

**INSTRUCTIONAL PROGRAMS AND AREAS  
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

**QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

**INSTRUCTIONS:**

Complete all sections as instructed. Click the shaded sections to type your answer.  
When completed, please save your file and e-mail it as an attachment to tanya\_hanton@westvalley.edu.

**A. INTRODUCTORY QUESTIONS**

1. Program Name: ***Puente Project***
2. Person(s) completing the questionnaire: *Melissa J. Salcido & Leigh Burrill*
3. Date of completion: *November 5, 2007*
4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

*The Puente Project furthers the College's mission and goals by creating a positive and close relationship amongst its students through our learning community and extra-curricular activities for the "purpose of facilitating successful learning." The Puente Project works with students who wish to transfer to 4 year universities, and it is our goal to help support these students so that they may achieve their educational goals and eventually return to their communities as leaders and mentors. In the learning community, we strive to prepare them by offering general education courses (Counseling 5 and 12C) in addition to a pre-collegiate basic skills course (English 905) and a transfer level English course (English 1A). Although the program is open to all students, Puente is primarily composed of first generation Latino students. We are committed to helping these students experience a rich collegiate experience, both inside and out of the classroom. One of the ways we try to achieve this goal is by including a mentor component in the program, where each student is matched up with a mentor who has at least a Bachelor's degree. We also take students to educational conferences and visits to 4 year universities. It is through these varied components (the learning community, mentoring activities, conferences, and university visits) that we foster the ability for them to "participate in a wide spectrum of educational experiences designed to fulfill their academic and career needs." The Puente counselor also works with each individual student to ensure they have an educational plan and the knowledge necessary to ensure for a seamless transfer to a university. She remains available to all the Puente students after they complete the year long learning community component of the program to help them with transfer planning, transfer admission guarantees (TAAs), and university applications when that time arrives. Many students also continue to take other transferable classes with the English Instructor (in English and Women's Studies) after they complete the year long learning community component of the program*

**B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)**

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

- a) What significant trends are revealed in the data?
  - b) What factors might contribute to any program differences compared to the College data?
  - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?
- a) *As the headcount to the college from Fall 2006 (9,830) to Fall 2007 (10,261) increased by approximately 4.3%, so did the number of Puente students from Fall 2006 (27) to Fall 2007(30) by approximately 11%. The Puente Project has increased enrollment to the program at a higher rate than the college.*
  - b) *We believe our numbers have increased due to our close partnership with the Outreach department at West Valley, and Puente's active participation in the Early Admissions Program with our local high schools, a program that is a joint partnership that includes Outreach, Counseling, and Assessment. The Early Admissions Program provides a very effective platform for the Puente Counselor to promote and recruit for the Puente Project. Puente students themselves also help recruit new students into the program through their personal contacts (family, friends, etc.).*
  - c) *The Early Admissions Program (EAP) is a special matriculation project whose funding is not guaranteed from year to year. A proposal has to be submitted in the fall to be approved each year. Since EAP has been so successful in enrolling new students to the campus and Puente, it would be ideal if EAP was guaranteed funding each year to continue with this outreach effort with the high schools. The Puente Counselor also needs to continue to be given support by the Counseling department to attend multiple EAP orientations to continue recruiting for the program.*
  - d)

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

- a) *What significant trends are revealed in the data?*
  - b) *What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.*
  - c) *What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?*
  - d)
- a) *College wide, the female to male breakdown from fall 2006 to fall 2007 showed a slight increase, from 59.5% female/40.5% male to 58.6% female/41.4% male. Puente also had an increase in their male student composition, although at a higher rate. In fall 2006 we had 15 female and 12 male students (56% female, 44% male), while in fall 2007 our numbers changed to 12 female and 17 male students (41% female, 59% male). In terms of the ethnic make up of Puente, the majority of students have been Latino over the years, which is in stark contrast to the College's overall percentage of Latino students. The College experienced a very slight drop from fall 2006 (17.1%) to fall 2007 (16.7%). Puente's Latino representation did not change from fall 2006 (100%) to fall 2007 (100%). It is important to note the dramatic increase in Latino numbers in the Puente Project when compared to the College wide student population. Most of Puente students also tend to be under age 21, (93% in fall 2006 and 97% in fall 2007). The remaining 7% and 3% respectively, fall into the 21-25 age group. The College's statistics for fall 2006 were 39% for those under age 21 and 21.3% for students 21-25, while for fall 2007 it is at 38.4% under age 21 and 22.2% for the ages of 21-25.*
- b) *Even though Puente is open to all students, we find that most students who are Latino tend to self select into Puente because the program's content is based on Latino culture and issues. The anecdotal feedback we've gotten from students when they sign up for the program indicate that they are wanting to join because they want to learn more about their culture and because they want to support to succeed in college because they are mostly first generation college students. We actually sign students up on a first come, first served basis so we do not select students into the program in any way. As long as the student tests into the appropriate English class and signs a contract committing to participate in the supplemental activities (e.g. the mentoring program, attending educational conferences and visiting 4 year universities), they are accepted into the program. Even though our percentages regarding age groups are higher in Puente when compared to the College's numbers, like the general college population, the majority of our students are under age 21, with the next largest group being those age 21-25. The lack of representation from other (older) age groups in Puente is most likely a consequence of our promoting heavily from the Early Admissions Program which caters specifically to graduating high school seniors. Another factor that contributes to this high number comes from the students themselves recruiting from their peer group which mostly tends to be under 21 as well. Regarding the female to male ratios these past 2 years, our data indicates that our ratio of males to females was higher than that of the College in fall of 2006, although (amazingly enough) they were identical to those of the College in fall of 2007. Generally speaking, when looking at national statistics, more females of Latino background tend to be represented in college than their male counterparts which explains for our numbers in fall 2006. Peer recruiting had a lot to do with the increase in males this year (Puente students recruiting their male friends, boyfriends, and even siblings into the program).*
- c) *If the College continues to support Puente and our program continues to serve mostly Latino students in recent years, we may help increase the enrollment of Latinos to the college on a whole, until we (hopefully) can reach the 25% Latino composition mark which would enable the college to apply to become an H.S.I. (Hispanic Serving Institution). Being designated as a H.S.I. would bring additional funding to the college for the benefit of all students, not only Latino students. With continued and increased financial support, we can offer more educationally related supplies for the students in the program and increased financial support to attend Puente's supplemental activities that can help foster their success and retention in college.*

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) *What significant trends are revealed in the data?*

- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

*We do not have any data regarding student satisfaction in the Puente Project. We are currently working on developing a tool to measure this and we will report our findings in the future.*

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion rates, and/or contribution to student learning):

- c) What significant trends are revealed in the data?  
d) What factors might contribute to any program differences compared to the College data?
- a) *College wide the success rate for Hispanic students in fall of 2006 was 55.4%, and in the spring of 2007 was 57.9%, which is below the College average of 64% for fall 2006 and 57.9% in spring of 2007. In fall of 2006, Puente had 25 of the 27 students (92.6%) re-enroll at the college the following spring 2007, and 22 out of the 27 (81.5%) ended the semester with a cumulative GPA of 2.0 or above. That same cohort continued by enrolling in fall of 2007 at a rate of 70.4%*
- b) *We believe that the added support given to students in the Puente Project help explain the increase in their success and retention at the college. It is important to note that our percentages are higher not only when compared strictly with the Latino students on campus, but when compared to those of the college wide success rate. We try to communicate to each individual student how important their success in college is to us (their English Instructor, Puente Counselor, Puente mentor, and the Puente Project itself) in order to provide them with added emotional support to help increase their success in college. We also try to include their families into the program by hosting an event in the fall and an event in the spring where we invite them to bring their families for a Puente related event on campus. We hope and believe that by actively involving their families into the college and program we are also helping increase the support they are getting from their families to continue and achieve their educational goals.*

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

*We do not need to increase the program's faculty staff: however, we would like to have the College provide us with a 10 hour a week student worker. This year, that request is still pending as of November 5th due to limited work-study funding. We need administrative support to assist with the numerous Puente functions and activities we sponsor.*

### C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed since the last program review:

- a) What relevant findings have been derived through the SLO assessment process since the last program review?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

*We are currently in the process of creating SLOs for Puente. We will create them and begin to implement them effective the 2007-08 academic year.*

### D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

- a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
- b) How might these influences form the basis for an action, objective, or request for resources?

*a) The Puente Counselor and English Instructor need to keep up to date with best practices and programmatic changes that may occur at the statewide level, therefore their attendance to ongoing training/meetings once a semester with the Statewide Puente Office is very important. Ideas and recommendations to carry out many of the supplemental activities we host for West Valley's Puente Project have come as a direct result of our meetings with the Statewide Puente Office. As with any counselor at the campus, it is essential that the Puente counselor keep up-to-date with governmental regulations, transfer information, and labor market demands to better assist Puente students with their academic, transfer, and career concerns.*

*With the government's veto of the legislation at both a State and Federal level that would enable AB540 students to receive some financial aid for college, it is difficult for these students to pay for college once they are ready to transfer since the fees at the UC and CSU systems are so much higher than that of the community college, which has affected this particular populations' transfer rate. AB540 students are those who currently are neither legal residents nor citizens of the U.S., but for tuition purposes by law are entitled to pay in-state tuition as long as they graduated from high school and have lived in California for at least three years. Since we are open to all, every year Puente has had AB540 students in the program. It is difficult to keep track of AB540 students who do transfer because of their lack of uniform student identifier from campus to campus (i.e. their social security number). In order for us to keep accurate statistics regarding students who transfer, we need to personally contact each student to investigate if they have transferred. The process for accruing such statistics is very time intensive, since it involves looking into and communicating with students who were part of the program from previous years (multiple years, since students transfer on average anywhere from 1-3 years after completing their first year in Puente).*

*b) It is due to the extensive administrative tasks required to plan and implement the supplemental activities for Puente the program would benefit from some administrative assistance. A student worker could help us tremendously in these areas.*

## E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

*In order to meet the needs of our student population and staff changes, in the past three years Puente has acquired a new counselor and English Instructor. In our effort to improve our mentor program, we implemented a Mentor/Student Dinner which is held each October to introduce our students to their mentors for the year. We have found that by facilitating this meeting in a group basis over a meal has made it a more enjoyable experience for both students and mentors, which has helped them to keep in touch throughout the semester as opposed to them meeting for the first time on their own. Given the success of the Mentor/Student dinners, as of last spring 2007 we added a Mentor/Student brunch at the beginning of the spring semester to help strengthen the continuing mentor/student relationship formed in the fall, and to introduce any new Puente students to their mentor for the semester. We plan to continue having these added mentor activities as staples to the program. Puente has also grown to better accommodate the needs of the AB540 students within the program, by finding scholarships that these students can be eligible for despite not having a social security number and by contacting private schools directly to obtain information regarding how they provide (or not) financial assistance to these students who are ineligible to fill out a FAFSA (federal financial aid). These issues are addressed directly in the Counseling class throughout the year, and in one on one meetings with the Puente Counselor and continuing WVC Puente students.*

## F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

*The Puente Project was originally designed to serve Latino students – a group found to be underrepresented in transferring from the community college to a four-year university. Since the founding of the Puente Project in the 1980s at Chabot College, the project has expanded to serve all students, regardless of ethnicity. The majority of students who have self-selected to participate in the Puente Project at West Valley College are Latinos. The goal of the program is to increase the success, retention and transfer rate of primarily first generation and Latino students.*

*The Puente Project's three-component program – English classes, Counseling (classes and individualized counseling/career planning) and Mentor Program – serves students in their academic pursuits, as well as their long-range educational goals and planning, by facilitating the process of succeeding in college and transferring to a four-year university.*

*The Puente Project consists of two faculty members: one Puente English Instructor, who teaches English 905: English Fundamentals in the fall term and English 1A: Composition (a transferable course) in the spring term; and one Puente Counselor, who teaches Counseling 5 in the fall term and Counseling 12C in the spring term, and who also provides individual counseling to students both during and after year one in Puente.*

*It is essential that the college continue to provide us with the funding necessary to host the many supplemental activities Puente offers students in order to continue maintaining and increasing our success, retention and transfer rates. These activities such as Puente Family Night, the Year End Celebration, visits to four-year universities and colleges, and attendance to educational conferences and cultural events would not happen without the financial support of the College. Without these supplemental program components which help to foster an added sense of community within Puente, we strongly believe that our success, retention, and transfer rates would decrease.*

## 2. Program Strengths:

- 
- *The Puente Project derives much of its strength from the dedicated faculty that support it – the Puente Counselor and Puente English Instructor – who work enthusiastically to encourage and support students enrolled in the program.*
- *The Puente Project's three components serve to offer guidance and support to students in various ways. Through the Counseling classes in which Puente Project students enroll, the Counseling component of the Puente Project provides students with life and study skills, information about and support in applying for scholarships and assistance with the four-year university application process; beginning with their first year in the program and extending into the rest of their college experience at West Valley College, Puente students also receive individualized counseling from the Puente Counselor. The English component of the Puente Project – English 905: English Fundamentals and English 1A: Composition – supports students with foundational skills in reading and the writing process, which in turn helps students across the curriculum; English 1A is also a transferable course. The third component, Puente Project's Mentorship Program, enables students to make connections with professionals in various fields, which inspires them not only as college students but beyond the classroom as they plan their careers and futures as leaders and mentors in the community.*

## 3. Program Challenges:

- 
- *We are currently operating without administrative support and would benefit from the assistance of the 10-hour/week student. Furthermore, we would benefit from receiving increased funding. One significant way the Puente Project could use this additional financial support is to assist in transportation, lodging, and meal costs for Puente students who would like to attend the Puente Transfer Motivational Conference during the fall term and the visits to university campuses in the spring term.*
- *We would like to recruit more Puente mentors so that we can diminish the number of mentors who have two students to mentor.*
- *We would like to maintain high rates of enrollment in the program.*
- *We would like to maintain and increase the rates of retention and success of Puente students. We would also like to increase the number of students who transfer to four-year universities, and improve the information we have regarding their transfer rates to include all students (not just those with a social security number).*

## G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

- 
- *Maintain enrollment in the Puente Program.*
- *Maintain Mentor/Student Dinner (fall term) and Mentor/Student brunch (spring term).*
- *Maintain Noche de Familia (fall term).*
- *Participate in university campus visits to at least two campuses (spring term).*
- *Maintain Puente Year-End Celebration (spring term).*
- *Maintain and increase attendance to the Puente Transfer Motivational Conference (fall term).*
- *Maintain support of Puente Counselor and Puente English Instructor Statewide Puente conference attendance (fall and spring term).*
- *Expand the Puente Project's Mentorship Program so that the ratio of Puente students to Puente mentors is 1:1 (fall term).*
- *Continue to prepare students through their English and Counseling courses to gain the tools, knowledge, and support necessary to succeed in college and transfer to four year universities/colleges (fall and spring terms).*
- *Create SLO's for the Puente Project and create a tool to measure students' satisfaction with the program (spring term).*
- *Expand the database of Puente students who have transferred to 4 year colleges and universities (spring term).*

### Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

*All of the above actions and objectives are being actively worked on for implementation this academic year (2007-08).*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

*Maintenance of the Puente Mentor Dinner, Noche de Familia, Puente Year-End Celebration, and English and Counselor conference attendance is insured by continued funding.*

*Expanding our funding will enable us to bring more students to off-campus sites for events such as the Transfer Motivational Conference and the university campus visits, and will allow us to better support them with supplies that can help enhance their educational experience at WVC.*

*Support in the form of an administrative student worker would provide the Counselor and English Instructor with more time to actively promote and recruit for the program – both students and mentors; we would also thereby have more time to dedicate to supporting our students.*

**H. RESOURCE REQUESTS 2006-2007**

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

|  |   |
|--|---|
| Full-time faculty FTE:   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |
| Associate faculty FTE:   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |
| Classified Staff FTE:  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |
| Classified Hourly (in dollars):                                    | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |
| Administrative Staff FTE:  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |
| Facilities (brief narrative description):                          | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |
| Equipment (brief narrative description with estimated total cost): | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |
| Supplies (brief narrative description with estimated total cost):  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |
| Staff Development (brief narrative description):                   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |
| Other (please specify):  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><input type="checkbox"/> Partially |

2. What have you been able to accomplish as a result of the resource obtained?  
 (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

**I. RESOURCE REQUESTS 2007-2008**

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

**Please complete the following table (leave blank if the answer is zero or none):**

Full-time faculty FTE

Associate faculty FTE

Classified Staff FTE:

Classified Hourly (in dollars): We request a work study student worker for 10 hours/week.

Administrative Staff FTE:

Facilities (brief narrative description):

Equipment (brief narrative description with estimated total cost):

Supplies (brief narrative description with estimated total cost):

\$3,500.00 (Instructional and Non-Instructional)

We need basic supplies to not only run the program, but to continue to recruit students and mentors for the program (e.g. overheads, white board markers, brochures, etc.). We also like to provide the students an educational gift and the mentors with a thank you gift at the end of the year.

Staff Development (brief narrative description):

Other:

\$4,000.00

For travel, lodging, and meal costs associated with attending educational conferences and visiting four year colleges and universities for students, the Puente Counselor and English Instructor.

\$3,000.00

This money would be used for the Puente Noche de Familia and Year End Celebration to cover catering, decorations, certificates, and other related expenses.

When completed, please save your file and e-mail (using the File: Send To menu) to tanya\_hanton@westvalley.edu