

Student Services Program Review 2019/20 UPDATE

Puente

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General Information (Student Services Program Review 2019/20 UPDATE)

2019/20 Student Services Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: **Raul Rodriguez**
- Name of Liaison: **Viki Miller**
- Department Chair: **Leroy Johnson**
- Name of Manager/Service Area Supervisor: **Ailene Crakes**

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Student Services Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018-2019 Goals for Puente

Second Puente Cohort

Campus supports two Puente Cohort teams.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3

Institutional Puente Hot Spots

Maintaining counseling services and working in close collaboration with Chicano Studies faculty to ensure students are aware of the Puente cohort and meet SSSP mandates.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3

Identify Puente Resource Center

Identify a site where students can interact with peers and faculty for students to have access to resources such as computers, wifii access, in addition to counseling faculty access at the center to align with the goals of the HSI grant.

Mapping

No Mapping

Appropriate Math Placement & Enrollment

To ensure that students are enrolled in phase I Puente in a math course that is aligns with their skill levels.

Mapping

No Mapping

Puente Faculty Assignment Rotation

Institutionalize Puente faculty rotation to invigorate the program and reduce burnout.

Mapping

No Mapping

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018-2019 Goals for Puente

Goal

Goal: Second Puente Cohort

Campus supports two Puente Cohort teams.

Action: Second Cohort

Describe the actions needed to achieve this objective:

Adding a second cohort to the Puente Project would require a second team of Counseling and English Co-Coordiators. Events and activities would also need the financial support of the Puente statewide office.

Who will be responsible for overseeing the completion of this objective:

Raul Rodriguez and Christie Allred.

Provide a timeline for the actions:

Estimated time would be 4 years.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Continue to accept Puente Project interest forms year round to see if there is enough students interested in joining Puente to support two cohorts.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &

Two faculty would be needed to support a second cohort. One Counselor and one English Professor.

Conference, Software, Facilities, Classified Staff, Faculty, Other):

Goal: Institutional Puente Hot Spots

Maintaining counseling services and working in close collaboration with Chicano Studies faculty to ensure students are aware of the Puente cohort and meet SSSP mandates.

Action: Puente Hot Spots	
Describe the actions needed to achieve this objective:	Coordination between Puente Project Counselor and Chicano Studies department.
Who will be responsible for overseeing the completion of this objective:	Raul Rodriguez.
Provide a timeline for the actions:	On going.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Counselor will provide 'hot spot' counseling to students in Chicano Studies courses. Providing abbreviated ed plans, grad checks, and answering general questions.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A.

Goal: Identify Puente Resource Center

Identify a site where students can interact with peers and faculty for students to have access to resources such as computers, wifi access, in addition to counseling faculty access at the center to align with the goals of the HSI grant.

Action: Identify Puente Resource Center	
Describe the actions needed to achieve this objective:	Working with the AVANZA Center and HSI Program manager to have a space and laptops for Puente Project students to use as needed.
Who will be responsible for overseeing the completion of this objective:	Raul Rodriguez and Christie Allred.
Provide a timeline for the actions:	On going.

Describe the assessment plan you will use to know if the objective was achieved and effective:	Students will have access to the AVANZA Center and will check out laptops from HSI Innovation Research Lab.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Goal: Appropriate Math Placement & Enrollment

To ensure that students are enrolled in phase I Puente in a math course that is aligns with their skill levels.

Action: Appropriate Math Placement & Enrollment

Describe the actions needed to achieve this objective:	Complete abbreviated and comprehensive education plans with all Puente students.
Who will be responsible for overseeing the completion of this objective:	Raul Rodriguez.
Provide a timeline for the actions:	On going.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Using both abbreviated and comprehensive education plans to ensure students are enrolling in the correct math courses intended for their majors.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Goal: Puente Faculty Assignment Rotation

Institutionalize Puente faculty rotation to invigorate the program and reduce burnout.

No actions specified

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018-2019 Goals for Puente

Goal

Goal: Second Puente Cohort

Campus supports two Puente Cohort teams.

Action: Second Cohort

Describe the actions needed to achieve this objective: Adding a second cohort to the Puente Project would require a second team of Counseling and English Co-Coordinator. Events and activities would also need the financial support of the Puente statewide office.

Who will be responsible for overseeing the completion of this objective: Raul Rodriguez and Christie Allred.

Provide a timeline for the actions: Estimated time would be 4 years.

Describe the assessment plan you will use to know if the objective was achieved and effective: Continue to accept Puente Project interest forms year round to see if there is enough students interested in joining Puente to support two cohorts.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Two faculty would be needed to support a second cohort. One Counselor and one English Professor.

Status for Second Cohort

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Continue working with administration and Puente statewide office to create a second cohort.

Goal: Institutional Puente Hot Spots

Maintaining counseling services and working in close collaboration with Chicano Studies faculty to ensure students are aware of the Puente cohort and meet SSSP mandates.

Action: Puente Hot Spots	
Describe the actions needed to achieve this objective:	Coordination between Puente Project Counselor and Chicano Studies department.
Who will be responsible for overseeing the completion of this objective:	Raul Rodriguez.
Provide a timeline for the actions:	On going.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Counselor will provide 'hot spot' counseling to students in Chicano Studies courses. Providing abbreviated ed plans, grad checks, and answering general questions.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A.

Status for Puente Hot Spots

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Puente Hot Spot counseling is established on a semester by semester basis in coordination with the Chicano Studies department.

Goal: Identify Puente Resource Center

Identify a site where students can interact with peers and faculty for students to have access to resources such as computers, wifii access, in addition to counseling faculty access at the center to align with the goals of the HSI grant.

Action: Identify Puente Resource Center

Describe the actions needed to achieve this objective:	Working with the AVANZA Center and HSI Program manager to have a space and laptops for Puente Project students to use as needed.
Who will be responsible for overseeing the completion of this objective:	Raul Rodriguez and Christie Allred.
Provide a timeline for the actions:	On going.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Students will have access to the AVANZA Center and will check out laptops from HSI Innovation Research Lab.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Status for Identify Puente Resource Center

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Continue working with the AVANZA Center and HSI Innovation Research Lab.

Goal: Appropriate Math Placement & Enrollment

To ensure that students are enrolled in phase I Puente in a math course that is aligns with their skill levels.

Action: Appropriate Math Placement & Enrollment

Describe the actions needed to achieve this objective:	Complete abbreviated and comprehensive education plans with all Puente students.
Who will be responsible for	Raul Rodriguez.

overseeing the completion of this objective:

Provide a timeline for the actions: On going.

Describe the assessment plan you will use to know if the objective was achieved and effective: Using both abbreviated and comprehensive education plans to ensure students are enrolling in the correct math courses intended for their majors.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): N/A

Status for Appropriate Math Placement & Enrollment

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: On going meetings with Puente students in Phase 1.

Goal: Puente Faculty Assignment Rotation

Institutionalize Puente faculty rotation to invigorate the program and reduce burnout.

No actions specified

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Student Services Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Student Services Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Student Services Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Puente

(REQUIRED) Program name

Puente Project

(REQUIRED) Are you on target with your assessment schedule?

Yes.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

The assessment has revealed that a high percentage of students are seeing positive results.

(REQUIRED) Based on your assessments, what resource needs have you identified?

Students have benefited from being part of this program, it's focus on Latina/o culture, and the events and activities made possible through Puente state-wide office funding.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Student Services Program Analysis Section"

Created with : Taskstream
Participating Area: Puente

Program Name

(REQUIRED) Type your program/ service area name.

Puente Project.

Part A: In this section, please analyze your program/service area in terms of one metric of student success. Start by disaggregating the available data by race, gender, and any other parameters of interest for the metric and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity at the program level or specific service level by race/ethnicity?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Puente is open to, and welcomes, all students, but this program is unique in that it explores the Latino/a experience. For that reason we have a high percentage of Latinx students.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Yes.

(REQUIRED) A3. What factors might have influenced these results? What are your most significant findings?

This is due to the focus on the Latinx experience.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

We will continue to follow the Puente mission which is to increase the number of educationally underserved students who enroll in four- year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. We plan to continue to collaborate further with other departments, such as Chicana/o Studies, in order to provide a more rich experience for students.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution (HSI)?

The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four- year colleges and universities, earn degrees, and return to the community as

leaders and mentors to future generations. The program is unique in that it explores the Latinx experience.

(REQUIRED) A6. Have you identified resource needs?

Funding for events and activities has been mainly provided by the Puente State-Wide Office out of UC Berkeley, however, if more funding was available it would make it possible to provide a more enriching experience for our students.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

No answer specified