STUDENT SERVICES PROGRAM REVIEW

SELF STUDY TEMPLATE

GROSSMONT COLLEGE

Name of Department or Program:	The Puente Project
Writing team:	Michele N Toral
Presentation semester:	Spring 2019

STUDENT SERVICES PROGRAM REVIEW

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

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SECTION 1 – MISSION & OVERVIEW

Name of Program:	The Puente Project

PURPOSE OF SECTION 1.1 - 1.3: To help the committee understand how the department/program supports the mission of GC.

> **College Mission:** *"Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities."*

> *Note: College mission statement is currently under revision*

1.1   Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of GC.

Program mission:	The PUENTE Project is a national award-winning program that for more than 30 years has improved the college-going rate of tens of thousands of California's educationally underrepresented students. Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations.
Relationship to College mission:	The Puente Project supports the Grossmont College mission by seeking to enable diverse individuals to pursue their hopes and dreams with the expectation that those individuals will also become leaders and thoughtful citizens for local and global communities.

1.2   Please describe the process your department uses to review and revise its mission statement.

Comments:	The mission statement was established by The Puente Project founders and is followed by all participating colleges in California, Washington and Texas. If the mission statement were to be reviewed or revised, the current program administrators, located at UC Berkeley, would make that determination and decide how to collect ideas and agree on a process regarding how to move forward with any changes.

1.3   Did your department make any changes to its mission statement in this program review cycle?

Comments:	No

PURPOSE OF SECTION 1.4 – 1.10 **To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.**

1.4   **HISTORY**: Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History

The Puente Project started in 1981 at Chabot Community College in Hayward, California in response to the data collected by The Puente Project's co-founders, Felix Galaviz and Patricia McGrath.

The Puente Project student success model addresses the factors found to significantly contribute to college drop-out rates of the LatinX population (see 1.9).

Puente's history at Grossmont College is still in its formative years. The program was resurrected after being dormant for a little over ten years. Since remnants of the program were not left behind, The Puente Project was re-established as a new program at Grossmont College in 2016 by the two appointed Puente faculty coordinators (Julie Cardenas and Michele Toral) and one adjunct instructor (Monica Hernandez). The three faculty members attended the Puente Summer Institute, which was a five-day Puente training at the University of California, Berkeley.

The Puente student success model is a three-part learning model and includes the following elements: English, Counseling and Mentoring. All Puente programs at all participating campuses must include the three components. At Grossmont College students were also required to take a Cross-Cultural Studies course. This was an adaptation our campus piloted that is being considered by other campuses as well.

In the 2016-2017 school year students were required to take English 110, Counseling 120 and Cross-Cultural Studies 119 (cross-listed as History 119) with Puente trained faculty for the fall semester. During the spring semester students took English 120 and Cross-Cultural Studies with Puente faculty and were required to complete a Puente mentorship with their assigned mentor.

Our collaboration with the Cross-Cultural Studies department continues and has expanded to the History department. Our original participating CCS instructor was an adjunct employee and started the program with us in 2016, however, she did not return to the Grossmont College campus for the next school year. During the 2017-2018 school year, alternate instructors were provided to teach the CCS 119 and 126 classes. The coordinators met and agreed to substitute the CCS 119 course for a History 115 course in order to better meet the needs of our students. Although the CCS 119 course was culturally relevant and met area D/4 transfer requirements, the History 115 course is taught by a culturally-conscious instructor and meets the same requirement while also meeting the California State University- American Institutions graduation requirement

The ever-changing community college landscape also introduced new policies that influenced the Puente program at Grossmont College. The adoption of multiple measures led to more and more students placing at English 120. As a result, the Puente coordinators, chair of the English department, and the dean of the counseling department met and agreed to change the entry point for Puente to English 120 in combination with the English 020 support unit.

During the 2018-2019 school year students took English 120 with 020 , Counseling 120 and CCS 126 during their fall semester and English 124 and History 115 during the spring semester. Each year students are surveyed and communicated with in person for their feedback regarding the program. The coordinators take this feedback into consideration for program improvement.

Beginning with the 2019-2020 school year, students will take English 120, Counseling 120 and will be placed in the English 020 support class based on need per assessment/GPA/ or other measures. Enrollment in CCS 126 or another culturally relevant area C/3 course of the student's choice will be strongly recommended (but will not be mandatory) during the fall semester. During the spring semester students will take English 124 and complete the Puente mentorship. History 115 will be highly recommended, but not required.

1.5 **SERVICE POPULATION**: What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population	The Puente Project recruits 35 new students per year (This will be changing to 50 for the 2019-2020 year). Students remain in the program until they transfer. Currently, the program serves approximately 105 official Puente students with an additional 10 non-Puente students who meet the target criteria and choose to regularly meet with the Puente counselor, but are not officially a part of the program. Mexican-American/ LatinX ●Underserved in K-12 (Title 1 high school graduates) ●At-Risk/probation ●Low-income/access limitations ●First-generation college students ●Spanish speaking
Needs	The Puente Project has historically targeted the Mexican-American/LatinX community due to the needs of this population. As members of a historically underserved community, student needs range from assistance with completing the FAFSA application to access to resources to transportation assistance. Providing support in these areas is a program priority, however, our focus, first and foremost, is to meet the students' academic needs by providing engaged instructors/faculty who provide intrusive counseling and culturally relevant curriculum. In speaking with students first-hand, we have learned that our students need instructors who communicate in a timely manner and are available for questions by providing office hours and modes of communication that extend beyond email.

1.6 **SERVICES**: Please list and describe the services provided through your program. (Add rows as needed.)

Service:	Description:
Mandatory counseling	In addition to taking COUN 120, students must meet with counselor a minimum of two times per semester. Students must agree to intrusive counseling, which includes frequent text and email communication. All Puente students will have a CEP by the end of their first semester.
English 020 – mandatory English support	In addition to taking ENGL 120, student must enroll in the English support course taught by our Puente English instructor.
Mentor Mixer	During the spring semester students participate in our annual mentor mixer. Each student is provided a mentor who has earned a BA/BS degree or higher. Student are matched by career goals or personality. Each student is required to meet with their mentor a minimum of three times during the spring semester. (See Appendix 1.6A)
Transfer Motivational Conference	Each year the Puente Project programs at all of California (and participating Washington/Texas campuses) participate in one of two transfer motivational conferences (Northern and Southern CA). Students meet Puentistas from across the state and are offered the opportunity to speak with UC and CSU admissions representatives as well as participate in their choice of a variety of student relevant workshops ranging from medical/law school tips to stress management to DACA rights and attorneys who can provide answers to common questions/threats. (See Appendix 1.6B)
Noche de Familia (Family Night)	Every November, the Puente Project provides an on-campus event for our students and their families to attend. Parents/Guardians/Chosen loved Ones are provided information in both English and Spanish about the program and what to expect throughout the year. Food is provided along with an opportunity to ask questions to any of our faculty and participating administrators and staff. Student speakers are also featured to showcase some of their English written works while their Counseling class projects are showcased by acting as the main decorative attraction for the evening. (See Appendix 1.6C)
College Tours/Cultural Activities	Puente students are offered opportunities to tour various college campuses throughout the year. The program makes the effort to provide at least two campus tours per year.
Bus Pass (Monthly, 2016-2018; Daily-2019)	Students who were registered in at least 7 units could request a monthly bus from fall 2016 to fall 2018. Due to budget constraints students may now request daily passes for the number of days needed, but are no longer offered monthly passes.
Food Vouchers (As needed 2016-2018; Emergency only – 2019)	Student who needed food could request a food voucher from fall 2016-fall 2018, however, due to budget constraints, food vouchers are now available on an emergency basis only.
Gas Cards (emergency need only 2016-2018)	Student who remained enrolled could request a $25 gas card when needed at least two times per month, due to budget constraints, students may request

	this on an emergency basis only until the program runs out of cards. At this time there is no plan to restock gas cards.	
Remind App Communication	Student are provided immediate access to the Puente counselor using the Remind App. The application allows students to text their counselor directly while keeping the faculty member's phone number blind. Non-complex counseling and/or student services questions that do not require a face-to-face appointment are responded to as soon as possible. (See Appendix 1.6D)	
Social Media	The Puente Project at Grossmont College has discontinued use of the Facebook app due to the phasing out of this media outlet and has instead promoted and kept students engaged via Instagram. Currently, the #gcpuenteproject IG account has 148 followers. (See Appendix 1.6E)	

1.7 **STAFFING**: The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

Position/Name:	FTE/ hourly	Responsibilities:
Michele N Toral- Counselor/Coordinator	**1.0**	Intrusive counseling, education plan and personal counseling, program and event coordination
Julie Cardenas- English Instructor/Coordinator		Culturally relevant instruction, program and event coordination assistance
Dr. Carlos Contreras – History Instructor		Culturally relevant instruction, event guest speaker
Vera Sanchez - Cross Cultural Studies & English Instructor (beginning fall 2019)		Culturally relevant instruction (Monica Hernandez 2016-2017; Raymundo Quezada 2017, Jennifer Moreno 2018, Vera Sanchez 2019)
Perla Gonzalez (began spring 2019)		Student worker, leadership role and involved in planning and coordinating

1.8 **STUDENT SUCCESS**: How does your department/program contribute to student success outcomes (i.e. GPA, transfer, completion of educational goal, retention, capacity for future success)?

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NOTES:*

1) Cohorts 1 and 2 started Puente at ENGL 110 (1 below transfer-level)

2) Numbers below are reflective of Puente standards and use transfer criteria to measure goals. Students who do not need to complete a second transfer-level English course or any transfer-level math courses have not been pulled out of the statistics.

3) Cohort 3 numbers cannot be included due to pool only having attended college for one semester thus far.

(See Appendix 1.8A for data collection)

Cohort #1

● Fall to Spring Retention (94% registration [c 67%], 91% spring completion)

● GPA- Fall 91% 2.0 or higher with, 69% at 3.0+); Spring 86% at 2.0+, with 40% at 3.0+

● Completion of transfer-level English within three years = 86% (ENGL 120) [c 27%]with 54% (ENGL 124) completing two transfer-level English courses and ready to transfer

● Completion of transfer-level Math (MATH 120+) within three years= 57% [c 14%]

Cohort #2

● Fall to Spring Retention (97% registration [c 66%], 90% spring completion)

● GPA- Fall 90% 2.0 or higher with, 77% at 3.0+); Spring 74% at 2.0+, with 35% at 3.0+

● Completion of transfer-level English within one year = 84% (ENGL 120) [c 26%]with 52% completing two transfer-level English courses (ENGL 124) within 1.5 years.

● Completion of transfer-level Math (MATH 120+) within 1.5 years= 26% [c 14%]

The capacity for future success is significant. Given that the numbers above represent the results of the program in its most formidable years and include a multitude of changes including structural, instructional, fiscal and statewide mandates.

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1.9   **STUDENT EQUITY**: Describe how your program identifies and responds to the unique needs of special populations?

Comments	The Puente Project focuses on the Latinx student population. Data collected by, co-founders, Felix Galaviz and Patricia McGrath, indicated that the LatinX population's high college dropout rate pointed to three major factors: ● Avoidance in meeting with a college counselor, ● Avoidance of English course completion ● 98% of the population was the first in their family to attend college. As a result, The Puente Project responds to these needs by providing the following: ● An assigned, intrusive counseling approach and a mandatory counseling course to be taken in the students' first semester in college ● Mandatory English enrollment for two continuous semester with a Puente trained instructor who teaches from culturally relevant materials/texts and participates in group events with counselor ●Mentorship- Students are assigned a career or personality matched mentor in the spring semester who already has earned the minimum of a bachelor's degree and is willing to share their experiences as a college student and working professional (first-generation college graduates are our preferred mentors for this community). ● In addition to the traditional Puente student success model, Grossmont College also strongly recommends that our students take one of our partnered CCS or HIST courses to further enrich the students' sense of belonging on campus by offering culturally relevant content that empowers this student body. ● College tours and cultural events and/or celebrations are also provided to the students to encourage a *familia*-like experience and bring new and existing cohorts together.

1.10   **CAMPUS COLLABORATION:** Please describe how your program currently coordinates with other programs on campus. (*Note: Plans for new and improved partnerships are included in Section 4*).

Partner	Activities
Counseling	Puente is a counseling department program and provides a 100% program-specific counselor to The Puente Project. The counseling department supports the Puente Project efforts whenever possible by accommodating program needs and supporting events when necessary.
Cross-Cultural Studies	The chair of the Cross-Cultural Studies department has played an active role in the development of our program. Access to the CCS 126 was granted in 2016 after having been dormant for several years. Times, including online options, are offered to meet student needs. Every effort is made by the department to provide the program with student-centered instructors who are willing to provide "Puentified" instruction and engagement.
History	The history department provides a HIST 115 course with restricted enrollment for Puente students to enroll in during the spring semester beginning with spring 2019.
Financial Aid	Priority filing and follow-up was provided since the establishment of the program and continues to play a vital role in the program. Director, Michael Copenhaver, has supported The Puente Project since its inception and removes unnecessary barriers and hurdles

	whenever possible. The financial aid department has also provided students with a designated Puente Financial Aid Advisor to meet our students' needs.
Admissions & Records	Priority registration was established early during our first year. Restricted enrollment is also provided to protect Puente courses allowing us to maintain the integrity of our program goals.
Outreach	High school visits and presentations - shared calendar
SSSP	High school visits and presentations – shared calendar
English	The English department provides a co-coordinator who is reassigned 20% and teaches ENGL 120 + 020 in fall and 124 in spring. The chair of the department has supported the efforts of The Puente Project since 2016 and has positively impacted the program by being flexible and willing to accommodate student needs by offering courses at preferred times. ENGL 236 is recommended to Puente students in their third+ semester.
Umoja	Collaborate on events when possible
Latino Alliance	Latino graduation and cultural events including Latino heritage month

SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

PURPOSE OF SECTION 2.1 & 2.2: **Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity.**

Outreach
High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

Engagement
A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

Retention
A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

Institutional Capacity
The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.
- Use of **information technology** & **institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1   Summarize your program strengths in the following areas (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	The Puente Project collaborates with the Grossmont College Outreach and SSSP Departments by sharing calendars and attending application, registration and/or counseling sessions offered to new incoming students both on campus and at local high schools within the community. As we end our third year and prepare to embark on our fourth we have learned that the most successful recruitment has been from students who speak authentically about the program and encourage their friends and friends of friends to join. The Puente outreach video has been a source of strength in recruitment. We believe the strength is in the music. Each year we get a feel for current popular and upcoming musicians and incorporate the music of those artists into our videos. The video is updated each year to present accurate program information and changes and reflect the Puente student body as it grows. Now that the program can boast of its graduates and soon to be graduates we now have students who can speak for the program rather than leaning solely on the recruitment strategies of the coordinators. Students are by far the best resource for outreach.
Engagement	The essence of Puente is "familia" and in English familia means family. As popular culture reminds us, "Sometimes you wanna go where everbody knows your name and they're always glad you came" (Cheers, 1982) and "there's no place like home" (Wizard of Oz, 1939). The Puente Project is committed to providing a welcoming institution for our students by providing a family-like, inclusive environment. Engagement opportunities for students to establish, grow and maintain a support system of like-minded family members consisting of peers, instructors and mentors are provided several times per semester. Each year The Puente Project has hosted both private and actively promoted engagement activities ranging from college tours, museum visits, dinners and movie nights on the Grossmont College lawn (east of the quad).

Strategic Goal	
Retention	The Puente Project maintains an excel spreadsheet that carefully tracks every student's performance. Units attempted and units completed are tracked and updated at the end of every semester. A file is kept on each "Puentista" (Spanish for referring to a Puente student) and files are routinely reviewed. Our financial aid advisor routinely makes phone calls to our students to be sure their financial aid package arrives in a timely manner. The Remind App allows for quick solutions for minor issues and technical/academic support to be provided at the time of need. We believe this is a major strength as most communication to and from our population is delivered via smartphone.
Institutional Capacity	One of our strengths is our ability to provide mobile counseling to our students. Students were driving, finding rides, or taking the bus to get to campus to ask a simple question that could have been answered via text. Too many students were setting appointments for simple yes or no questions that could have been used for education planning or personal counseling. For the first few days of our priority registration season we make use of information technology and extend our lines of communication (phone, email, text) into the evening hours for students who get stuck with technical difficulties during registration.

2.2   Summarize your program challenges in the following areas (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	One of the difficulties with outreach was encouraging students to participate in a program that was relatively unknown. During our first year presentation and outreach materials had not yet been created. Once created, only one cohort existed and numbers to boast of our success was limited to a cohort that had not yet graduated/transferred any students. The changes in policies such as AB705 have also caused us to change/update materials year to year and consistent criteria for program information distribution could not be maintained, which led to confusion for anyone except coordinator to share out and spread the word. The multiple measures now being used for assessment and placement will increase our pool of potential students and our goal is to run two cohorts instead of one beginning with the fall 2019 semester.
Engagement	There is opportunity to collaborate with Via Rapida for both outreach and student engagement. Opportunities to provide more on-campus engagement activities and events for students throughout the semester can be developed. Selecting instructors who are an appropriate fit for the program would likely increase rates of success.
Retention	Support with coordination from a student hourly would increase educational planning productivity and provide time to reach out to students whose progress has been stalled as well as create time for regular on-campus activities that lead to academic success such as study sessions and book discussions. Selection of faculty who are an appropriate fit and can meet the needs of our student population.
Institutional Capacity	Increasing institutional capacity for equity can be achieved by understanding our students' experiences and using that information to lead to equitable outcomes. That is the purpose of a program like Puente. A challenge we face is placement of effective human and physical resources such as faculty that are most equipped and suited to meet the needs of our population.

SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 3.1 & 3.2: **To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.**

3.1   Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

SSPR Recommendations:	N/A
Response to Recommendations:	N/A

SSPR Recommendations:	N/A
Response to Recommendations:	N/A

SSPR Recommendations:	N/A
Response to Recommendations:	N/A

3.2   If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	N/A

SECTION 4 – STUDENT OUTCOMES

PURPOSE OF SECTION 4: **To access practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs).** SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.

Grossmont College Student Services Outcome:

*Students will have **access** to a **spectrum of services** that respond to their **needs**, provide **quality information**, and are delivered with **authentic care**.*

4.1   How does the population you serve assess your department/program? Describe the various methods by which students provide feedback to your department or program.

Comments:	- Students are asked for verbal feedback by the Counselor/Coordinator on a continuous basis - That feedback is then addressed and steps are taken to improve quality of service - Surveys are collected at the end of the semester, year, or activity/event - That feedback is also addressed and steps are taken to improve quality of service

4.2   Student Service Outcomes (SSO): Services

Please use the table to fill in the appropriate information regarding:
- Department/program SSO to be measured
- Indicate linkage to the GC Student Services Outcome (checkbox)
- Assessment Tool - Briefly describe assessment tool
- Next Steps/Timeline– Indicate 4-semester plan to implement the SSO assessment process

GC SSO components (Check all that apply) X Access □ Services X Student needs □ Quality information X Authentic care	Program SSO	Student will have direct access to Puente Counselor/Coordinator		
	Assessment Tool	Remind App conversation history records		
	Next Steps & Timeline			
Semester: Summer	Semester: Fall	Semester: Spring	Semester:	
Add students to Remind App	Begin two-way communication	Continue two-way communication		

GC SSO components (Check all that apply) X Access ☐ Services ☐ Student needs X Quality information X Authentic care	Program SSO	As a result of participation in the *Noche de Familia* event students and their loved ones will be introduced to Puente faculty and provided with a familial experience on campus and provided with general counseling, financial aid and college navigation information needed for success along with the opportunity for family, friends and students to ask questions.
	Assessment Tool	Annual hosting of the *Noche de Familia* event
	Next Steps & Timeline	

Semester: Summer	Semester: Fall	Semester: Spring	Semester:
Secure date and venue (Griffin Gate)	Attend event	Collect feedback	

GC SSO components (Check all that apply) ☐ Access X Services X Student needs ☐ Quality information X Authentic care	Program SSO	As a result of participation in the Mentor Mixer event students will have the opportunity to establish a relationship with a college graduate who will share life and career experiences with them and encourage academic growth.
	Assessment Tool	Annual hosting of the Mentor Mixer event
	Next Steps & Timeline	

Semester: Summer	Semester: Fall	Semester: Spring	Semester:
Secure date and venue (Griffin Gate)	Plan, organize and prepare for event	Attend event	Collect feedback

4.3 Student Learning Outcomes (SLO): Workshops

GC SSO components (Check all that apply) ☐ Access X Services X Student needs X Quality information ☐ Authentic care	Dept/Program SSO	As a result of participation in the Transfer Motivational Conference (TMC), students will be exposed to a 4 year campus, university admissions representatives, provided relevant workshops and cultural empowerment.
	Assessment Tool	Annual participation in the Puente Transfer Motivational Conference
	Next Steps & Timeline	

Semester: Summer	Semester: Fall	Semester: Fall	Semester: Spring
Secure transportation	Collect student travel documents	Attend TMC	Collect feedback

Student Learning Outcomes (SLO): Courses

Section 4.4 – 4.12 *Applicable only to departments/programs that offer courses of instruction.*

4.4   Please use the table to fill in the appropriate information regarding:
- SLOs measured
- Assessment Tool - Briefly describe assessment tool
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps/Timeline - How will you address the needs and issues revealed by the assessment?

SLO MEASURED:	--Information below has been copied from draft version of counseling department SSPR. For final version please see Counseling Program Review—PUENTE follows the counseling department's SLO's for the mandatory COUN 120 course.
	COUN 120: We measured three SLO's in Fall 2011 - 1) Assess the students' learning styles and develop study strategies to utilize their identified learning styles. 2) Identify and use time management strategies to facilitate an effective study schedule. 3) Develop and apply an educational plan consistent with major and career goals.
ASSESSMENT TOOL:	Exit Survey - Students were asked three questions regarding the SLO's and were required to answered yes or no to determine if the SLO's were met. The three questions were 1) Were you able to identify your learning style and develop a study strategy to utilize your identified learning style? 2) Were you able to identify and use time management strategies to facilitate an effective study schedule? 3) Were you able to develop and apply an educational plan consistent with your major and career goals?
ASSESSMENT ANALYSIS:	SLO #1 – 100% Success; SLO #2 – 96% Success; SLO #3 – 98% Success; Recommendations for next cycle of this assessment – No changes, exceeded benchmark of 75%

NEXT STEPS & IMPLEMENTATION TIMELINE			
Semester: We are in the process of restructuring our SLO schedule, tools, and process. Therefore, we will be re-assessing COUN 120 in Fall 2019 using our new assessment tool to obtain purposeful results that can be used to improve teaching and learning.	Semester:	Semester:	Semester:

PURPOSE OF SECTION 4.5 – 4.8: **To show how SLO assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning. Briefly answer the following questions.**

4.5   How does your department manage and follow the 6-year SLO Assessment Plan?

Comments:	Please Grossmont College Counseling Department Program Review

INSTITUTIONAL LEARNING OUTCOMES

PURPOSE OF SECTION 4.13: **To describe how Institutional Student Learning Outcomes (ISLOs) are supported by your department/program.**

4.13   Check each ISLO supported by your program. Please describe <u>two examples</u> that demonstrates how the work of your department or program links to the *selected ISLO(s)*.

	ISLO	Description
X	**Critical & Creative Thinking**	<mark>--Information below has been copied from General Counseling Program Review—</mark> Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion. Students will analyze, connect, and synthesize ideas in order to creatively solve problems. Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.
	Comments:	Counseling Services:1) Counselors help students to creatively combine their results from career assessments and research to adequately choose a career that fits their personality, interests, and values. 2) Counselors assist students in clarifying their career and educational goals through thoughtful discussion, research, and planning. Students learn to gather their information and to make an informed decision about their future career choice and educational goal. COUN Courses: 1) Students are required to explore the world of work and to critically and creatively think about their role in it. 2) Students are required to summarize their career/personality/learning strengths assessment results and to apply them to a career choice and/or develop learning strategies to address their learning needs.
x	**Communication Skills**	Students will communicate effectively through reading, writing, speaking, and listening.
	Comments:	Counseling Services: 1) Students express their career and academic needs and listen to our explanations regarding degree/transfer requirements in order to obtain an accurate educational plan 2) Students communicate their personal concerns/hardships and counselors assist them in addressing these issues in order to increase their student success. COUN Courses: 1) Students conduct presentations in our face-to-face classes and work on listening and speaking skills. 2) Students communicate their level of understanding about student success topics through journal entries and/or research papers.
x	**Global & Local Perspectives**	Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live. Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.
	Comments:	Counseling Services: 1) Students meet with a diverse group of counselors. We have counselors with different counseling styles and orientations, along with those from different cultural/religious backgrounds 2) When discussing careers and the world of work with

		students, we may ask questions that require the students to reflect on how the economy, the environment, and desired lifestyle they desire to have may affect their future career choice. COUN Courses: 1) In COUN 120, diversity is a required component that is presented and discussed. 2) We encourage respectful interaction between classmates/instructor and students, and discuss differences in learning, personality, and/or diversity in the workplace/classroom in our courses.
x	**Technology & Information Skills**	Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly. Students will demonstrate skill in the use of technology and its ethical and responsible applications.
	Comments:	Counseling Services: 1) Students are shown important transfer websites we use in our counseling sessions that they can refer to later for future reference. 2) Counselors also share online career tools they can utilize when conducting career counseling. COUN Courses: 1) Students are required to conduct career research in some of our COUN courses. Students are taught to critically evaluate the information available and to gather information from at least 3 resources to increase source validity. 2) Students complete a library research tutorial in some of our COUN courses.
x	**Life & Career Skills**	Students will engage in self-reflection to cultivate their personal development and well-being. Students will engage in and interpret various forms of creative expression. Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.
	Comments:	Counseling Services: 1) Students are asked to reflect on their academic and career choices in our counseling sessions in order to provide and confirm clear goals for educational planning. 2) Students also self-reflect on and discuss personal issues in our counseling sessions that may be positively or negatively affecting their student success. COUN Courses: 1) The COUN courses require students to self-reflect on their aptitudes, behaviors, interests, values, and/or skills. 2) The students analyze and synthesize their career/personality/learning strengths assessment results to better understand themselves as students and employees, and to increase their overall student success.

SECTION 5 – STUDENT DATA

PURPOSE OF SECTION 5.1: **To use Key Performance Indicators (KPIs) to demonstrate the following:**

- **Scale of operation**
- **Efficiency**
- **Effectiveness**

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 5.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:
Mandatory counseling appointment with Puente Counselor to create CEP, personal crisis, at-risk, etc.	37*	68
ENGL 020 support course offered beginning fall 2018	0	35
Transfer Motivational Conference	35	30
Noche de Familia	37	31
College Tours/Cultural Activities	37	68
Remind App	37	68
Social Media	37	112
Monthly Bus Pass (No longer offered beginning fall 2018 due to budget)	9	14
Food Vouchers (No longer offered beginning fall 2018 due to budget)	21	30
Gas (No longer offered beginning fall 2018 due to budget)	20	24
*Each spring semester The Puente Project takes in more students to stay at capacity in the event that we lose students. Please note that at times we accept a student who is not required to take the English or CCS courses. ALL students must take COUN 120. These exceptions are reflected in our numbers.		

PURPOSE OF 5.2: **Summarize findings of additional data provided by the Data Liaison.**

Comments:	The Puente Project did not receive any additional data from the Data Liaison.

PURPOSE OF SECTION 5.3 & 5.4: **To examine the trends represented in the data from 5.1 - 5.2.**

5.3   What does the data illustrate about your department's contribution to student success outcomes (i.e. increase GPA, promote transfer, support completion of educational goal, improve retention, strengthen capacity for future success)? As compared to previous years?

Comments:	100% of students who stay in the program for the duration of the first semester have a CEP. According to the 2018 Grossmont College Scorecard, Completion for LatinX students is 40.6% while the percentage for Underprepared, LatinX students is 38.2%. These numbers reflect completion for students tracked across six years. By the end of the current semester, Puente's completion rate will boast 43% of students who are completing within 3 years. It is important to note that these numbers reflect success within half the amount of time reported in the college's scorecard. It is also important to note that although these students entered the campus at varying math levels (both prepared and underprepared), all of these students began their college career at 1 or 2 levels below transfer-level English. While 34.2% of LatinX students at Grossmont College complete transfer-level English (ENGL 120) within their first year, Puente students boast an 84% within their first year with an additional 54% having completed ENGL 124 within their second year.
Comparison to prior years:	There is no data for years previous to 2016 as this is the year The Puente Project was established at Grossmont College.

5.4   What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page).
Does the data suggest any areas of need or gaps in service?

Comments:	The Puente Project's current data illustrates what a family-like experience can inspire in students. In reviewing student feedback the most commonly expressed service that students comment on is the availability of their counselor and the overall experience of a comfortable learning environment. The Remind App appears to be the most useful resource for timely responsiveness. Our numbers are reflective of our trial years, which is has changed yearly and even by semester. • Efficiency- Remind App allows for "counselor at our fingertips" • Responsiveness- Number of changes reflects our responsiveness to student needs • Timeliness- Generally, students have immediate access to counselor and needs are addressed as soon as possible • Number of Service Request- Students have voiced that they would like study sessions and more activities along with the return of bus passes. We will do all we can to address these needs and find options to meet the need.
Need/gaps:	Our completion, CEP and transfer-level English completion is doing remarkably well, however, our persistence stays equal to the general LatinX population. As the program grows that availability is shrinking. Support in the area of reaching out to students after their first year from the co-coordinator would help with persistence and retention. In reviewing student surveys we have learned that students would like more group activities and opportunities to study. This population needs a high-touch approach. Selection of instructors/coordinators should be targeted to those who are willing and able to provide this to the students.

SECTION 6 – GOALS & IMPROVEMENT

PURPOSE OF SECTION 6.1 – 6.3: **To describe the main goals and objectives for the program (goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students).**

6.1   What were your goals in the last program review cycle, and did the program achieve those goals?

Goal 1:	The Puente Project was not a part of the last program review cycle
Results:	

Goal 2:	
Results:	

Goal 3:	
Results:	

6.2   Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

Comments:	*Remind* App remains the most commonly utilized resource. This allows students to reach their counselor whenever needed. This also allows questions that do not require a full appointment to be answered without exhausting the students' gas, bus, time or other financial resources. *Remind* allows for mass communication of deadlines and important information. Most importantly, student feel a sense of security and commitment from the program.

6.3   Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

Comments:	The requirement for an English course in the second semester without much communication from the instructor and without a counseling course requirement leaves the counselor in the dark until grades come out. As a result, we will seek to add a 1 unit counseling course and consider inviting more intrusive English instructors to join the program.

PURPOSE OF SECTION 6.4 – 6.10: **The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and also review how these efforts inform department improvement and refinement.**

6.4   Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last 3 years; and the process used to implement the changes.

Program change:	Process used to implement:
English 120 to replace English 110	AB 705; Discussion with chairs and deans
English 124 to replace English 120	AB 705; Change with chairs and deans
Change in CCS or HIST as requirement to recommendation	Student feedback led to co-coordinator discussions
Bus Passes (Monthly)	Budget reduction
Gas Cards	Budget reduction
Food Vouchers	Budget reduction

6.5 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department or program, and describe any measures that have been taken to respond to these factors.

Comments:	The budget led to the ceasing of all bus passes, gas cards, food vouchers and ability to purchase helpful supplies such as calculators and textbooks.

GOALS: Next Three-Year Cycle

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

Comments:	Goals are identified upon reviewing counselor's tracker (spreadsheet) and observing activities while also collecting feedback from students both verbally and in survey form.

6.7 Make a rank ordered list of priority goals for your department/program for the next three-year cycle.
Refer to "SMART" Goal standards and Grossmont's strategic plan.
Smart Goals: Specific – **M**easurable – **A**chievable – **R**elevant – **T**ime-Bound
Strategic Plan (see Section 2)

Alignment w/ GC Strategic Plan **Check all that apply** X Outreach ☐ Engagement ☐ Retention	Goal #1:	**Add a second cohort (additional 20-student load)**
	Linkage to dept or GC SSO:	
	Description:	**Scale the program up by adding an additional cohort to serve more students**
	Problem or gap being addressed:	The opportunity to support more students and provide a second time frame
	Action Plan:	Begin recruitment at high schools in March
Institutional Capacity (IC):		

Alignment w/ GC Strategic Plan Check all that apply ☐ Outreach ☐ Engagement X Retention	Goal #2:	**Add follow-up to English instructor/co-coordinator duties**
	Linkage to dept or GC SSO:	
	Description:	
	Problem or gap being addressed:	Increase persistence
	Action Plan:	Rather than meeting weekly we will meet bi-weekly to allow biweekly communication from English instructor during reassigned time. Student should be in contact with Puente faculty from their first year until they transfer.
Institutional Capacity (IC):		

Alignment w/ GC Strategic Plan Check all that apply ☐ Outreach ☐ Engagement X Retention	Goal #3:	**Add COUN 104**
	Linkage to dept or GC SSO:	
	Description:	
	Problem or gap being addressed:	Increase persistence
	Action Plan:	Beginning in the spring of 2020 we will add a non-mandatory COUN 104 class to The Puente Project experience. This course will address the hurdles that often trip students during their first year in college. This course will be offered to all continuing Puente students to support their success.
Institutional Capacity (IC):		

6.8   Answer the following questions related to **Student Equity** and your department's efforts to address achievement gaps in special populations.

Access: How do you ensure that students from special populations have access to your services?

Comments	The Puente Project seeks to attract students from our target population at first sight. It begins in our marketing strategy of using iconic/historically relevant images. For example, the Mayan calendar used in our flyers along with the mixing of Spanish terms such as Latino/LatinX and *familia*. The counselor and students (beginning in April 2019) will go out to high schools to recruit and assistance student in both English and Spanish. Contact information and up to date program information is available online along with the student information form for interested students. Puente is also working with SSSP, Outreach and Via Rapida to promote program whenever Puente representatives are unable to attend events. We have found that using LatinX inclusive music and language to our marketing materials and communication creates a sense of belonging and community from the onset. Puente also continuously seeks out partnerships with instructors who have established a student-centered structure in their courses/classes. Students are able to easily identify instructors who genuinely and authentically care about their success. Those are the partnerships we seek to build.

Support: How will you increase or improve support to special populations to promote their success?

Comments:	Continue to provide a safe, inclusive and empowering environment. Continue to provide ongoing immediate accessibility to counselor.

CAMPUS COLLABORATION

6.9 Please describe plans for improved collaboration (per Section 1.10) or new partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

Partner	Plans for New (N) or Improved (I) collaboration	Positive impact
Cross-Cultural Studies	Improved: New instructor sought out to teach CCS 126 course during fall semester.	Course to be offered online to accommodate more students' schedules
SSSP	Improved: Outreach and onboarding	Streamlined process
Via Rapida	New: Students in this program already identify as LatinX and both programs have similar goals. Will collaborate on mutual goals whenever possible.	Increased activities and extended services
Financial Aid	Improved: Financial aid advisor will be invited to work with our students throughout the year and before the first semester begins	Efficiency, avoidance of delayed aid

6.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments	The Puente Project focuses on more than student academics. Numerous students are working on campus as FWS and hourly employees due to word of mouth recommendations because of the type of students we recommend. The close-knit nature of our students is also something worth noting. The numbers will reflect stronger as the program grows and is able to take more ownership of its structure. As of now we are operating as it was designed by our administrators. The presence of Puente students cannot be overlooked when we gather together. Puente's website is up to date and videos are posted for the campus and community to see what we are doing as a group.

SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 7.1-7.3: To examine current levels of staffing as it relates to department function.

7.1   For reference, please copy and paste staffing summary from Section 1.7

Position/Name	FTE
Counselor/Coordinator	**1**
English Instructor/Coordinator	**1**
Student Worker	

7.2   How do these positions contribute to basic department function and/or the success of students in the program?

Comments	The positions listed in 1.7 are collaborations and are not officially part of our program. I will concentrate on the three positions that are identified as part of The Puente Project. Counselor/Coordinator – Oversees the coordination of program. The main function of the counselor/coordinator is to teach the Counseling 120 course, to act as the primary counselor for all Puente students until transfer/completion, and to plan and organize Puente events and activities. Counselor/Coordinator also recruits new students, participates in program presentation as various venues and acts as liaison and point of contact for all Puente appointed staff including but not limited to financial aid advisors, chairs of participating departments, admissions and records specialist and master scheduler. Maintains communications with students from first semester until completion including continuous communication with students who have stopped attending. English Instructor/Coordinator – Teaches assigned Puente English course, attends weekly Puente meetings and assists with event planning. Student Worker – Assigned as of spring 2019. Assists with coordinating of Noche de Familia, Mentor Mixer (Creating personalized profile for all participants) and all other printed program needs. Assists with counseling appointment scheduling and bus pass distribution (daily passes only). Assists with planning of activities, creating and collecting surveys, and calendar reminders.

7.3   Are the current levels of staffing adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

Comments	The Counselor/Coordinator carries the load of all program needs and student communication. During years 1 and 2 the load was manageable due to the program having a limited number of students (35+ continuing + 31 new). The 3rd year began to get heavy. The 65+ students combined with the current cohort of 37 is taking a significant toll on time. With the arrival of the 4th and 5th cohorts for the 2019-2020 year the load for student contact combined with the teaching of two courses and the coordinating of all events cannot meet student needs in the manner in which the program was intended. A Co-Coordinator would assist in providing comprehensive services to the growing number of participants.

PURPOSE OF SECTION 7.4 – 7.6: **To determine how departments utilize various campus facilities and the impact on student service delivery and access.**

7.4   List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	- Classrooms - Computer labs - Griffin Gate - 4 year campuses - Grossmont College Quad and grass area - Virtual (videos, social media) - Counseling office - Financial Aid office

7.5   Are the spaces listed in 7.4 adequate to meet the program's educational objectives? Yes **X** No ☐

- If you checked 'Yes', please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

- If you checked 'No', please describe the current use of facilities and your department's efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program, and explain how space limitations inhibit your department's ability to adequately meet its educational objectives.

Yes:	Noche de Familia and Mentor Mixer are both held at Griffin Gate. Each of these events hosts between 60 and 130 students and guests. All Puente courses are taught inside classrooms with the exception of our newest change, CCS 126, which will be taught as a hybrid course online. Computer labs offer students the opportunity to apply to colleges when reserved or work on assignments as planned by the instructor. Four-year campuses open their doors to host our annual Transfer Motivational Conference as well as hosting tours throughout the year. The Grossmont College Quad and grass area has been reserved by Puente for on-campus activities such as guest speakers and movie night on the lawn. Puente videos and social media can be access virtually and the counseling and financial aid offices function as intended for appointments.
No:	

7.6   What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	In an effort to meet student needs The Puente Project has taken the initiative to make program changes each year. From starting at ENGL 120 and 020 as a response to AB 705 to changing our start times to accommodate those student who rely on public transportation. As a high-touch program the counselor/coordinator is available into the evening hours for emergencies and during peak periods such as registration and withdrawal deadlines.

	Beginning fall 2019, one of our courses is set as an online hybrid to accommodate more students and to familiarize them with the online platform as well as to better orient the student with Canvas. Another proactive step we have taken to meet educational objectives is the addition of a second cohort for the 2019-2020 school year. One cohort (4) will begin as usual at 9:30am while the second cohort (5) will begin at 11am.

PURPOSE OF SECTION 7.7: **Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).**

7.7   Fill in the table with your resource needs – indicate the guiding goal, type of request, and brief description.

Indicate which goal(s) guide this need:	*Type of Request: P, T, PH, PD, O	Brief description:
Second cohort	O	Addition of a second cohort to run simultaneously with first
Follow-up from co-coordinator throughout students' Puente experience	P	Co-coordinator to increase engagement by providing more high touch experience
Addition of COUN 104 to spring semesters	P	Counselor to teach second counseling course (104) to increase persistence and retention

*Type:
 P = Personnel: list faculty and staff in order of priority
 T = Technology
PH = Physical: list facility resources needed for safer and appropriate delivery of services
PD = Professional Development: list need for professional development resources in priority order
 O = Other: list any other needed resources in priority order

7.8   Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

Comments:	We continue to pursue the right "fit" between students and the selected courses and instructors. It has significant impact on the success of the students and the program.

PURPOSE OF 7.9: **The committee is looking to recognize department/program efforts for outside funding.**

7.9   If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	The Puente Project receives $1,500 annually from the Puente Statewide Office. Such funds are to be used to provide students with the mentor mixer experience including food, materials and other supplies. For the 2018-2019 school year The Puente Project received a one-time grant of $1,000 for the College Support Grant from the Foundation for Grossmont & Cuyamaca Colleges/GCCCD Auxiliary.

SECTION 8: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 8.1 & 8.2: **To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.**

8.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program.

2. Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas.

Question:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. SSPR Value	☐	**X**	☐	☐	☐
2. Useful for Analysis & Assessment	☐	**X**	☐	☐	☐

8.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	

Appendix 1.6A

https://doc-0s-5o-docs.googleusercontent.com/docs/securesc/vjgk1t9vl3mofv24q95ir67g7g1rmqan/clf0evu6arrp0a9g7kkc0d2dj1v04pci/1554163200000/01853212975316683783/01853212975316683783/1ZcbFiv8SQ9-qDReEmhpRpyoObE8AKNic?e=download

Appendix 1.6B

https://drive.google.com/file/d/1xJT-15dX_0tbO-fnrXDXdtJmm2idALOg/view?usp=sharing

Appendix 1.6C

https://drive.google.com/file/d/1UNAIiIR1tgj50QJZRUCINxZD06PYYbc4/view?usp=sharing

Appendix 1.6D

https://drive.google.com/file/d/1MDaLj9FDfWstGjxKCmHoJgGW-3f0jRg9/view?usp=sharing

Appendix 1.6E

https://drive.google.com/file/d/1h5PbQwND9Q6z7r00HQ5r-7TaWJwVWCIw/view?usp=sharing

Appendix 1.8A

https://drive.google.com/file/d/1lqywreSJwSG-s2dEfIzEC02E3k-Rvipm/view?usp=sharing