De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.**  | **Enter your answers here** |
|  | Department Name: |  | Puente Project |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ).  | The mission of the Puente program is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, who earn college degrees and who return to the community as mentors and leaders of future generations. We provide academic programs that meet the students’ needs at different levels of basic skills and we continue to work with the students’ until they complete college level math and English courses specifically. Our programs also provide opportunities for students to become more involved in their communities at home and on campus through assignments, field trips, and guest speakers. Our end of the year event is an example of our students using their creativity to demonstrate their knowledge and skills gained with our integrated curriculum. They use technology, spoken word, musical talent, etc. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer  |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Academic Services, Personal Enrichment, General Education, Learning Resources |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None Offered  |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to<https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None Offered  |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None Offered  |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None Offered  |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?  | N/A |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) |  |
| I.C.1  | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx>  | https://www.calpassplus.org/LaunchBoard/Home.aspx  |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj>  | N/A |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 1.7 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | The program has a total of 5-6 student employees per year, who are funded by DASG. |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | The information on the program review sheet is inaccurate because a FT faculty member teaches all Puente classes. Sometimes it is as an overload, and sometimes it is for regular load, but either way, it is the same class and only a difference in paperwork. Thus, the .6 FTEF reflects a 100% of faculty who are full-time. |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.  | 0 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | Over the past nine years, there are have been six different counselors who have held the Puente counselor/co-coordinator position. This has caused some lack of continuity with Phase III students (those beyond their first year). However, for the past three years, we have had a consistent full-time tenured track counselor. We have also continued to hire student workers as Puente English tutors. There has been consistency in the EWRT Puente instructor for the past 7 years, so this has helped to assuage some of the transitional difficulties. The program continues to yield high success rates in the students’ first year English and developmental courses.  |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends  | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?  | The total number of students has stayed consistent because of capacity restrictions. However, the demand continues to grow. A second cohort would help meet the demand and need. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans1. What could be contributing to the differences?
2. What strategies does your department have in place to increase or maintain enrollment of these student groups?

Are there other trends that you see when drilling into the data that may be important to explore? | Except for an occasional student who does not identity as Latinx (the program is open to all students regardless of ethnicity), the program consists basically of 100% Latinx students. This has remained consistent throughout the entirety of the program’s existence and is not expected to change in the future. The program focuses on Latinx American issues and curriculum, which then attracts a population of students from that demographic. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates. 1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html>
2. What strategies does your department have in place to increase or maintain current success rates?
 | In the past we have maintained consistent success rates (above 90% or more) in all categories including success, retention, and persistence due to the family-type connections that students make within the program, the proactive advising/counseling, and asset-based pedagogy. More recently, our success rate have dropped due to the sudden change of the pandemic. Our services have a foundation in community and culturally responsive approaches. We were limited through a virtual setting.  |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group): 1. What differences do you see in successful course completion rates?
2. What are your thoughts on these differences?

What strategies might be helpful in closing gaps in successful course completion? | N/A. We are a program that crosses 3 divisions, so the tool was not applicable to our programs. However, based on the information and reflection requested, our discussion earlier about success rates compared with targeted and non-targeted populations possibly applies here. |
| II.E. | Changes Imposed by Internal/External Regulations  | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | N/A |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals.  |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | Undocumented students  |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? |  |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Considering that the Puente program gets full every year (with a long waiting list), a second cohort would be needed to continue to close the equity gap within Latinx students. Despite the problems we faced as a result of the global pandemic this year, Latinx students probably still fared better in Puente than they did outside of Puente where they do not necessarily have the formalized additional support that Puente offers. As noted in our needs sections below, we need the personnel and other resources to have the capacity to add another cohort of students. We also need to be leaders in professional development so that we can take the strategies that do not have significant financial resources attached to them and implement them in our classes to help improve the success rates of all our targeted populations. In other words, we need to determine which strategies can be scaled up at a relatively low cost but maximum impact. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?* Professional Development – what areas?
* Enhanced support for students
* Departmental Collaborations
* Best Practices
* Coaching/Consultation
 | 1. Participate in professional development opportunities to link curriculum for Puente courses - Counselor and other instructional faculty.2. Provide funding through the foundation for scholarships at the end of year. Many students work and are juggling many responsibilities at home. Providing funding would help alleviate the stressors our students face. 3. Collaboration with other departments to train and support all students (e.g., All Peer Equity Training).4. Develop partnership with Disability Support Services (DSS) to ensure students are able to access services in a timely manner.5. Continue working with Math Performance Success (MPS) to increase success rates in math courses. Also, build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | Puente students regularly meet with the Puente counselor to create SEPs; and all students are required to participate in the Writing, Counseling, and Mentoring components of Puente. This has remained consistent over the past five years. |
| IV.B | Assessment  | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.  | We are an instructional support program, so we do not participate in the actual assessment of courses during the SLOAC process. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students. If you don’t work with budget, please ask your Division Dean to give you the information. | The amount of available funds from DASG is decreasing; thus, many of our expenses particularly as they relate to peer tutor salaries, printing of anthologies, and visiting speaker costs have been reduced or eliminated altogether. The program needs stable funding in the event that the DASG funding continues to decrease or become unavailable. Having about five laptops per year would be helpful. Since the pandemic has caused everything to be virtual, having access to about five laptops per year would be beneficial. At the start of the academic year, we have a handful of students who do not have a device.  |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:  | We need a second cohort for Puente students. This is a program with proven results and it should be expanded. We also need funding to help provide professional development to the rest of the campus on effective strategies to improve the success of targeted populations. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | FTEP Counselor for a second cohort (Growth)  |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | According the program review tool, the overall success rate of Puente students is higher compared to the overall success rate of De Anza general population. Adding another cohort would allow us to reach more students and provide the services to more students.  |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | 1 dedicated staff assistant and mentor coordinator Growth |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | With two full cohorts and a robust mentor component, there would be additional administrative work in tracking students, recruiting and coordinating mentors, and so forth. Currently with no dedicated classified professional staff member, all of this work falls on the co-coordinators who already have a heavy load of administrative work. Coordinating, recruiting and training 30+ mentors per year, is very critical aspect of the success of the Puente’s mission and it is very time consuming for the counselor of the program. The program needs a staff position for a mentor coordinator that would also include the FYE and Umoja program. The mentor coordinator would identifying mentors, follow up, organizing mentor activities, help with trainings of mentors and evaluation of mentoring activities. Other Puente programs have hired a Mentor coordinator to develop this component freeing the counselor to work more directly with students individually or in the classroom. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | If an additional cohort is added we would need a larger space and computers for use in the SSRS center. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Assistance is needed to help build closer partnerships with other campus resources such as DSS/EDC. We have students who we have identified as possibly needing evaluation and guidance as it relates to learning disabilities, but there is often a long wait time to get the process started. Having a more direct path to and through the DSS/EDC services would be quite helpful. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | We need to be leaders in professional development so that we can take the strategies that do not have significant financial resources attached to them and implement them in our classes to help improve the success rates of all our targeted populations. In other words, we need to determine which strategies can be scaled up at a relatively low cost but maximum impact. To do this, we need more released time for the instructor and counselor so that we can create materials and professional development models that allow Latinx students to be successful in non-Puente classes as well. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | We will reassess outcomes by looking at our student success, retention, and persistence rates. If the rates end up dropping, we will reevaluate our effective practices in the classroom, the structure of our course offerings, and the services we offer to the students to see if any adjustments are needed as a result of external mandates or of shifting student needs. |
|  | Submitted by: | APRU writer’s name | Christine Chai, chaichristine@deanza.edu, x5560Liliana Rivera, riveraliliana@deanza.edu, x8780 |
|  | Last Updated: | Give date of latest update  | May 20, 2022 (YES)  |