

LMC Comprehensive Report (Program Review)

Learning Communities

Fall 2017

Program: Puente

The following provides an outline of the required elements for a comprehensive report (program review) for Learning Communities.

1 SUMMARY OF PREVIOUS EFFORTS (FOR ALL PROGRAMS)

1.1 ANNUAL REPORT UPDATE ANALYSIS

Analyze your annual reports (objectives and improvements) over the past 4 years. Describe your prior years' goals and corresponding activities. Summarize the major impacts for completed objectives. For objectives that were not completed, provide an update on the status (or if abandoned, provide a brief rationale).

Over the past four years, the goals for Puente have remained similar: broaden the scope of the program into the second year or multiple cohorts in the first year, focus on a sustainable staffing structure, redesign the personal development course, and continue to increase the number of transfer-ready students.

Broadening the scope of the program has become a significant challenge. Much of the discussion has centered around broadening the depth of the program (offering Puente-specific courses into the second year) or the breadth of the program (offering more than one cohort in the first year). Both approaches would no doubt strengthen the program, however without the staffing infrastructure to support such an expansion (either way), any changes would not be sustainable over time. If the college wants to see Puente expand then there needs to be a redesign of the program; expansion cannot rest on the shoulders of one English professor, a Counselor with only 50% time allocated to Puente, and any hourly administrative support we may be able to garner.

The past several years have also seen a shift in the personal development/Counseling class offered to first-year Puentistas. From Counseling 32 and 34 to ACS-010, the course offerings have varied in an attempt to best meet student needs. With the recent focus on Accelerated English and Math courses, which Puente students tend to enroll in during the first semester, Puente coordinators are again examining the ACS-010 course and determining whether its structure and course demand is the best fit for Puente student; a shift in course offering for Fall 2018 may occur.

As a program designed for getting students ready for transfer, our focus continues to be on the number of transfer-ready Puente students each year. Our previous goal was doubling the number of transfer-ready students, which we achieved. This year's goal is to bring the number of transfer-ready students up to 33% within three years and 50% within four years.

1.2 ASSESSMENT SUMMARY (OPTIONAL)

If your learning community has PSLO's, complete the following section. Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

Not applicable to the Puente program.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success.

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

All new Puente Counselors and English Instructors must attend a week-long Puente institute training at UC Berkeley. This training illustrates and outlines the expectations of the Puente program and trains new coordinators and instructors in the Puente model. In addition, the Puente Counselor and English Instructor attend a Fall and a Spring training that is organized by the Statewide Puente office where coordinators discuss best practices in the classroom and for the program itself.

Unlike general conferences and workshops, Puente trainings are designed to meet the specific needs of the Puente English and Counseling courses, as well as assist individual campuses with program development.

Puente coordinators also attended UC, CSU, Student Success, CTE, and Transfer Success conferences. More specific professional development included attending the National Council Teachers of English annual conventions for the English Instructor.

Professional Development opportunities have been sufficient to support the needs of the Puente program up to this point. Aside from Northern California and statewide Puente trainings, which are specific to the Puente program, attending conferences directly addressing issues of student success and equity for underrepresented students would benefit Puente coordinators, particularly as they look towards program growth.

1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your learning community and other units/programs (i.e students services departments, instructional departments, other campus programs, etc.), and impact (directly or indirectly) on student success.

By its very nature, Puente is an intrinsically collaborative learning community between the Counseling and English Departments. The Puente Counselor and English Instructor conduct weekly meetings which focus on the needs of individual students as well as coordinating program events and trips. Additionally, instructors in both courses involve professors and classified staff from other departments on campus,

bringing them in direct contact with Puente students. For example, in the English class, LMC Faculty and Staff have participated for the past two years in a First-Generation panel for Puente students. The panel corresponds with students' reading of a first-generation student's foray into higher education. Faculty and staff participate from across campus in an intimate conversation about first-generation students and navigating college. In the Counseling ACS-010 course, the Puente Counselor invited faculty from a variety of departments on campus into the classroom to discuss course offerings and to demystify college courses and professors outside of the Puente program.

Occasionally, Puente students and Transfer Academy students share a guest speaker or other classroom/curricular resources. For example, several years ago Puente students participated in the First Friday series hosted by the Transfer Academy. This year, Puente partnered with the Children's Literature course taught by JoAnn Hobbs in the English Department, sponsoring poet Gary Soto's reading on campus.

2 DATA ANALYSIS: (REPORT DATA FROM THE PAST 5 YEARS)

Review your data and analyze major changes that have occurred in your program over the past five years. What patterns/trends do you notice and what were the contributing factors that led to them? Where do you notice key successes? What are areas for improvement and how might your program address them?

2.1 ENROLLMENT (RECRUITMENT) & RETENTION ANALYSIS

Review the Section 2.1 Data Handout for your program and answer the following questions:

1. How many students does your program typically recruit each year? Are you meeting your program goals? Is there a pattern in enrollment? (Increase, Decrease, Fluctuate, Hold Steady) Why might this be happening?

From 2012 to 2016, the English course Puente students enrolled in was either English 90 or English 95. The class maximum for both courses is 25 students. With the exception of one year (2013), the Puente English class has been over-enrolled, sometimes by as much as 12 students. Enrollment is not an issue as far as student numbers.

For the past several years, recruitment efforts have resulted in over 100 students applying to the program; students were and continue to be accepted into the program on a first-come, first-serve basis.

In Fall 2017, the LMC Puente program embraced both the Multiple Measure Placement protocol and the new English co-requisite model piloted in the English Department. The new entry course for Puente (formerly English 95) transitioned into the transfer-level English course (English 100) with a co-requisite support course. The new entry point allowed for an increase to the class maximum of 30. Looking forward, we expect to continue to fill the course at and slightly above the class maximum.

2. Are students equitably represented in your program as compared to the college? If not, which groups are frequently over-represented/under-represented? Why?

Puente is designed for underrepresented students within the college, and by its very nature, attracts LatinX students, particularly first-generation. As a learning community, we are meeting our target population.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Student Head Count” and “Term to Term Retention” or any additional data that your program collects that relates to this area.

For years, data has indicated that Puente students are highly engaged during their first year at LMC due to the personal one-on-one engagement with Puente coordinators. However, student term-to-term retention rate data indicates a decrease for Puente students enrolled at LMC during their second year. This may be due to the fact that the learning community is only a one-year program. Currently, once Puente students complete their first year they lose the high-touch contact with Puente coordinators and fellow classmates. As with many of our student populations, students also leave after their first year due to family responsibilities, enticing employment opportunities, or relocation. In addition, there appears to be an abiding problem in retaining Puente students after the second or third year at LMC. Data indicates that when the Puente learning community ends after its one year commitment, second year Puente students lose the ‘familia’ cohort experience and are left to navigate the rest of their college journey independently unless they meet with their Puente counselor. Puente is a transfer-support program designed to assist students from the first semester to their last, regardless of how long that may be. Much of the post-first year contact is reliant on the Counselor, however with consistent turnover in Puente Counselors year to year, second and third year Puente students are left without even knowing who their Puente Counselor is.

Additionally, because so many Puente students are first-generation college students, they lack the family support and institutional knowledge needed to navigate higher education; they still need to continue the cohort experience in order to feel connected to the campus and to succeed in their coursework. Puente was not designed as a yearlong stand-alone program, but rather one intensive year followed by continued contact, events (such as university visits) and cohort experiences in the years leading up to transfer. Data suggests that although the first year provides the strongest term-to-term retention rate, subsequent years are less so—particularly in years when a transition between the English teacher, the Counselor, or both have occurred, as with the Fall 2014, 2015, and 2016 cohorts.

2.2 COURSE COMPLETION & SUCCESS ANALYSIS

Review the Section 2.2 Data Handout for your program and answer the following questions:

1. Are overall course success rates for students meeting your program goals/expectations? Over the past five years are course success rates improving, declining, fluctuating or holding steady? Why?

Course success rates remain strong for Puente students in their first two semesters at LMC, largely because of the high-touch, intrusive nature of the program and the support students receive, thereby meeting program expectations.

2. Are students successfully completing courses at an equitable rate? If not, why might this be the case?

The Puente cohort consists primarily of Latinx students; no further data is disaggregated at this time for the program.

3. One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence,” and our Equity Plan identifies African- American students as significantly disproportionately impacted in terms of successful course completion. Please specifically address how well African American students are succeeding and indicate any opportunities for improvement.

Over the past five years, of the over 150 students in the Puente program, 3 have identified as African-American. Those students’ completion results have been comparable to other demographics within the program.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Course Success” and “Course Completion” or any additional data that your program collects that relates to this area.

2.3 TRANSFER & DEGREE/CERTIFICATE OUTCOMES

Review the Section 2.3 Data Handout for your program and answer the following questions:

1. Are the overall Transfer Readiness numbers for students in your program meeting your program goals/expectations?

While the percentage of Puente students who are transfer ready in three years continues to improve, the goal of the overall program is to continue increasing that number. Previously, lack of a consistent Puente Counselor impaired students’ ability to maintain a relationship with a counselor over their time at LMC, which is one of the key tenets of the Puente model. Our hope is that now, with a dedicated Puente Counselor, we will continue to see the number of transfer-ready students increase.

Our target goal is to have one-third of Puente students transfer-ready in three years, and one-half transfer-ready in four years.

2. Are students equitably achieving Transfer Readiness? If not, which groups are frequently over-represented/under-represented?

Please refer to Section 2.2.3.

3. Specifically indicate how well African American students are achieving Transfer Readiness in your program.

Please refer to Section 2.2.3.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Transfer Directed Status,” “Transfer Ready Status,” “Degree/Certificate Completion,” or any additional data that your program collects that relates to this area.

2.4 ADDITIONAL DATA ANALYSIS (OPTIONAL)

Summarize and analyze any additional data that your program collects. Note key trends as applicable.

Consistently, data reveals a drop in both student success and term-to-term retention for second- and third-year Puente students. To meet the continued need for second and third year students to remain involved, several opportunities for that involvement continue to be developed.

- Beginning in Fall 2016, eight second-year Puente students were hired as student tutors in the Center for Academic Support. Although many worked in other departments as well, their primary function was to tutor first-year Puente students in their English 95 course. Students were paid directly from the Puente annual budget allocation or, for those who qualified, from Federal Student Work-Study funds.
Based on the popularity of the student tutor pilot, and the success first-year students experienced in working with second-year students, we hired eight more second-year Puente students as tutors in Fall 2017. Because the English entry point changed from English 95 to English 100/100S, those students were only able to tutor for one semester: the second semester course, English 221, is filled with both first- and second-year Puente students.
- All Puente students were invited to attend San Francisco State University’s Project Connect Day, a day of workshops devoted to community college student transfer. All LMC Puente students will be invited for an end-of-the-year celebration honoring this year’s graduates, as well.
- Although not a direct connection with the Puente class, the Puente club functions as an extension of the program. This year, second year students formed the club’s governing board and first and second year students, as well as interested students from the campus’ general population, formed the basis of the club. While the model requires some re-structuring, the basic idea of providing previous students and current students a space to socialize outside of class has proved to be a positive move towards second year student engagement.

2.5 RESEARCH & DATA NEEDS (OPTIONAL)

Describe any additional data or research needs that your program would benefit from.

- Several key pieces of data would further assist the coordinators in determining how best to structure the program for student success. Data revealing the following would assist:
 - Student success and completion rates for students who enroll in Accelerated Math and Accelerated English (for Puente, this would be the English 100/100S course).
 - Trends in second year enrollment for Puente students: if we were able to determine which course(s) the majority of Puente students take in their second year, we may be able to offer specific Puente sections in an effort to keep the cohort engaged and supported in their second year.
 - Transfer velocity rates of Puente students.
 - Actual transfer rates of Puente students.

3 LONG TERM GOALS (HOW TO GET THERE)

3.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your learning community. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Develop and grow the Puente program by deepening the second-year experience for Puente students.	1. Increase equitable student engagement, learning, and success.	1. ACCESS 4. PERSISTENCE & COMPLETION 5. EQUITABLE SUCCESS
Goal 2: Increase Puente’s transfer-ready students to 33% in 3 years and 50% in 4 years.	1. Increase equitable student engagement, learning, and success.	4. PERSISTENCE & COMPLETION 5. EQUITABLE SUCCESS
Goal 3: Increase student engagement within and outside the Puente program by creating a space on campus designated for Puente students.	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS 4. PERSISTENCE & COMPLETION 6. LEARNING CULTURE

To consider: If applicable, describe how these goals are designed to increase student engagement and equitable student outcomes.

3.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for your learning community: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact program delivery? The ability to provide a full-level of service? If additional staff are needed, identify how your learning community would benefit (i.e. what additional programs/activities/services/support could be offered) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits

<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

3.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your learning community is structured within your existing physical space. For example, where is it located in relationship to other programs/services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your learning community, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your learning community?

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Puente Goal #4	#3, #4
Department/Unit Name	Resource Type
Puente	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input checked="" type="checkbox"/> Other
General Description	Est. Expense
A designated space for Puente students, Puente club members, and other interested students.	
Justification:	

The majority of learning communities on campus have a designated area for students within that program: the Umoja village, the MESA center, the open space outside of Transfer and Career Services for Transfer Academy. Puente has no such center. According to the 2017 Student Success Scorecard, 37.9% of LMC students identified as Hispanic/Latino. Although the Puente program serves approximately 30 students a year, a Puente-themed center would attract a large number of those Hispanic/Latino students who were unable to participate in the program. A Puente space can create a culturally relevant community, much like the one created in the classroom where students thrive. A designated space would also keep second- and third-year students engaged.

3.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

4 FOR LEARNING COMMUNITIES WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.

Not applicable at this time.