

Learning Communities Program Review Year Five - Puente Latest Version

This cycle is to be used by Learning Communities to complete the Program Review Year Five Update.

1. Program Update : Version by Scoggins, Anthony on 01/26/2022 21:57

A. Describe any important changes or updates within your program since the 2019-2020 Program Review Year 3 Update. (staffing changes, program changes, etc.)

In the Fall of 2021, Puente added a new co-coordinator/Puente Writing instructor, Anthony Scoggins. Stacey Miller is currently teaching 1 section for Puente. but she is no longer the coordinator. We still continue to maintain two cohorts with the new co-coordinator along with the other co-coordinator and Puente counselor, Dr. Trinidad Zavala. This semester, we continue to provide our classes and teaching format to a primarily online experience, yet the new co-coordinator has augmented his course to be hybrid, meaning students meet once a week face to face while everything else is primarily online. This face-to-face component should allow us to retain more students as well as conduct workshops, office hours, and possible future Puente activities. However, at this time, most events and activities will be held online until further notice. In Spring of 2022, the 2nd year English class will continue to be hybrid, and we shall attempt to hybridize any kind of professional development or training. Additionally, Puente continues to offer blocked sections of courses, such as Speech 110 and Drama 30.

2. Engagement : Version by Scoggins, Anthony on 01/26/2022 21:57

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Puente faculty and staff have engaged in the following institutional efforts: curriculum committee, the 2nd floor Student Union users meeting, the learning community coordinator's meeting, and eLumen/Program Review training. Additionally, we continue to attend counseling department meetings, English department meetings, and we also have our own weekly Puente team meetings. Finally, we intend to develop a professional development presentation/workshop on Puente Mentorship. We shall endeavor to do Puente Mentor training with the Berkeley office in Fall of 2021, as well.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Overall, we as faculty and staff have engaged in many things. We start off with El Dia de Los Muertos in Oakley, a face-to-face event that includes not only Puente but also the entire student population at LMC. In the past, since 2018, Puente had gone to face-to-face Day of the Dead community events in surrounding Bay Area communities, such as trips to San Francisco, but we have held back in the past due to COVID concerns. In the past, we have also engaged in Cesar Chavez celebrations in the community and at LMC; we intend to do the same when the time comes, albeit perhaps in an online format or as an option for those who do not feel safe. Also in the past, we have held scholarship events on campus with vendors such as *taqueros*. Finally, we have invited our community to *Loteria night*, as well as cultural events with *folklorico* dancers. COVID permitting, we will continue these events in the Spring of 2022. Finally, as an option, we are now collaborating with other Learning Communities for new Welcome Day events; one example includes a Halloween Night on Thursday, 28 October.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

Part-timers and students are included in both decision-making and discussions. First, our new English co-coordinator includes himself in all of these items; second, we have an embedded tutor in one English 100/100S that is included in discussion and decision-making regarding matters pertaining to this specific course. She also helps with providing feedback and grading with the guidance and training by the English co-coordinator. As for our students, we poll them in decisions related to Puente events, such as workshops and cultural events like El Dia de Los Muertos. In 2018 and before, we had collaborated with Puente Club officers for Puente events and activities, and we intend to continue to do once we reestablish our Puente club with a new president.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

N/A.

3. Data Analysis and Goal Setting : Version by Scoggins, Anthony on 01/26/2022 21:57

Overall Data Analysis

A. Where is your program being most successful? Why do you think you are achieving success in this area?

From 2020 through 2021, Puente has been successful with serving and maintaining predominantly low-income students. Noting the workbook tab on Cohort Enrollment, we do see an increase in low-income students, compared to the previous semesters. We may be achieving success in this area due to the fact that this college has a large Latino demographic, and some of those students are in the low-income category. Currently, we have not seen a drop in the maximum number of students that Puente can serve, even throughout the pandemic. We also offer college guidance in both counseling and English; we act as a family and work together, which makes our program more inclusive and comfortable to ensure their success. Furthermore, we do our best to keep our students well notified of student services, cultural events, and anything else so that they can become more involved in assuring they feel they are part of not only the Puente community but the LMC community as a whole. These services have helped us to improve student retention and participation. Finally, intrusive counseling and culturally responsive English empowers our faculty and staff to help students connect to a much deeper level that contributes to their overall support and growth.

Overall Data Analysis

B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

Our old question continues about helping our Puente students with passing Math. From Fall 2017 to Fall 2018, the Math Completion tab tells us that completion of first-year math fell from 59% to 40%. We are unsure as to why this is occurring, but in order to improve upon student completion, we intend to work with the Math department to understand why this is happening, and how to support our Puente students in completing math.

Equity Data Analysis

The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.

C. Where are the biggest equity gaps for the identified DI populations in your program?

In short, we do not have any major equity gaps in the identified DI population for our Puente program. We still have minimal representation in the Student Equity Plan: On the cohort enrollment page, we have no specific overall representation for Latinx success. In short, we do not have a clearly-identified DI population here; instead, we have been overgeneralized into the category labeled "Low Income." This is highly inequitable, given the fact that we are not included as a distinct population to represent our future successes more accurately and best. Granted, we do have most students who are low income, but this number gets mixed up with other populations who are low income. Also, we have approximately two students with identified disabilities, and there may be others who can be identified as DSPS. Finally, we have a small population of foster youth in our program (approximately 3-5% of our population).

Equity Data Analysis

D. What does the data suggest in terms of future needs/directions?

As mentioned before, from what we can tell, the data suggests that we are currently meeting the overall needs of our targeted student population. From last program review, we stated that "consistently, year to year, over three-quarters of our Puente students identify as low-income. And consistently, their success rate meets or exceeds the overall program success rate. [It] suggests that the supportive environment Puente provides is working for students." In Fall 2018, however, there was a slight dip from 84% to 78% overall success rates, the "low-income student" category (our basic DI representation for Latinx). We are currently meeting the needs of these students. As a special note, low-income students doubled from Fall 2017 to Fall 2018, so that may explain the slight dip.

Equity Data Analysis

E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.

At this time, we do not have any major steps since there are no major equity gaps. However, we are encouraging low-income students to enter the Puente program, and we are offering assistance in completing financial aid documentation and are willing to meet with students and their low-income parents to orient them to the college process. Our goal is to alleviate any concerns or fears regarding the affordability of college.

Goal Setting

EXCEL: Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

No Value

Additional Data Needs

F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.

We continue to carry the message from the previous program review, quoted directly here: "First-generation students at LMC, then disaggregated, including Latinx/Hispanic; course completion; first year success; time to acquire transfer-ready status. • A comparative chart of Latinx/Hispanic students, Puente cohorts, and first-generation students across the indicators listed above. • Comparative chart of all LMC learning communities and course success data.

4. CPR Goals Update and Alignment

Impact of Resource Allocation