

PROGRAM REVIEW Fall 2017

Program: Puente Program

Division: Student Services/Arts, Letters and Social Sciences

Date: August 15, 2017

Writer(s): Michelle Gonzales and Kent Gomez

SLO/SAO Point-Person: Michelle Gonzales and Kent Gomez

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATgjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/b59nCy>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Effective Fall 2016, we started teaching English 1A and English 4 instead of English 105 and English 1A. Contrary to what many people might expect of the Puente students' preparedness, there was no dramatic change to success; roughly 96% of students in both classes passed.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

<p>LIBR 8 – Introduction to Library Research is now offered in the Fall semester as opposed to Spring semester as was done in previous academic years. New cohort of Puente students are registered for ENGL 1A, PCN 30, and LIBR 8 beginning Fall 2017.</p> <p>We also have a new counselor/co-coordinator/instructor at the start of Fall 2017 semester: Kent Gomez</p>	<p>Mark an X next to each area that is addressed in your response.</p> <p>Definitions of terms: https://goo.gl/23jrxt</p>
	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
	Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1

	Pedagogy
	Professional Development
	Services to Students
	SLO/SAO Process
	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).
	**Facilities will also be addressed in Question H.

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

Successful shift from ENGL 105 and 1A sequence to 1A and ENGL 4 sequence. We are now truly a transfer-focused program.	Mark an X next to each area that is addressed in your response.
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>Students are benefiting from taking a Library Skills class in their first semester of college, rather than waiting until their second semester.</p> <p>Shifting program to a full transfer program will make it more likely that students will complete transfer level English within one year.</p>	<p>Mark an X next to each area that is addressed in your response.</p>																												
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>Since LPC's Puente program began in 2012, the program has changed in some way each year, making it difficult to capture consistent data. Moving forward, with help from access to the National Clearing House data, we will study transfer to 4-year institution rates, as well as, the completion of transfer level</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>New for Puente this year is a partnership with Umoja, LPC's newest learning community. The Umoja courses are meeting on the same days at the same times, and the English and PCN instructors have created a few joint assignments and lectures. The purpose of this partnership is student exposure to other students in their sister learning community, expanding their ideas about community, and for the purposes of building a larger community of support.</p>	Mark an X next to each area that is addressed in your response.	
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>Within two years, the Puente program will begin exploring the possibility of adding a second co-hort.</p>	Mark an X next to each area that is addressed in your response.
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Given the increase of students of color at LPC and the addition of the Umoja Program, we believe these students need a designated center.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

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

The Puente program’s goals align with the LPC mission, as we are a transfer-focused program, and all courses offered are now transferrable. Puente’s program, which includes a dedicated counselor, professional mentorship, and a sense of community increases support for students to aid in more quickly reaching their transfer, degree, career technical, or retraining goals. However, the majority of the students in Puente are focused on transfer to four-year institutions.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name Program Name or Student Service Area:

ENG 1A – Critical Reading and Composition

PCN 30 – Student Success and Experiences

Text of the CSLO, SAO, or PSLO:

PCN 30 SLO

- A. Demonstrate critical thinking skills as they relate to success in college level coursework.
- B. Examine and utilize curricular options and institutional resources that directly support student's educational plan.
- C. Analyze the psychology of student attitudes, motivation and behaviors and their impact on student success.
- D. Analyze major learning styles including auditory, visual, and kinesthetic as they relate to student's effective academic success.
- E. Identify and examine interpersonal, creative, and other personal college success techniques and perspectives.
- F. Evaluate factors involved in problem solving, goal-setting, and decision making.
- G. Demonstrate effective study skills: reading, time-management, note-taking and test-taking techniques.
- H. Examine theoretical approaches to choice and change and develop a personal awareness of opportunities to make choices.

English 1A and English 4 SLOs

1A Reading: Identify the main ideas and supporting arguments of a college-level text.

1A Writing: Write an academic essay using textual evidence to support a thesis.

1A Research: Research a topic using credible sources and document sources in an academically responsible way.

1A Grammar: Use effective and correct sentence structures to convey ideas.

4 Reading: Identify and evaluate implied arguments in college-level literary texts.

4 Writing: Write an academic essay synthesizing multiple texts and using logic to support a thesis.

4 Research: Write a research paper using credible sources and correct documentation.

4 Grammar: Use grammar, vocabulary and style appropriate for academic essays.

Describe the quantitative or qualitative results:

PCN 30 – Student Success and Experience

Most students showed huge improvements based on the pre and post assessment results. Seventy percent (70%) of students gained mastery in their level of self-awareness, sense of personal responsibility, and motivation (19 out of 26 students). Students were also able to implement and develop long-range educational goals. Through class activities, majority of the students above average, if not mastery, in learning to locate and utilize campus resources.

(Note: Mr. Rafael Valle was the Puente PCN 30 instructor last academic year. The descriptions are based on the information he provided)

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

PCN 30: Student Success and Experience

According to Mr. Valle (former Puente PCN 30 instructor), students showed huge improvements on the pre and post assessment results. The quantitative results are a good indication of these outcomes. He developed new essay assignments for the mentoring component of the program that was an improvement from last year.

This year, I will continue using and testing new mentoring assignment materials and incorporate culturally relevant content to engage students.

(Note: This reflection was taken from Mr. Valle's statement on eLumen. The action plan are mine after reviewing Rafael's stated action plan for this year.)

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

PCN 30 – Student Success and Experiences

The previous Puente PCN 30 instructor was not able to provide this detail. Based on the summative assessment he provided however, more students gained mastery in the areas of self-awareness, personal responsibility, and motivation.

English 1A and English 4 SLOs

In both English 1A and English 4, students tend to have the most trouble with synthesis of research materials, organization, and documentation. Documentation is an area that is being addressed widely at the department level. Interventions for better and more responsible documentation are currently being developed for the 1A and 4/7 levels. I happen to be on that task force.

I believe the synthesis issue has to do with weak reading comprehension of difficult texts. As a result, I have changed the way I do reading responses. I am using the Notecard feature in Noodlebib where students can practice MLA citation, and where they must summarize or paraphrase assigned passages the majority of their major assigned readings. I have also just begun using a truer Socratic seminar method for discussing texts in order to get the students more engaged in what they read, as I can see now how better engagement can also foster reading comprehension, and of course, critical thinking.

At the English 4 level, I plan to create an assignment in advance of the research essay that

gives the students an opportunity to practice synthesis of ideas from two sources.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

Text of CSLO/PSLO/SAO:

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians for students gaining employment in their field of study? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?