p><u>Retention rates:</u></p> <p>College-wide rates for all students (targeted and non-targeted): 89% College-wide rates for students from targeted populations: 87% Puente rates: 92-100%</p> <p><u>Persistent rates:</u></p> <p>College-wide rates for all students (targeted and non-targeted): 72% College-wide rates for all Latino/a students: 66% Puente rates: 83-100%</p> <p>Persistence was measured by students who began in the Puente program and continued from one fall to the next fall. For the years 2007-2013, the persistence rates ranged from 83%-100%. The most recent college-wide persistence rate data is for the 2007-2008 year since the Chancellor's office tracks cohorts over six years.</p> <p><u>Transfer rates:</u></p> <p>College-wide rates for all students (targeted and non-targeted): 60% College-wide rates for all Latino/a students: 41% Puente rates: 67%</p>	
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De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	(Source: DAC Puente Project Data Report to Puente Statewide Office for 2007-2013, DAC College-wide Program Review Data for 2010-2013, and CCC Chancellor's Office Data Mart for 2007-2008)	
<b>PART 12 -</b>	<b>Other</b>	
<b>12a)</b> Have there been any <b>other</b> significant program changes since the last CPR in 2008-09?	No	Please explain any <b>other</b> significant program changes that have occurred over the past five years.
<b>12b)</b> Are there any <b>other</b> significant issues that will affect the program over the next five years?	<p>As technology continues to be infused into not only administrative/student service areas but also academic areas, the Program will integrate more technology skills training in order to better prepare students to build technology literacy. More and more, administrative processes are being streamlined through electronic means, and 3SP will likely require students to be more technology literate as processes move online rather than in person because of lack of staffing to meet all the 3SP demands.</p> <p>While students often have social technology literacy (Facebook, Twitter, Instagram, etc.), many do not come into the program having academic technology literacy (Degree Works, Catalyst, Email, Googledocs, etc.). In the LART211 courses, students begin weekly visits to computer labs on campus and learn how to navigate between different computers including saving their documents to USB, attaching their documents to email messages, revising, and so forth. In the HUMA20 course, they learn about navigating Banner to register for classes, presenting themselves professionally via email, and using Googledocs for their documents.</p>	Please identify any <b>other</b> anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>In the EWRT1A course, students are introduced to Catalyst by taking quizzes online and accessing other materials such as PowerPoint and YouTube lectures. They also learn to use the library's databases to access a variety of sources including scholarly journals. Furthermore, they learn about third-party software such as Turnitin.com. They continue using these skills in EWRT2, where they engage in more activities including blogging (online forum posts), using third-party software to practice testing their vocabulary, and using various editing tools on Microsoft Word such as the Track Changes function. Again, with the iPads that were requested in 6b, more technology-based activities can be incorporated into the students' learning.</p>	
<p><b>PART 13 -</b></p>	<p><b>Student Success and Support Programs (3SP)</b></p>	
<p><b>13a)</b> How will the new 3SP <u>orientation</u> requirements affect the program over the next five years?</p>	<p>For the past seven years, the Puente Project has held its own program orientation in late July after students had been assessed and determined eligible based on English placement for the program. It is a 5 hour orientation and we will continue to offer this and incorporate the core services into the program so it can meet the 3SP orientation mandates. After completion of the program orientation, students will enroll in the Puente courses using MyPortal and DegreeWorks hopefully with Ipads and the assistance of the counselor and Hermanas and Hermanos peer mentors. In addition, we will continue to require our students to enroll in a Counseling 200X course to be held for a week in August. If students do not attend the course then they are dropped from our cohort classes.</p>	<p>Summarize any <b>orientation</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>13b)</b> How will the new 3SP <b>assessment</b> requirements affect the program over the next five years?</p>	<p>We rely heavily on assessments being conducted in the spring coordinated through the Outreach and Assessment offices to determine who is eligible for our program. Puente students must be eligible for LART 211 (both reading and writing) and we offer spaces to those who receive their placement results first. It would be helpful if the turn around time for placement results could be shortened so we can begin to offer spaces to students sooner and allow ineligible students know so they can plan accordingly and register for an orientation as soon as possible.</p>	<p>Summarize any <b>assessment</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13c)</b> How will the new 3SP <b>student education planning</b> requirements affect the program over the next five years?</p>	<p>Since our program’s mission is to transfer students to 4 year university, we cultivate a strong college-going culture immediately and by the end of the first year student have in place a comprehensive educational plan. This is not new to Puente but we would like to do this more effectively and efficiently by using iPad technology in the classroom or in a workshop format. We would like to use Ipads during our program orientation, Counseling 200X, Huma 20 and CLP 70 courses to provide hands-on experience working with MyPortal, DegreeWorks, ASSIST, California Career Cafe and other online college and career resources and to develop assignments to teach students how to develop a student education plan.</p> <p>We also continue to cultivate strong relationships with transfer institutions so Puente students have a network of resources both here and at their potential future institutions and so Puente students have the most updated information about the requirements to transfer to those particular institutions.</p>	<p>Summarize any <b>student education planning</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>PART 14 -</b></p>	<p><b>Student Services Learning Outcomes and</b></p>	<p><b>Accreditation Standard II.B.4</b> - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<b>Accreditation Standard II.B.4</b>	uses the results of these evaluations as the basis for improvement.
<p><b>14a)</b> What are the current/active program <u>outcome statements</u>?</p>	<p>PUENTE SSLO #1: Puente students will develop and adjust comprehensive Student Education Plan (SEP), which provides a path to transfer to a four-year college or university.</p> <p>PUENTE SSLO #2: Puente students will access and identify transfer and career options based on their interests and goals by navigating online academic resources.</p> <p>PUENTE SSLO #3: Puente students will compose essays that demonstrate college-level critical thinking, writing, and research skills, including MLA documentation.</p> <p>PUENTE SSLO #4: Puente students synthesize the core components of the Puente Project—Counseling, Writing, and Mentoring—through oral and written reflection.</p>	<p>Please list all of the <b>Student Services Learning Outcomes (SSLO) statements</b> for the program. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14b)</b> How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>All four SSLO statements have been assessed over the past 5 years.</p>	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14c)</b> Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>Since our last Comprehensive Program Review we have made the following adjustments:</p> <p>SSLO #1 The counselor continues to meeting individually with each student to develop an educational plan for transfer. To date, 70% of the students have met with counselor and have a minimal year long educational plan for transfer. From our Major and Career Interest Survey we conducted last year, 90% of the respondents have met with counselor and of those 100%</p>	<p>Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>concluded their educational plans included general education and major requirements for transfer. Anticipating the implementation of the Student Success Act, we began using the Degreeworks to develop student educational plans and a tool to monitor progress; however, this is still an area needing improvement. Also, there is a need to develop activities for students to use Degreeworks early on in their academic career.</p> <p>SSLO #2 To assess whether students were able to identify a career area or major as a result of the program, we created a Major and Career Interest Survey (see attachment). 79% of the student's reported that Puente helped to identify an academic major. 90% of the student's reported that Puente helped them to identify a career field. Interestingly, student's reported various activities not just career assessments that helped them to define their interests and they include but not limited to: career workshops attended during college trips, working with our Puente mentors, interviewing Puente mentors for papers, the personality and career surveys taken in class, attending the Latin@ Mayors event on campus, and the Career and Life Planning class. This confirms that career exploration needs to begin at orientation when students arrive on campus and that it has to go beyond the classroom and counseling office. The Puente mentors had a tremendous impact on the students as they learned from the professionals and we will continue to incorporate and integrate classroom activities in tandem with the group mentoring events.</p> <p>SSLO #3 The assessment tool used to evaluate the final essay demonstrated that most Puente students were able to compose college-level essays by then end of the Winter quarter in the EWRT 1A course. The success rate for the past 5 years ranges from 93% to 100% passing in the college writing EWRT 1A Puente course. The criteria upon which they were evaluated</p>	
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De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>includes: Critical Thinking/Content, Thesis, Organization, Development, and Mechanics/MLA. Amongst the criteria, students were most successful with Critical Thinking/Content, Thesis, and Organization and need to continue to work on Development and Mechanics/MLA, which they will continue to do in their subsequent EWRT 1B and/or EWRT 2 classes. SSLO#4In an attempt to integrate all three components of the program we linked the EWRT 1A and CLP 70 beginning Winter 2012 and were pleased with the results. We continue to link both classes during the winter quarter and by doing so also facilitates meeting one of the 3SPs mandates of identifying a major/and or career interests so that students can develop a comprehensive student educational plan.</p>	
<p><b>14d)</b> What are the program outcome assessment plans for the next five years?</p>	<p>We will continue to assess SSLO/SLOs annually. In addition, we will assess the three main Puente components and 3SPs core services.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p><b>Part 15 -</b></p>	<p><b>CPR SUMMARY</b></p>	<p><b>Part 15</b> is intended to be a brief yet thorough overarching summary of <b>Parts 1 through 14</b>.</p>
<p><b>15)</b> Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>Since our last comprehensive program review, we have made several changes in our program responding to changing student needs and specific mandates. They are as follows:</p> <ul style="list-style-type: none"> <li>• Our program success rates in developmental and college level English writing courses continues to be higher than non-target students ranging from 93% to 100% successful completion due to the addition of student tutors and peer mentors.</li> </ul> <p>Beginning Fall 2009, we began offering Counseling 80X focusing on the transfer process targeting transfer ready Puente students and then expanded to include other SSRS program participants. We no longer offer COUN80X in the Spring quarter</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize:</p> <ol style="list-style-type: none"> <li>1) Where the program has come from since the last CPR (2008-09),</li> <li>2) Where the program is now (2013-14), and</li> <li>3) Where the program anticipates or needs to go over the next five years (up to 2018-19).</li> </ol>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>with a Leadership &amp; Education Focus because of a change in repeatability policies.</p> <ul style="list-style-type: none"><li>• Beginning winter quarter 2011, we offered the Career Life Planning course to assist students with career exploration and identifying academic majors of interests. Also, integrated the mentoring, writing and career exploration assignments more effectively.</li><li>• Established working relationships with UC Santa Cruz Transfer Partnership Programs, UC Davis TOP and Puente Days, UC Riverside Puente Statewide Leadership Conference, UC Berkeley TOP program and UCLA SITE programs along with CSU East Bay GANAS program.</li><li>• Increased the number of campus visits to universities exposing students to admission requirements, academic majors, financial aid opportunities and career exploration.</li><li>• Strengthen the mentoring component of the program through mentor recruitment, training, mentor activities and integration into both English and Counseling courses.</li><li>• Developed and evaluated annual student learning outcomes.</li><li>• Incorporated Family involvement and support through Family Night, Puente Celebration and various Transfer Celebrations.</li><li>• The past three years we have expanded our offerings to EWRT 2 or EWRT 1B with the goal of students completing the two required English courses for transfer by the end of their first year in the program.</li></ul> <p>Today, we are faced with some real challenges and mandates that we are currently working on and anticipate continuing addressing the next 5 years. To best serve our students and changing</p>	
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De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>institutional mandates, we propose working toward the following needs to ensure and increase the transfer and success rates of our underrepresented students:</p> <ul style="list-style-type: none"><li>• Since the last review, the campus has experienced an increased enrollment of Latino students and we continue to have a wait list for our program. We see a great need for another cohort to accommodate interested students in developmental courses with a goal of transfer to 4 year universities. If another cohort is added then there will be a need to hire a counselor and English faculty committed to working with developmental courses and diverse populations in cohort programs.</li><li>• There is a need to coordinate mentor activities and services for Puente and Sankofa Scholars. This involves identification and recruitment of mentors, follow up, organize mentor activities, collaborate with program counselors to assist with trainings of mentors and evaluation of mentoring activities. Career exploration and major selection is an integral part of the 3SP functions and the hiring of a staff member to address this is invaluable. Other Puente programs have hired a mentor coordinator to develop this component freeing the counselor to work more directly with students individually or in the classroom.</li><li>• There is a great need to expose first generation college students to universities in Central Coast area (SLO, UCSB, Channel Islands, Monterey Bay) as well as Southern California (UC Riverside, Irvine, LA, Long Beach State, Northridge and San Diego). Campus visitations allow for student to begin to believe and visualize themselves at various campuses and leaving home as a viable options to attend a university.</li><li>• As mentioned in the program review, we see a great need to use technology in an innovative manner in the classroom. We would like to purchase Ipads and attend trainings focused on integrating writing and counseling assignments in the classroom and for student services.</li></ul>	
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De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<ul style="list-style-type: none"> <li>The last need involves budget augmentation for programming, student mentor salaries, and mentor activities along with a stipend for a Puente Reading instructor.</li> </ul>	
<b>Part 16 -</b>	<b>DIVISIONAL PERSPECTIVE</b>	<b>Applicable to Divisions that have multiple programs that are writing CPRs</b>
<b>16a)</b> Name of the Division and the names of the programs.	Counseling and Matriculation Division; Puente; Sankofa; SSRS; Transfer Center; Counseling Center; ISP	Write the name of the division and the names of the programs that are submitting CPRs
<b>16b)</b> Who wrote the Divisional Perspective?	Angela Caballero de Cordero, Ph.D., Dean of Counseling and Matriculation Division	Enter the name or names of those who authored this Divisional Perspective.
<b>16c)</b> Summarize the CPRs written by the programs of the Division.		Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.