Ohlone College
Program Review Report

• Program Description and Scope:
  1. Program Review Title: Puente Project Program Review
  3. Review Type: Student Services Program Review
  4. Program/Departments: Puente (49004)
  5. Authority Code: 73-Dean, Counseling and International Programs
  6. External Regulations: Yes X No

Describe:

University of California Office of the President

7. Provide a brief narrative that describes the services provided.

Currently the Puente Project is on hiatus, due to the inability to secure commitments of both an English faculty member and a dedicated Counselor to run the program in 2012-13. However, the program has been active in the past and successfully run for many years. Furthermore, the program will be resumed in 2013-14 with the involvement of Counselor Mike DeUnamuno and adjunct English faculty member Rick Flynn. The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees, and return to the community and become mentors and leaders of future generations. The program is open to all students.

8. Describe how the program specifically serves students, faculty and staff.

Puente students take two consecutive writing classes, English 151B and English 101A. These accelerated writing classes use a nationally acclaimed teaching methodology and provide a supportive and stimulating environment for Puente students to build confidence in their writing skills through an exploration of the Mexican American/Latino experience.

Puente students work closely with their Puente counselor to explore career options, develop an academic plan and identify lifetime goals. Students visit University of California and California State University campuses and attend an annual Puente Motivational Transfer Conference. Students will also take a Personal Development (PD) course. This course will provide guidance and information on how to succeed in college and transfer to a four-year university.

Each Puente student is matched with a mentor from the business and professional community. Mentors share with students their personal,
academic and career experiences, and provide a window into “real-life” work environments. The network of trained Puente mentors provides many resources for the Puente students, their families, their colleges, and the community.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

   The Latino Recruitment and Retention Committee provides oversight of the Puente Program, as does the Statewide Puente office.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

   The Puente program at Ohlone College aims to help underrepresented students reach their educational goals. It is supported by the statewide Puente office in this effort. The statewide Puente office tracks university transfer and other measures of student success.

11. Discuss the impact of the program on the community and the impact of the community on the program.

   The Puente Program provides substantive educational support to underserved Latino/a communities in the Tri-Cities area.

- **College Mission**
  1. **Mission Statement**
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

  2. **Vision Statement**
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

  3. **Core Values, Goals & Objectives:**
     **College Core Values**
     - We provide life-long learning opportunities for students, college personnel and the community.
     - We open access to higher education and actively reach out to under-served populations.
     - We promote diversity and inclusiveness.
     - We maintain high standards in our constant pursuit of excellence.
     - We value trust, respect and integrity.
     - We promote team work and open communication.
• We practice innovation and actively encourage risk-taking and entrepreneurship.
• We demonstrate stewardship for our human, financial, physical and environmental resources.

**College Goals/Objectives**

1. **Through innovative programs and services, improve student learning and achievement.**
   2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
   3. By fall 2014, increase the success in basic skills courses to a rate at or above the statewide average.
   4. By fall 2014, increase the improvement rate in Basic Skills and ESL courses to a rate at or above the statewide average.
   5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
   6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
   7. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment.
   8. By 2011, achieve 100% completion of professional development in online instructional methods and online course management for faculty who teach fully online or hybrid courses.
   9. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.

7. **Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.**
   1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.

4. **Briefly describe how the program supports the college mission, vision selected college values.**

   The Puente program evinces all of the College values, but perhaps none more obviously than "We promote diversity and inclusiveness."

5. **Briefly describe how the program supports selected college goals.**

   The Puente Program directly supports College Goals 1 and 7, in its impactful work with underrepresented Latino/a communities in the Tri Cities area. Studies demonstrate the success of the Puente model in enhancing the academic success of Latino/a students.

6. **Briefly describe how the program supports selected college objectives.**
Per the most recently conducted Environmental Scan, the District has seen improvements in the representation of Latino/a students on campus, vis-a-vis local community demographics. However, further progress is still needed in this area. The Puente program supports this Objective, of Goal 7: By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.

- **Program SLOs & Assessment**

  1. **Student Services SLO -**

      The Puente Program helps students develop personal RESPONSIBILITY for their lives, and their learning skills such as time management, budgeting and ability to meet deadlines. Students learn self sufficiency, responsibility and accountability, among other life skills.


         When the program is restarted following its temporary hiatus, the Responsibility SSLO will be assessed, using the rubric which follows.

      b. *Indicate your planned method of assessment.*

         The Puente Coordinators will utilize the following rubric to devise a plan and approach to assessing students' progress vis-a-vis the Responsibility SSLO. This work will commence in Spring 2013, with an eye toward initially establishing a baseline of success.

<p>| <strong>Responsibility:</strong> Student Services helps students develop personal responsibility for their lives, and their learning skills such as time management, budgeting and ability to meet deadlines. Students learn self sufficiency, responsibility and accountability through the co-curriculum processes of on-line admissions, assessment, orientation, Financial Aid, Transfer Career Center services, individualized counseling, and personal health services. |
|---|---|---|---|
| <strong>Above Expectations</strong> | <strong>Meets Expectations</strong> | <strong>Developing</strong> | <strong>Below Expectations</strong> |
| Consistently on time and prepared for all appointments. | Makes and keeps appointments. Is on time and prepared for appointments. | Usually keeps appointments and calls when late. | Rarely keeps appointments or calls when late. Struggles to be on time. |</p>
<table>
<thead>
<tr>
<th>Consistently reads policies and guidelines, follows directions and meets all obligations and timelines.</th>
<th>Reads policies and guidelines (on-line), follows directions and meets obligations and timelines.</th>
<th>Needs assistance in locating and following policies and guidelines. Meets obligations and timelines with reminders and encouragement.</th>
<th>Rarely reads or follows policies or guidelines. Feels entitled to have someone do this for them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is resourceful, seeks assistance when needed. Assists others to do the same.</td>
<td>Is resourceful and knows how to seek assistance when necessary.</td>
<td>Usually seeks assistance. Has beginning ability to locate own resources.</td>
<td>Rarely seeks assistance. Does not know where to begin.</td>
</tr>
<tr>
<td>Takes initiative and carries a task through to completion even with difficulties. Consistently resolves own misunderstandings &amp; issues. Admits errors.</td>
<td>Accepts responsibility for consequences of actions or inactions. Works through misunderstandings. Resolves own issues. Admits error.</td>
<td>Usually capable of assuming responsibility for task and carrying it to completion. Admits errors.</td>
<td>Does not assume responsibility for own actions or tasks. Blames others. Does not try to solve misunderstandings.</td>
</tr>
<tr>
<td>Completes proactive plan in a positive or constructive manner, considering possible consequences. Manages time well and is considerate of others.</td>
<td>Proactive plans ahead. Plans carefully and thoroughly before taking action. Considers possible consequences to actions.</td>
<td>Designs a plan before taking action but it lacks some needed detail. Sometimes considers possible consequences to actions.</td>
<td>Takes action before creating a plan and does not consider possible consequence to actions. Expects others to be available when they need the service.</td>
</tr>
</tbody>
</table>

c. Enter assessment results and analyze student success in achieving this SLO.
d. Future Action
• Student/Program Achievement
  1. List area-specific outcomes.

Statewide data:

Number of Puente Transfers to Four-year Colleges, 2001-2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>2001</td>
<td>570</td>
</tr>
<tr>
<td>2002</td>
<td>44</td>
</tr>
<tr>
<td>2003</td>
<td>642</td>
</tr>
<tr>
<td>2004</td>
<td>652</td>
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<td>2005</td>
<td>82</td>
</tr>
<tr>
<td>2006</td>
<td>76</td>
</tr>
<tr>
<td>2007</td>
<td>662</td>
</tr>
</tbody>
</table>

2. Identify internal and/or external benchmarks and regulations.

Puente Community College Program Results, Statewide

Sources: CCCC0, Accountability Reporting for the Community Colleges Report, March 2011; Puente
3. **Enter assessment results for area-specific outcomes and analyze trends.**

   To be undertaken

4. **Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.**

5. **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.**

6. **Describe any additional notable program achievements (optional).**

7. **Additional Program Table Data**

8. **Future Action**

   Strategies to improve achievement indicators. Specify.

   A review of proper next steps for the Puente and similar programs is being conducted in 2012-13, during the formal program's hiatus.

- **Program Analysis**

   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings.
Use these data and trends to prioritize, revise, or develop new PIOs

1. Describe program achievements and successes.

The Puente program has successfully served hundreds of students since its inception at Ohlone College in 2004. In a recent letter to Ohlone College, Julia Vergara, Associate Director- Community College Programs and Training for the Statewide Puente office stated "Under Brenda’s direction the Puente Program at Ohlone College has been a model program." Brenda is Brenda Reynoso, Ohlone College Counselor and Puente Co-Coordinator for the last 7 years.

2. According to the evidence, what are the areas needing improvement?

The Puente Program would benefit greatly by the dedicated assignment of 2 program Co-Coordinators, one Counselor and one English faculty member.

- **Program Improvement Objectives:**
  1. **Objective:**
     Enhance student and programmatic success via a collaborative effort involving the English and Counseling departments to restart the Puente Program in the Fall 2013-Spring 2014 Academic year

     a. **Action Plan**
        Year 1:

     b. **Staffing**
        Year 1:
        Transition the Puente Counselor position from Counselor Brenda Reynoso to Counselor Mike De Unamuno, and involve adjunct English faculty member Rick Flynn in Puente English instruction, and co-curricular planning and activity coordination with Mike De Unamuno

     c. **Facilities (Include items that fit under the Facilities budget codes)**
        Year 1:
        Relocate the Puente Program to the Newark Ohlone Campus. Newark Unified School District has the largest Latino student population within Ohlone College's services district (57%) as well as the only High School Puente Program. Thus, this relocation will better serve our local community.

     d. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**
        7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
        **Rationale:**
1. Objective:

Foster student program completion by piloting City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP) within the Puente cohort. CUNY ASAP program is an intensive college experience that offers students a guaranteed full-time class schedule, financial assistance on textbooks, frequent counselor interaction/advising, graduation and transfer to the CSU system in two years.

a. Action Plan
   Year 1:

   Students will have to be accepted into the Puente Program and place into the required ENGL-151B & ENGL 163. Students will have to major in one of the following SB-1440 transfer associate degree majors: Sociology, Communication Studies, Psychology, or Business Administration.

b. Other (Include other resources needed)
   Year 1:

   Local community groups Avazando and the Hispanic Community Affairs Council have volunteered to assist in the fundraising to purchase textbooks for the Puente Cohort to loan to Puente students.

c. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

   1. Through innovative programs and services, improve student learning and achievement.

   Rationale:

   7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

   Rationale:

2. PIO Assessment
   a. Future Action
1. **Objective:**

Integrate Mexican American/Latino and other multicultural literature and themes into the Puente English writing curriculum, to enhance student learning and engagement.

a. **Action Plan**  
   **Year 1:**

Work with the English department to encourage the eventual assignment of a full-time English instructor to be the Puente Project English Instructor and Co-Coordinator.

b. **Staffing**  
   **Year 1:**

A full-time instructor is required to 1) ensure complete program implementation with the Puente Counselor, which includes preparing students for the annual Puente Student Transfer Motivational Conference, collaborating on assignments as appropriate, planning and hosting family and community receptions and social/cultural events, and presenting Puente to the campus and local community, and 2) assist with the Puente Mentor component development and community outreach.

This assignment requires a commitment of teaching one English composition class per semester in addition to 20-25% reassigned time for Puente co-coordination.

c. **Equipment (Include items that fit under department budget codes)**  
   **Year 1:**

n/a

d. **Technology (Include items that fit under IT budget codes)**  
   **Year 1:**

n/a

e. **Facilities (Include items that fit under the Facilities budget codes)**
f. Other (Include other resources needed)
   Year 1:
   n/a

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   Rationale:

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
   Rationale:

2. PIO Assessment
   a. Enter assessment results with analysis.

   Puente Retention and Completion Rates in English Composition:

   When Puente had a full-time English Instructor, for 4 years from 2005-2009, of the students who entered Puente English 151B in fall, the average percentage of students who passed ENGL-151B and went on to Puente English 101A the following spring was 73%. Of the students who took Puente English 101A that spring, the average percentage of students who passed Puente English 101A that spring was 59%.

   For 3 years, from 2009-2012, when two part-time instructors taught the Puente English course, of the students who entered Puente English 151B in fall, the average percentage of students who passed ENGL 151B and went on to Puente English 101A the following spring was 66%. Of the students who took Puente English 101A the following spring, the average percentage of students who passed Puente English 101A that spring was 47%.

   b. Future Action
Strategies to promote improvements. Specify.

Ohlone College needs to reinvest in the Puente Program by hiring a full-time Puente English instructor.

**Outside Review Results 05/16/2012**

1. List each team members name and title.
   
   Eddie West, Dean of Counseling and International Programs
   
   Brenda Reynoso, Counselor
   
   Stephanie Ramos, Counselor
   
   Maria Ramirez, Counselor
   
   Mike DeUnamuno, Counselor

2. Discuss key feedback provided by team and how it was incorporated into the report.
   
   To be undertaken.

**Attached Files**

1. [Ohlone Letter.docx](#)