

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Puente Project/Program	Counseling	Marina Lira

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).P
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

PUENTE's mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to their communities as leaders and mentors to future generations.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The mission statements of the Puente Program and Las Positas College align in relation to “providing learning opportunities and support for completion of transfer.” The Puente Program is a transfer program whose mission is to “increase the number of educationally underrepresented students who enroll in four-year colleges and universities and earn degrees.”

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO**If yes**, please describe briefly what new curriculum is planned.

A 3 unit UC/CSU transferable College Success course will be developed to meet the Personal Development course requirement for the Puente Program.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

*(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)*YES NO**If yes**, please describe briefly what new initiatives are planned.

The program coordinators are in the process of developing the required mentor component of the program, but outside support will be necessary to fulfill the majority of the Puente MOU requirements regarding the mentor component.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
N/A	N/A	N/A

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Puente began running cohorts in Fall 2012. There was no assessment completed in the 2011/2012 academic year.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	N/A

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

As the program began running cohorts in the 2012/2013 academic year, there was no SLO/SAO data to assess.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

N/A

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

N/A

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Puente Coordinators will have SAOs/SLOs developed for the 2014/2015 academic year, and courses will be assessed for the first time.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

There is no data available for the 2011/2012 academic year as Puente began its first cohort in Fall 2012.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

N/A

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

N/A

2. Enrollment Management **(Instructional programs only)**

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

1.00 (.5 counseling and .5 English)

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

Puente began its first cohort in fall of 2012. In late spring 2012, a counseling faculty member was temporarily re-assigned .2 FTEF to begin the development and implementation of the Puente Program for a fall 2012 start.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

Counseling will offer a 3 unit (.2 FTEF) PSCN College Success course in the fall of 2014, in lieu of the current 2 unit (.14 FTEF) PSCN Study Skills course. We do not anticipate changes to the allocation – with the exception from where that money will come.

E. Human Resources **(in AY 2011-12)**

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
1.0 (.5 Counseling/.5 English)	1.0 (.5 Counseling/.5 English)	100% (50% Counseling/50% English)

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	0	Click here to enter text.	0	0
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	0	Click here to enter text.	0	0
student assistants	0	Click here to enter text.	0	0

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

Per the Puente MOU: the program is in need of a 10 hour per week clerical support person. In addition, the current Puente Program Counselor/Instructor/Coordinator was temporarily re-assigned at .5 FTEF to run the program, but is also assigned to .5 FTEF Articulation. The expected level of work load (FTEF) exceeds that which is available to the current faculty member and the ability to optimally run both programs is not compatible with a dual assignment to Articulation/Puente for 1 individual faculty member. Please see area "I: Other Information Pertinent to the Program"

3. Are there Staff Development needs for the academic year 2014-15?

YES NO **If yes**, elaborate. Provide any data which support these needs.

The statewide Puente Project provides ongoing staff development workshops and conferences for Puente coordinator/teachers.

F. Technological ResourcesAre there any **new** technological needs for the academic year 2014-15?*(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)*YES NO **If yes**, briefly describe. Provide any data which support these needs.*(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)*

N/A

G. Facilities, Equipment, and Supplies ResourcesAre there any **new** facility, equipment or supply needs for the academic year 2014-15?*(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)*YES NO **If yes**, briefly describe. Provide any data which support these needs.*(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)*

N/A

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO **If yes**, please briefly describe amount and general uses.

The 2014/2015 academic year is the final year in which the LPC campus is expected to receive \$35,000.00 from the UC Office of the President Puente Project to directly support the development, implementation and institutionalization of the program. The 2014/2015 budget is expected to be allocated as follows:

The total Puente Grant is \$35,000

Salaries and benefits: \$28,789.01

Office Supplies: 2,535.92

Travel 255.80

Business Expenses	\$ 575.88
Other Services to Students	\$2,843.39

Beginning in the 2015/2016 academic year, the campus is expected to have institutionalized the program and fund the program in full by providing a Counselor /Coordinator/Instructor (Counseling) at .5 FTEF and an Instructor/Coordinator (English) at .5 FTEF and clerical support at a minimum of 10 hours per week. In addition, the campus is expected to continue supplying yearly funds directly to the program which are required to support student and mentor events/functions/activities.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

Yes, funding and hiring for clerical support at a minimum of 10 hours per week to support the Puente Team needs to be secured and the hiring of a faculty person in Counseling to take on the responsibilities of the Puente program at .5 FTEF is also needed. Please see "Other information pertinent to the program" for information to support the request to hire or assign a .5 faculty counselor to Puente, who is not already assigned to another special program, as the MOU with UCOP Puente states.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

College administrators, Puente faculty, and the English department need to continue the discussion about whether funding for the English courses should come from the English allocation or elsewhere. It is the opinion of the Puente English coordinator that funding for the Puente English courses be funded entirely by the college and not from the English allocation, unless or until the English department and college administrators can come to some other compromise. When Puente was brought to our campus by Jeff Baker (in his variety of academic roles), a discussion about from where the LPC matching funds would come never happened – funding streams, as have been the case with other learning communities, has been done on a grab and go basis, finding funding from wherever it might be available. While having a program like Puente on our campus is an important and well-documented as a successful way to serve underserved students, such funding practices are short-sighted, and leave little to no time to bring everyone to the table for

long-term planning and institutionalization of such programs. To expect the English program to fund the Puente English courses, while somewhat reasonable, is not reasonable without a discussion with that program and recognition of the fact that the English department funds other programs, namely the RAW center, which serves all students and not just those taking English classes. There needs to be a college-wide discussion not only about funding the Puente Program, but the discussion should also include the institutional commitment needed to support this program and future Puente Programs.

The current Puente Program Counselor/Instructor/Coordinator (.5 FTEF) is also the campus Articulation Officer (.5 FTEF).

The current Puente Counseling faculty members' assignment is as follows:
 Articulation Officer .5/ Puente Counselor/Instructor/Coordinator .5 (re-assigned).
 There are 12.5 weekly hours given to each .5 FTEF load.

However, due to the number of required off campus meetings, conferences, trainings, and participation in student field trips, events and activities for the dual roles, the faculty members' on campus workload is now reduced to approximately 10 hours or .4 FTEF per week, per assignment (see below).

Once the mentor component begins (2014/2015) the faculty members' hours will be reduced for Puente to approximately 9 per week or .35 FTEF due to expected participation in activities connected to running that function of the program.

2013/2014	2014/2015
.40 – Articulation	.40 – Articulation
.40 – Puente	.35 – Puente
.20 – Meet/Conf/Train/Events/Activities	.25 – Meet/Conf/Train/Events/Activities
1.0 FTEF	1.0 FTEF

With a current (2013/2014) Puente student caseload of 55 students (about .2-.25 FTEF in counseling hours or 6 of the current 10 available hours per week), and with an addition of 27 students in the 2014/2015 academic year, the Puente counselor will be expected to carry an average caseload of approximately 75-80 students from year to year, which will account for close to .35 FTEF, teach a 3 unit course at .2 FTEF, coordinate and maintain the mentor component (approx. .2 FTEF), recruit for each upcoming academic year, promote and market the program throughout the year, and coordinate the overall program in general. This expected level of work load (FTEF) exceeds that which is available to the current faculty member (see above) and is not compatible with a dual assignment to Articulation for 1 individual faculty member.

In addition, due to the loss of a campus Curriculum Specialist, and the implementation of new state mandates, to include SB 1440 (ADT's-Associate Degrees in Transfer), the C-ID (Course Identification Number System) project, the training of faculty on the development of ADT's, and accompanying C-ID requirements, and the introduction of Curricunet campus

wide, the Articulation Officers workload expectations, and responsibilities have significantly increased. Without a curriculum Specialist some of the Articulation duties have included curriculum duties that impact articulation. Again, this expected level of work load (FTEF) exceeds that which is available to the current faculty member (see above) and is not compatible with a dual assignment to Puente for any one individual faculty member.

The assignment of these two positions (Puente and Articulation) to one person impacts the ability of both programs to run at optimal levels, and has had significant impacts on the progress of curriculum, development of articulation agreements, submission to C-ID, revisal of degree and certificate flyers, review and correction of the Assist database for errors, and the implementation of the Puente mentor component. Lastly, the state Puente Project Office recommends that a Puente Counselor should not have responsibility for any other major programs. Standard practice is to have a 50% Puente Counselor/50% General Counselor. There are some campuses that have a part-time Counselor and a clerical support person responsible for the Puente Program.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

N/A

B. Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

N/A

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

To continue to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, and earn degrees, to secure funding for the 10 hours per week clerical position, to select and hire someone to work in the clerical position, to implement the full mentor component of the program, and to select and hire a replacement for the currently re-assigned Counseling faculty member to counsel/instruct and coordinate the program.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

If the LPC Puente program does not secure funding for and hire a 10 hour per week clerical person, it runs the risk of not being to fully implement the Mentor program. Via extensive research, the Puente model is successful in increasing educationally underrepresented students who enroll in four-year colleges and universities, and the mentor program is an important component of this success.

In addition, if the LPC Puente program is not able to hire or assign another counseling faculty member to run the program at .5 FTEF, both Puente and Articulation will continue to be impacted (as they already have).

Puente: Without appropriate time offered/available to meet with students, teach the personal development course, implement and run the mentor component, schedule and participate in student and mentor events/activities, recruit, promote/market, and generally coordinate the program, students will not receive the full benefits intended based on the programs design which promotes retention, persistence, graduation and transfer.

This may affect the Puente success rates at LPC versus an outside campus offering the same program. Students may not be able to make a counseling appointment with the Puente counselor when needed and this may affect their ability to appropriately register in the courses needed to meet their goal or assist in identifying and addressing factors which may be impeding their success earlier on in the semester.

This may also affect the retention rates, persistence rates and ability of Puente students to graduate and transfer in a timely manner. Coordination and participation in activities and events are and will continue to be limited, where other Puente Program students are able to participate in cultural activities, mentor functions and visit universities 3-4 times per semester, due to the Puente counselor's current workload, LPC Puente students only have the ability to participate in 2 activities/events/visits per semester.

The ability for students to access and participate in each of the components of the

program is what makes it's so successful, and the fact that we are unable to provide this to our students at this time is a disservice.

In addition, UCOP Puente has already stated that the \$35000 it is providing to LPC, could be in jeopardy if full implementation does not occur.

Because the positions affect each other, I have briefly discussed the impact on Articulation and its impact on students as well.

Articulation: Without appropriate time offered/available to work on and complete all articulation related duties/tasks, students will have less course options available to meet transfer electives, GE, and major preparation. Faculty will have less assistance in helping guide them through the development and submission of ADT's; which are mandated by the state (SB 1440). Therefore, students will have less associate and transfer degree options. The inability to develop full articulation agreements with multiple 4 year institutions could prohibit a student from applying to a selective institution and/or from being a competitive applicant for transfer to another.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective†	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	To Implement the full mentor component of the program	Mandated by the Puente Grant funding		If we have a mentor program in place	Human and Financial Resources	Human and Financial Resources	Student Services
2	1	To increase the number of educationally underrepresented students who enroll in four-year colleges and universities and earn degrees	Stated in SAO		Comparing transfer data for students who transfer and receive degrees	Human Resources	Human Resources	Student Services, RAC, Institutional Research
3	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.