

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to begin working on your Unit’s Program Review. Once Program Review workspaces are available, you will receive detailed instructions regarding how to copy these responses over to the Nuventive workspace.

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		The Puente Project at Mesa has continued to thrive and expand tremendously since the last comprehensive review. We have been successful in continuing high success and retention rates and have increased the amount of activities and events while also adding a math component to the program. The biggest challenge we faced this year was awaiting the funding that our campus was promised which was held up due to state-wide problems in logistics. However, this funding was an increase from a \$7,000 budget, to a \$40,000 budget. We have also continued partnerships and collaborations with departments and programs such as KAPWA, UMOJA, Chicano Studies, Work-Based Learning and Mesa Journeys.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	The biggest change has been the addition and implementation of the math component to the traditional Puente model which normally only consists of English and Personal Growth along with a mentor piece. We have now added a Math component as a pilot program that not only included phase 1 (current cohort) students, but also phases 2 and 3. The course offered as an optional addition for students was Math 119X. This had a positive impact on the program because it gave the opportunity for all Puente project phases to connect and re-connect through a math course taught by a Puente trained professor Other points to consider:

		<ul style="list-style-type: none"> <li>• PUENTE MaS is the incorporation of math into the current Puente learning community geared to spark the STEM identity of many of our STEM Puentistas and increase retention and success in math courses</li> <li>• Puentistas had an option to take Math 119X (Elementary Statistics with support) in the Fall and out of the 22 students enrolled in Math 119X, 19 students passed the course with 5 of those students taking the course as honors</li> <li>• Currently in the Spring 2023, we have two courses: Math 116 (College and Matrix Algebra) for our Business and Biology majors and an accelerated Math 104/141 (Trigonometry and Precalculus) for STEM majors</li> </ul>
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	As mentioned in earlier, our funding was increased dramatically this year, but since we had limited access to those funds, we were not able to use them to their full potential yet.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b><i>Data Reflection</i></b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	<p>One of the positive trends that we noticed with the current cohort:  24 of 25 passed PERG 120  21 of 25 passed ENGL 101X  23 of 25 persisted to the next semester</p> <p>The mentoring component also continues to grow in numbers and diversity of career fields.</p>

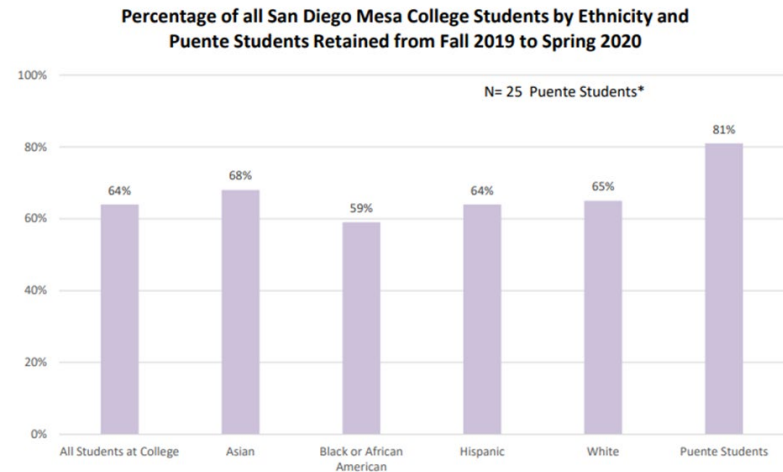
Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work

Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?

Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.

The only trend we continue to see that seems to be a minor equity gap is the lower amount of interest forms we receive from males as compared to females. Every cohort does turn out to be evenly made up of males and females, we continue to see males submitting interest forms later than females.

We will continue to outreach students through Mesa Journeys and continue to recruit students by collaborating with other departments such as Chicano Studies, Outreach, and Promise to further advertise Puente. Attending events such as high school college signing days will also help us to reach out to more male students earlier on in the recruitment process. We will also continue to highlight the benefits such as special admission consideration to SDSU and data trends that such as Puente's high retention and completion rates.



Sources: CCCC Student Success Metrics; National Student Clearinghouse; Puente Program  
 \* N is based on number of students who completed the Puente registration survey.

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	The Puente team is made up of English faculty (Christie Allred), Counseling faculty (Raul Rodriguez) and Math faculty (Juan Bernal). Team members meet bi-weekly to discuss outcomes and plans throughout the year.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	Along with our continued collaborations and partnerships, we also plan to continue current practices that we believe have made a difference in positive data trends and closing equity gaps. 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.
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What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	Something that will make an impact on our positive trends and closing equity gaps will be the dramatic increase in funding we will now have access to for the next year. This big increase in our budget along with a new allotment of funds for our math component will mean that we can now implement plans for resources such as a Puente center or space. Collaborations and partnerships on campus with KAPWA, UMOJA, WBL, Health Services and Chicano Studies
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*Unit Goals and Action Plans*

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: <b>Continue current data trends in completion and retention</b></p> <ul style="list-style-type: none"> <li>Continue to follow the Puente model and pedagogy that has lead to the current data trends.</li> </ul> <p>Goal 2: <b>Continue the new pilot math component</b></p> <ul style="list-style-type: none"> <li>Math 119X will once again be offered as an optional addition to the Personal Growth and English components.</li> </ul> <p>Goal 3: <b>Continue process of securing space for new Puente Center</b></p> <ul style="list-style-type: none"> <li>Currently in process of working with campus leadership to secure a classroom space and an additional shared center that could potentially house all three learning communities (Puente, KAPWA &amp; UMOJA). The vision for the classroom space includes adding culturally relevant décor/art work, collaborative round tables rather than desks, and storage</li> </ul>

		<p>areas for Puente supplies, materials and food.</p> <p>Goal 4: <b>Continue to expand outreach to male students</b></p> <ul style="list-style-type: none"> <li>Expand current partnerships and collaborations with Chicano Studies, Work-Based Learning, Peer Navigator Program, and Outreach to recruit more male Puente students. Sharing flyers and promotional material that can be shared with students in instructional faculty classes and events such as college signing days providing Puente with more word of mouth advertising and referrals.</li> </ul>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: SO: Complete transfer level English and Math in year 1 SO:</p> <p>Goal 2: SO: Transfer rates within 2, 3, and 4 years SO:</p> <p>Goal 3: SO: Complete Associates degrees within 2, 3, and 4 years SO:</p>
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1 1. Continue Puente structure to include English 101X &amp; 205 and Math 119X 2.</p> <p>Goal 2 1. Continue working with phase 1, 2, &amp; 3 students on education and career plans 2.</p> <p>Goal 3 1. Continue working with phase 1, 2, &amp; 3 students on education and career plans 2.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Resource Requests</b>		

Prompt	Guidance	Program Response
General Directions	Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit goals. Relevant data may include data beyond what is provided by IE. Writers should include any and all data they deem relevant to the request. Responses should include considerations around impact to campus practice, proportion of students/employees impacted, impact on equity, and specialized expertise needed to support programming.	
Unit Goal Alignment	Which Unit Goal(s) will this resource request support?	
Type of Request	Select one	<input type="checkbox"/> Classified Professional <input type="checkbox"/> Faculty <input type="checkbox"/> Equipment/Supplies <input type="checkbox"/> Budget Augmentation <input type="checkbox"/> Facilities
Title of Request		
Using accurate and relevant data*, explain the <b>Need</b> for the request beyond what currently exists in the unit.	<p>Some data will be provided but writers should include any additional data they deem relevant to the demonstration of need. Classroom requests must minimally include the FTES/FTEF, amount of Adjunct FTEF on the schedule, and current Headcount of Full-time faculty in the department.</p> <p>Other data could include student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services, etc.</p> <p>Request may include discussion of how it will support a new policy, practice or requirement (internal or external). The requirement should be clearly articulated with relevant details describing how this request supports the requirement.</p>	

<p>Explain how your request contributes to improvements in <b><u>Equity</u></b> for Disproportionately Impacted groups.</p>	<p>Scoring considerations: Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other historically minoritized groups. Examples may include:</p> <ul style="list-style-type: none"> <li>● Student-facing practices, policies, programs</li> <li>● Policies, practices, programs that foster a culture of equity-mindedness</li> <li>● Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of equity-minded systems.</li> </ul>	
<p>Explain how your request addresses <b><u>Excellence</u></b>.</p>	<p>Scoring considerations: Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following:</p> <ul style="list-style-type: none"> <li>● high-quality, culturally relevant teaching/learning experiences</li> <li>● supporting students toward timely completion of educational goals</li> <li>● eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment</li> <li>● partnerships within Mesa's internal and external communities to enhance access and completion efforts</li> <li>● New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness</li> </ul>	
<p>Explain how your request fosters <b><u>Innovation</u></b></p>	<p>Scoring Considerations: Request introduces something new and/or makes changes to something established. Examples may include:</p> <ul style="list-style-type: none"> <li>● Innovation in curriculum, pedagogy, student success efforts</li> <li>● New/more efficient or effective campus</li> </ul>	



	<p>processes or infrastructure support</p> <ul style="list-style-type: none"> <li>● Ideas around scaling up an effective practice utilizing a new approach</li> </ul>	
Explain how your request promotes <b><u>Sustainability</u></b>	<p>Scoring considerations: Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples may include:</p> <ul style="list-style-type: none"> <li>● Commitment to and prioritization of policies or practices that improve environmental justice and sustainability</li> <li>● Responsible stewardship of resources (physical, fiscal, and human)</li> <li>● climate action education</li> <li>● Policies, practices, programs committed to reducing Mesa College's carbon footprint</li> <li>● replacement/maintenance of current resources</li> <li>● cross-functional/interdisciplinary request that improves efficiency of resources, practices, and programming</li> </ul>	
Is this request necessary for the Program's Accreditation status?	Select one	<input type="checkbox"/> Yes <input type="checkbox"/> No
One-time cost or ongoing?	Equipment/Supplies and Facilities Requests Only	<input type="checkbox"/> One-time <input type="checkbox"/> Ongoing
Estimated Cost of ownership	Equipment/Supplies and Facilities Requests Only	\$
Is maintenance required	Equipment/Supplies and Facilities Requests Only	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s): Raul Rodriguez		
Name of Program/Unit: Puente Project		

Manager Name: Ailene Crakes

Submission Date of Program Review Draft to Manager for feedback:

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