

# Program Review 2021-2022

Puente

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## General Information (Program Review 2021-2022)

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## 2021/22 Program Review

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### 2021/22 PROGRAM REVIEW FORM

**Form:** 2021/2022 Program Review (See appendix)

## Reference Section

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**MESA2030 COMPREHENSIVE MASTER PLAN**

**ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026**

**MESA DATA DASHBOARDS**

# Requests Forms

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REQUEST PORTAL

# Appendix

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A. **2021/2022 Program Review (Form)**

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# Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: Puente

## 2021/2022 Program Review

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### **(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor**

**Lead Writer:** Raul Rodriguez

**Manager/Service Area Supervisor:** Ailene Crakes

### **(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.**

One of the biggest difference in switching from in person to online/remote modality was seen in the number of students who found it difficult to have a reliable internet connection and technology. Because everything is relying on having a stable internet connection, there were many times students reported being unable to connect to enter the Zoom session or found that the sound was unclear and lagging. The difficult part was that it is difficult to anticipate when these bad connections would happen as even in my case, some days my connection was crystal clear and very fast, meanwhile other days my connection was spotty and randomly would go in and out. It was much easier for those students who could afford better technology and were connecting from areas with better reception than those who lacked those luxuries.

### **(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.**

There are a number of new practices that my co-coordinator, Christie Allred and I have implemented recently to work on improving student success and equity. One of the things that we began doing is sending messages through Canvas to students who we noticed were missing assignments. It helped identify students who were beginning to struggle early on in the semester so that they would not fall any further behind. This helped with a number of students, but there were still some who continued to struggle even after reaching out to them through Canvas. For those students we went a step further to encourage a recommitment to the program.

Students who we noticed continued to struggle were invited to attend a re-commitment meeting with both Christie and I. In this meeting we talked about where the students current grade stood and any other issues we noticed in class such as excessive times showing up late, missed assignments and/or absences. After having a conversation with the student and developing an action plan to get back on track we invited the student to fill out a recommitment contract. This has also been effective in helping improve student success and equity as we are able to identify issues and help students overcome them before it is too late.

Another improvement we have added this year is a more robust orientation session. In previous years, our attempts to provide an orientation before the semester began were not very successful. We would have low turn out and all though students expressed interest, it was difficult to coordinate a date that would work well for the majority of students in the class. This year we decided to inform students of

an orientation a week prior to the beginning of the semester that would be held during their normal class time when following up with students who submitted interest forms. This made it more likely that students would be available to attend since they would have to have this time available to take the classes during the semester. We also were able to invite administrators and mentors to give students an early introduction to their supporters.

Our mentor list has also improved since last year. This years group of volunteer mentors is the biggest we have had since beginning our program. We have grown from a list of 12 to 27. We continue to look for and recruit new mentors from the surrounding community as well as on campus.

**(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.**

At this time we do not see any areas that we would like to discontinue.

**(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.**

One of the biggest impacts we have seen in Puente recruitment has been our collaboration with Mesa Journeys. Mesa Journeys has provided us with data of students who have participated in it and identified as Latina/o/x so that we can then send an invitation email to these students to fill out a Puente interest form. This has been tremendously helpful during the COVID situation because it allowed us to do outreach to a large amount of students in a quick and safe manner. Mesa Journeys continues to widen it's outreach to students who participate and has began to send them more information about programs like Puente as well.

Another invaluable collaboration has been working with the Work Based Learning program on campus to further our outreach to mentors. WBL has been a strong supporter of Puente and helping the program find mentors both on and off campus. They have reached out to us to provide Puente students with information about their services as well as organized events with guest speakers and career panels. The outreach that these programs has done and creating a collaboration with Puente has been mutually beneficial to both our programs and the students as well.