**Instructions**: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this Word doc in the following format: sp2016cpr\_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload a copy of this document into the Trac Dat, “Documents file”. Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:pappemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

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|  | **Information Requested** | **Explanation of Information Requested.**  **? TracDat Help button will reveal the same cues (sorry no hyperlinks)** | **Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** |
|  | **Program Description** |  | **Puente Project** is one of several cohort programs housed in the Student Success and Retention Services center. Puente is a learning community for first generation college students who test into developmental levels of English and Reading that involves integrated curriculum in reading, writing and counseling courses. Students come from traditionally underrepresented racial/ethnic groups. Students are recruited into a cohort that continues throughout their entire first year of college and continued counseling services until transfer and graduation. In the fall, they take their classes with the same cluster of 30 students. |
|  | Department Name: |  | Academic Services  Student Success and Retention Services |
|  | Program Mission Statement: | “What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies”? (<http://www.deanza.edu/about/missionandvalues.html>) | The mission of the Puente program is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, who earn college degrees and who return to the community as mentors and leaders of future generations.  We provide academic programs that meet the students’ needs at different levels of basic skills and we continue to work with the students’ until they complete college level math and English courses specifically. Our programs also provide opportunities for students to become more involved in their communities at home and on campus through assignments, field trips, and guest speakers. Our end of the year event is an example of our students using their creativity to demonstrate their knowledge and skills gained with our integrated curriculum. They use technology, spoken word, musical talent, etc. |
| I.A.1 | What is the Primary Focus of Your Program? | Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Basic Skills development, working with first generation college students to ensure successful pathways to transfer and graduation |
| I.A.2 | Choose a Secondary Focus of Your Program. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer and Graduation |
| I.B.1 | # Certificates of Achievement Awarded | If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. | N/A |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html> .  Leave blank if not applicable to your program. | N/A |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | List Associate Degree Transfer awarded by you department during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. | N/A |
| I.B.4 | # AA and/or AS Degrees Awarded: | If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program | N/A |
| I.C.1 | CTE Programs: Impact of External Trends | Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforceed/ged/  Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. | N/A |
| I.C.2 | CTE Programs: Advisory Board Input: | Career Technical Education (CTE) programs: provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions. | N/A |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html> . | 1 Full time Counselor/Co-Coordinator |
| I.E.2 | # Student Employees | State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program | 5  Increased by 1 but total hours remained the same, funded by DASB |
| I.E.3 | Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching | Compare the changes in % of FT and PT faculty teaching in your department?  0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html>. | 0 |
| I.E.4 | # Staff Employees | State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 0 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program. | There have been two changes in the Counseling faculty in the past two school years. The current Interim Puente Counselor & Co-Coordinator started winter quarter 2016, the previous Interim Counselor & Co-Coordinator was from 2014- 2015.  There has been a total of three different English and three different Reading instructors over the past fiveyears, and a three counselors in the past three years, which means that almost every year has seen a new team in some respect |
|  | **Enrollment** |  |  |
| II.A.1 | Enrollment Trends | What significant changes in enrollment have you seen in the last three years? Refer to <http://deanza.fhda.edu/ir/program-review.14-15.html> | The total number of students has stayed consistent because of capacity restrictions. However, the demand is continuing to grow. Every year we receive over 200 students interested in joining the program; adding a 2nd cohort would help meet the demand and need. |
| II.B.1 | Overall Success Rate | What significant changes in student success rates have you seen in the last three years? | In the past three school years we have had the following Completion and Pass Rates: 13-14 14-15 15-16  READ211 100% 97% 97%  EWRT211 100% 100% 100%  EWRT 1A 100% 97% 97%  EWRT 2 73% 89% TBD  Persistence 103% 93% TBD  Retention 100% 87% TBD  87% of students enrolled in the Puente Program are in good academic standing per data from the Office of Institutional Research & Planning. |
| II.B.2 | Plan if Success Rate of Program is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? Leave blank if N/A. | N/A |
| II.C | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.) | The implementation of State-mandated registration policies have impacted the students in the program negatively. The students need to take classes in the Puente program, and without early registration as they previously had, they have very few options remaining to take other classes such as their Math classes.  Recently, we underwent reorganization from the Student Services side of the college to the Instruction under Academic Services and are currently realigning our curriculum, services and staff to better address the needs of our targeted populations. During this reorganization we also underwent staff changes. |
|  | **Equity** |  |  |
| III.A | Growth and Decline of Targeted Student Populations | Briefly, address student enrollment data relative to your program’s growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.fhda.edu/ir/program-review.14-15.html ) | Although the Puente Project has shown continuous success there is still a high need to close the equity gaps for our targeted populations. There continues to be a pressing need for programs and services that address the needs of Latino/a students. Though it cannot possibly serve all the students who need assistance, given the high interest adding a second Puente cohort would assist in closing the equity gap. |
| III.B | Closing the Student Equity Gap: | What progress or achievement has the program made relative to the plans stated in your program’s 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html> | As can be seen in the comprehensive program review, the Puente Program significantly reduces the equity gap and, indeed, even shows that students in the Puente Program exceed success rates of targeted and non-targeted populations. |
| III.C | Plan if Success Rate of Targeted Group(s) is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%  <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  Are success rates of targeted groups at or above 60%? If not, what are the department’s plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students. | Yes, the program far exceeds success rates above 60%. |
| III.D | Departmental Equity Planning and Progress | What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan? | The program continues to implement its mission, which closes the equity gap for students in the program. The reports from MISP have helped prioritize student counseling services to meet the SSSP state mandates as of March 2016, 95% of Puente students have a comprehensive educational plan. |

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|  | **Assessment Cycle** |  |  |
| IV.A | Cycle 2 PLOAC Summary (since June 30,2014) | Give the percentage of Program Level Outcome statements assessed since June 30, 2014. Run Ad Hoc report entitled “Cycle 2 XXX PLOAC Work” and scroll to the bottom of the report for count~~.~~ Then calculate #Reflections & Analysis/#PLO statements times 100~~.~~ All program level outcomes are to be assessed at least once between Fall 2014 and end of Winter 2019. | PLO – Puente students will develop and adjust comprehensive Student Educational Plan (SEP), in compliance with SSSP mandates, Puente students will develop a minimum 3 quarter comprehensive student educational plan, which provides a path to transfer to a four year college or university. To date Puente has achieved an 95% success rate in completing this outcome, in comparison to other targeted groups whose outcome is 71% and non-targeted is 83%. (Student Services Program Review Data) 11/10/15; SSSP Data, 4/11/2016. |
| IV.B | Cycle 2 SLOAC Summary (since June 30, 2014) | Give the percentage of Student Learning Outcome statements assessed since June 30, 2014. Run Ad Hoc report titled “Cycle 2XXX SLOAC work- Active Only” and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis /#SLO statements times 100. All Student Learning Outcome statements are to be assessed at least once between Fall 2014 and end of Winter 2019. | SLO – Puente students will compose essays that demonstrate college-level critical thinking, writing, and research skills, including MLS documentation.  In 2014-15 97% successfully completed EWRT1A  In 2015-16 96% successfully completed EWRT1A |
|  | Resource Requests |  |  |
| V.A | Budget Trends | Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | Since the inception of the Puente Project at De Anza College, its operating budget has remained relatively small. While program demands and student needs have increased proportionately, the budget has not. The program relies on the B budget for its primary funding source. While it is small, the funding is expected to yield large results. The B budget is used to coordinate activities such a workshops, university and industry tours; participation in the Puente Annual Motivational Conference; family informational sessions; mentor recruitment, training, and communication; peer assistance and tutoring; and office supplies for daily operations. |
| V.B | Funding Impact on Enrollment Trends | Describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: <http://deanza.edu/ir/program-review.14-15.html> | Since the inception of the Puente Project in 2001, we have operated on a $5,000 B budget while other Puente programs budgets have been augmented to $10,000. The limited funding has resulted in the program not being able to provide as many university/industry tours as we would like to or more parent/family and mentoring events. In order to comply and to successful meet the mandates of the 3SP it will be imperative to augment the B budget to include transportation costs to universities, industry visits, to buy career assessment inventories, to buy stoles for graduation/transfer celebration, to pay for the cost of publishing the students anthology book, stipend for reading instructor, to purchase a set of English course books. To expose our students to as many opportunities as possible, we would like to organize a Southern CA university trip like many of the Puente campuses. These services will help facilitate the major and career exploration process for a student early on so they can make a realistic educational and career goal that is reflected in a comprehensive student educational plan and will assist us in achieving the 3SP mandates. An augmented budget is also required to help with future professional development needs as we work to develop a pool of faculty who are trained to meet the needs of this population of students. In order to meet the rising funding needs we have had to seek out funding from Equity funds and the SSRS B budget. |
| V.C1 | Faculty Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy | Growth:  Reading Instructor – Need faculty compensation ($1000) for Reading Instructor, for the coordination and assessment of programs and curriculum with the Puente English Instructor.  . 250 FTE Reassigned Time for dedicated Writing Instructor and  1 FTE Counselor (for 2nd cohort) |
| V.C.2 | Justification for Faculty Position(s): | * Briefly, how will this position support student needs? * Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | Every school year Puente receives interest from over 200 students who want to be in the program but the cohort is limited to 30-32 students. Since 2004 the Latino student population has doubled in size, yet we still only have one cohort, a second cohort will help meet the increasing need of the increasing population. |
| V.D.1 | Staff Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Growth:  Mentor Coordinator-Faculty Additional Pay $1,000 per academic term ($3000 annual) |
| V.D.2 | Justification for Staff Position(s): | * Briefly, how will this position support student needs? * Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | Coordinating, recruiting and training 30+ mentors per year, is very critical aspect of the success of the Puente’s mission and it is very time consuming for the counselor of the program. The program needs a staff position for a mentor coordinator that would also include the FYE and Umoja program. The mentor coordinator would identifying mentors, follow up, organizing mentor activities, help with trainings of mentors and evaluation of mentoring activities. Other Puente programs have hired a Mentor coordinator to develop this component freeing the counselor to work more directly with students individually or in the classroom. |
| V.E.1 | Equipment Requests | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested | N/A |
| V.E.2 | Equipment Title, Description, and Quantity | * Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. * Did this request emanate from a SLOAC or PLOAC process? * Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . . ) | N/A |
| V.E.3 | Equipment Justification | * Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. * Who will use this equipment? * What would the impact be on the program with or without the equipment? * What is the life expectancy of the current equipment? * How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> | N/A |
| V.F.1 | Facility Request | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility. | If an additional cohort is added we would need a larger space and more computers for the lab would be needed. |
| V.F.2 | Facility Justification | * Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. * Who will use this facility? * What would the impact be on the program with or without the facility? * What is the life expectancy of the current facility? * How does the request promote the college mission or strategic goals? | N/A |
| V.G. | Equity Planning and Support | Has this work generated any need for resources? If, so what is your request? | Working with first generation college students requires more funding because the students do not have access to visit college in southern California, conferences and participate in industry visits. We need more resources in our budget to achieve equity for our students. |
| V.H.1 | Other Needed Resources | List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects. | Career industry visits increase students awareness and preparation for the work place. In order to provide these opportunities for students we need funding for the bus transportation and meals. |
| V.H.2 | Other Needed Resources Justification | Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. |  |
| V.J. | “B” Budget Augmentation | If there is a new initiative/project that requires additional funding, please state:   * Who/what could be supported if this additional funding was awarded? * What would the impact be on the program with the funds? * How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> * How much money is being requested?   State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need and/or other data to support this need.  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. | To increase the B budget to at least $10,000.  PLO – Puente students will develop and adjust comprehensive Student Education Plan (SEP), in accordance to SSSP which provides a path to transfer to a four-year college or university.  The money requested would help meet the increasing costs to provide access activities to our target populations. It is challenging to provide up to date support for our most needy students on a budget that has not been augmented since the inception of the program in 2001. |
| V.K.1 | Staff Development Needs | What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> | We attend two statewide training and a summer institute every year. |
| V.K.2 | Staff Development Needs Justification | Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need | Sustaining the success rates as reported throughout this review. |
| VI. | Closing the Loop | How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?” | We would assess the outcomes through increase in transfer rates and shortening the pathway to transfer. |
|  | Submitted by: | APRU writer’s name, email address, phone ext. | Monica Espinoza, [espinozamonica@fhda.edu](mailto:espinozamonica@fhda.edu) 408-864-8894  Lydia Hearn, [hearnlydia@fhda.edu](mailto:hearnlydia@fhda.edu) 408-864-5785 |
|  | Last Updated: | Give date of latest update (Set next box to YES when done and ready for Dean review). |  |