Verification Team Report for the Puente Project

A. The Puente Project Program Review
1. Program Evaluation & Planning Team members: Cathy Gillis, Mary Salceda-Núñez, Christina Rivera.
2. The Verification Team Members: Richard de la Valle, Stephanie Burns, Deth Hauserriague, and Maria Villagómez.

B. Status of Curriculum Revision
The English Department has submitted all course outlines of record for the Puente Project to the Curriculum Committee for revisions.

C. Statement of Completion
The evaluation for the Puente Project is complete and accurate. The Program Evaluation & Team members are in the process of modifying their program review, and adding data requested by the Verification Team. *Please see sections E and F below.

D. Strengths of the Program
1. Safety-net method compliments well documented research.
2. Strong one-on-one mentor/mentee relationships.
3. Inclusion of family members in the student's college experience.
4. Access to online services is an important part of the program. Students directly benefit from this service.
5. Identification of students' learning styles and their application.
6. Excellent community outreach methods and activities.
7. Consistent and successful student retention, persistence, and program completion.
8. Highly qualified and dedicated faculty committed to meeting the students' academic needs.
9. Strong community relations.
10. Departmental, divisional, instructional, institutional, and state-level support.
11. Student's identification/familiarity with curriculum content.
12. Commitment to enhancing, appreciating, embracing, and promoting diversity.

E. Areas for Program Improvement
1. Provide data referred to on section A of report.
2. Provide data justifying the need for an additional Puente class.

F. Summary of Verification Team Recommendations
1. The verification team suggests having an advisory committee to assist Puente with fundraising efforts.
2. The team recommends awarding Puente with a one-time $600 grant for dictionary purchase for a lending library. The team also encourages finding another source to fund future years.
3. The team requests additional data justifying the need for 3 FTE's: Instructor, Counselor, and Outreach Specialist, and data justifying the Outreach Specialist's job classification.
ACADEMIC SUPPORT PROGRAM EVALUATION SELF-STUDY

PROGRAM: ENGLISH—PUENTE PROJECT

DATE: 11-15-2006

1. MISSION

A. Program Mission Statement

The NVC Puente Program is an academic preparation program whose mission is to increase the number of educationally disadvantaged students who will transfer to four-year colleges and universities, earn college degrees and return to the community as mentors and leaders of future generations.

B. The program falls within one or more of the following categories (check all that apply):

☑ Academic Support Program
☐ Student Services Program
☑ Transfer/Degree
☐ Vocational
☑ Remediation
☐ Non-Credit/Community Services

2. SERVICES, CURRICULUM & INSTRUCTION

Services

A. How does this program/service support student learning in NVC instructional programs?

The Puente Program offers students a safety net in the otherwise bewildering college environment. Prompting its conception, the State Puente Program found that college freshmen, particularly minority students, were at risk of dropping out of college within the first year because the students felt they did not understand the services offered by the college, many struggled with academic English, and many students felt they had no connection with the other students in their classes.

The Puente Program at Napa Valley College offers a safety net for these students in that they are enrolled as a cohort in a counseling class that guides students in how to make the most of student services in the college as well as work on how to be a successful college student; an English class that tackles the mechanical and composition skills of academic English so the students have a strong foundation to be successful in other courses; and in a Writing Center program that complements the skills being worked on in the English course.

Finally, the Puente Program operates as a whole and in small, classroom families that work together as a group. The “familia” concept works especially well in forging close friendships and support as students graduate to other classes and continue to use their original group assignments to form study groups.
B. What specific services does the program offer?

In addition to those listed above, the Puente Program also seeks to include the families and community of the students. The Puente Program sets up one-to-one mentor/mentee relationships that are a hallmark of its program. Community leaders volunteer to pair up with a student with like interests and goals. Some assignments in both the counseling class and the English class are designed to include both the mentor and the mentee. During the course of the year-long relationship, students learn about their mentors and how they became successful.

The Puente Program conducts monthly or bimonthly events that include the students, the mentors, the mentee, and during family events, the students’ families. One crucial element of the program is involving the students’ families so that the entire family is apprised of events and participates in the students’ success as they move through the program.

At the end of the semester during the spring (the second half of the students’ year-long participation in the program), the Puente Program holds a completion and participation ceremony for both the students and their mentors. Each student and mentor is awarded a certificate of completion and/or participation. The mentors and mentees may continue a relationship beyond this year, but the actual program’s symbolic year ends at this time, and the students move on to “Phase III” in which they will work on finishing the work needed to successfully transfer to a four-year college.

C. How does your program ensure that these services are meeting the needs of students? How do you evaluate how well the services are meeting the needs of students served?

The Puente Program, besides its own internal recordkeeping and review (evaluations are filled out at the end of the year), must report all students’ progress to the statewide Puente Program, which keeps close records of the success and completion rates of students who entered the program. In addition, students are encouraged to continually evaluate the program and individual classes so that we can be informed if there are needs that have not been addressed or not fully addressed.

Additionally, each year the Puente Team gleans information from the students on which elements of the program worked best or need improvement. It is from this information that the Puente Program at Napa Valley College is amended each year. Overall, the students have expressed high satisfaction with the program—especially in that they feel they have never had their needs so specifically addressed before.

D. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the SLO Matrix form

- Once established, in what ways will students in your program/service demonstrate achievement of stated learning outcomes?

- Discuss the methods used to assess whether the students achieved the stated student learning outcomes. What was the success rate?
• What interventions were used to support those students who did not achieve the SLOs? What programmatic changes will be made to ensure future SLO achievement?

• An accreditation standard requires that the institution makes public expected learning outcomes for its programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  ✔ Syllabi
  ❑ Catalog
  ✔ Brochure (planned, pending funding)
  ✔ Articulation/Transfer agreements
  ✔ Website
  ❑ Other ______________________________

E. What future trends are likely to impact the program/service?

With the expected increase in the minority population in and around the Napa Valley area in relation to the economic needs, we expect the interest in the Puente Program to increase. While not limited to minorities, the program attracts this population because of its Latino and Mexican-American themes and literature. We anticipate the addition of one or more Puente Program tracks in the very near future. However, with state funding for Puente continually being threatened and the additional operating expenses that will be incurred with the addition of one or more tracks, Napa Valley College must look at other sources of funding in order ensure the continued success of the program.

F. Are services being offered online? If yes, describe.

During the second half of the Puente Program year, the second semester, the English transfer-level course becomes a hybrid course. Students are given access to the class online through online discussions, online quizzes, assignment details, message boards and even chatrooms. Class announcements are also emailed to the entire class and are posted. If the student does not have a computer or access to the internet, we guide the student on how to establish a free email account, where computers are available on campus and how to log on to WebCT/Blackboard.

Curriculum & Instruction

A. Review the course outline data and assess the following:

For the items below, see the English Program Evaluation & Planning Report.

• Currency of course outlines. Course outlines must be reviewed every five years. If all course outlines have not been reviewed, include a timeline for review in your unit plans.

• Appropriateness of courses to the program.

• Appropriateness of current pre- and co-requisites and recommended preparation.

• Appropriateness of the degree and certificate requirements.
B. Review the Student Learning Outcomes Program Map and assess the following:

For the items below, see the English Program Evaluation & Planning Report.

- Complete the SLO Matrix (attached).
- What timeline have you established for developing course-level student learning outcomes?
- Once established, in what ways will students in your program demonstrate achievement of stated learning outcomes? Check all that apply:
  - Student internships
  - Complete program competency exams
  - Assessment by departmental rubric
  - Obtain jobs in the field
  - Pass state/national examinations
  - Success in a subsequent course sequence
  - Performance after transfer
  - Portfolios/capstone projects
  - Other: English Placement Test score
- Discuss the methods used (above) to assess whether the students achieved the stated student learning outcomes. What was the success rate?
- For those students who did not achieve the SLOs, what interventions were used to support those students? What programmatic changes will be made to ensure future SLO achievement?
- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  - Syllabi
  - Catalog
  - Brochure (planned, pending funding)
  - Articulation/Transfer agreements
  - Website (planned, pending funding)
  - Other ______________________________

C. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.


D. What methods are used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

See the English Program Evaluation & Planning Report. All departmental syllabi are copied for the English Coordinator and the Division Chair.
E. What instructional methods are used by the program faculty to address the diverse student population and to encourage retention and persistence of the program’s students?

See the English Program Evaluation & Planning Report. Evaluations are conducted. By the very nature of the Puente Program itself, the participating faculty certainly address a diverse student population and encourage retention and persistence. See previous descriptions of the program and the mission statement.

F. What instructional methods are used by the program faculty to address the differences in learning styles and to encourage retention and persistence of the program’s students?


G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?


H. Reflect on your responses in Section 2, Services, Curriculum & and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

3. **STUDENT SUCCESS AND EQUITY**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

As can be readily assessed by the available data, the Puente Program has been highly successful in the areas of enrollment, retention and course completion. Students in the Puente Program, primarily Latinos, are typically deemed “at risk” for all of these areas. Although the English courses in the Puente Program follow the same course outline as other NVC courses follow, the interweaving of a counselor, a mentor and the English teacher helps provide a safety net for those students who might otherwise drop out, drop a course or fail a course.

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

As stated above, the use of mentorship and counseling to assist the primary instruction in English helps bridge the gaps that students might otherwise fall into. When a need or problem arises, one of the Puente Program components is designed to steer the student back to a successful course completion. The Puente Program’s success, in part, is what led to the English department learning communities, a model the Puente Program had already incorporated.

C. What has the program done to formalize links with instructional programs and support services for students?

Again, the close relationship between the faculty and counseling helps provide the maximum support for the student. In addition, in the first semester of the year-long program, the student must also formally enroll in the Writing Center—another support for students that might otherwise drop without the needed grammatical support.
D. Review the full-time/part-time instructor ratio (to be phased in). Discuss trends, and needs.
Except for one semester when the English instructor was on maternity leave, the program currently employs only full-time personnel.

E. How does this program/service support other student services within the college? Describe formal links with other student services.
As stated above, there are formal links with the Counseling Division as well as the Writing Center. Informally, learning disabled students are also identified and accommodated through initial counseling and testing.

F. How does the program/service enhance student development and success?
The most unique aspect of the Puente Program is the mentor/mentee relationship. The Puente Program in California has kept its own statistics regarding student success and further tracking of degree completion after transfer (available at http://www.ucop.edu/puente/). In all instances, the mentor/mentee relationship played a significant role in enhancing student development and success in that students were able to envision future success by those that came before them and had their own obstacles to overcome. It is self-evident, as stated above, how the coupling of instruction and counseling has led to student development and success.

G. Describe programs, practices, and services that support and enhance student understanding and appreciation of diversity.
Because this program is geared to at-risk students and the course literature includes Mexican-American and Latino themes, an understanding of diversity is inherent in the program. Course material and literature, however, also provide multiple diverse perspectives. Diversity is this program’s hallmark.

H. What methods are being used by faculty and staff to address the differences in learning styles among students served?
The instructor and counselor in the Puente Program are well versed in learning styles. In fact, in the counseling class, the students spend a good deal of time exploring their own learning styles and the best way to acclimate those styles in successful college tenure. In the English class, teaching techniques that address multiple learning styles are directly applied. For example, students do group work, watch visual presentations, listen to music, and move about the classroom in doing class presentations.

I. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.
The current Puente team would like to further expand the Puente offerings. Currently we offer just one Puente year track. If more students apply to the Puente Program than a one-course enrollment, we do not have a secondary team or multiple tracks for the same team to address that need. Although this has not yet occurred, theoretically we would have to turn away those prospective students that exceed enrollment.
In our three years applying the Puente program at Napa Valley College, we have continuously sought ways of improving and strengthening the program. We achieve this, in part, through evaluative forms disseminated at the end of the year. From this feedback we have made changes to
enhance the program. We have also benefited from observing student activity and community. We have found that sometimes negative relationships occur and impede our progress to a community-like atmosphere within the class. Currently we have sought to forge new relationships between students by arbitrarily forming them into mini groups, “familias” instead of allowing current friends to remain together and perhaps promote exclusion of other students. So far this change has been quite promising.

4. ENROLLMENT TRENDS AND STUDENT SATISFACTION

A. Review the enrollment trends (or participation rate) data, and describe recent trends.

- Have there been significant fluctuations in the number of students served? If so, explain.

  Enrollment for the Puente Program has remained constant. At the beginning of the program in the one-level-below transfer English class (ENGL 100), we have consistently enrolled the maximum for the class: 28. We do have increased interest in the program, but can only accommodate the maximum. We strongly recommend a second class(es)/Puente track to accommodate the increased interest and to increase enrollment and FTES.

- Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

  Factors affecting the enrollment in the second-phase of the program, English 120, are not due to outside factors such as community demographics or the economy; rather, the slightly lower enrollment reflects the individual’s ability to pass the first class and move on to the next. Community demographics continue to strongly support enrollment in the program as do successful outreach programs that target high-school students who will be enrolling at the college.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

  Currently, the Puente Program provides for 20% reassigned time for the English instructor, 30% reassigned time for the Mentor Coordinator, and 20% for the counselor. Beyond the normal, college office hours’ requirement for student contact, each member of the Puente team must also meet weekly or biweekly (depending on the program needs), meet for three or more hours for an average of two, planned monthly activities, events as outlined in the Puente contract, and meet during off-semester time for strategic and planning meetings. In addition, the team frequently fulfills requests for Puente presentations at board or other meetings, training of Puente mentors, and ongoing training through the UC-run Puente Program.

  While the reassigned time helps toward meeting the goals of Puente and managing other load assignments, each member of the team still struggles to keep up with her course load, student appointments, prep time for courses taught, grading, working with Phase III Puente students who are nearing transfer, and meeting other college business fulfillments (i.e. committees, hiring, etc.).

  For the Puente counselor, for example, the Puente class is an overload since she is a full time EOPS Counselor and EOPS is a categorical program that cannot use EOPS funds to pay for Puente time. 20% reassigned time is less than 5 hours a week/20% of 24 hours, and the counselor has much more student contact and program commitment than that.
We strongly feel that assistance in these areas is needed. The instructor’s load should be further reduced through either additional reassigned time (40%) or a reduction in total load in the English department, the counselor should receive actual and separate 30% reassigned time and not overload, and the mentor coordinator should receive 40% reassigned time to accommodate for further development of the program. Since the original team manages the NVC Puente Program overall, if additional Puente tracks were put in place, this original team would continue to manage the program and the secondary/additional team(s) would not need the additional reassigned time or reduction in duties.

Although one faculty member was added to this program when it started, the subsequent FTES far outweigh this application of faculty. Currently, the Puente Program is running at capacity (number of seats available). If the Puente Program opened up the program by increasing the number of seats/tracks available, based on the demonstrable success of the program so far, the FTES would continue to increase even with an additional instructor or more. In sum, productivity for this program is excellent and promises to continue being excellent with expansion.

As stated above, the average class size for the first class on the Puente track is 28; the average size class for the second class on the track is 22-25 students.

C. Review the schedule of classes for the program and the results of the student satisfaction surveys, and discuss whether the course offerings are scheduled appropriately to meet student need.

Although the students find the initially linked classes (a reading, writing, and counseling class and a writing center requirement) nearly fill their first semester schedule, they are more than satisfied at the level of assistance they receive to ensure their success in this crucial, first semester of the program. This success is exhibited in the spectacular retention, persistence, and course completion rates for the program since its implementation. The Puente students are asked which schedule would best accommodate their needs, so the courses continue to be offered on the same days and times because the feedback shows the students prefer those days and times.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Based on the student satisfaction surveys, the students are more than enthusiastic for the level of support they receive and the commitment of the teachers to help them master first-year requirements. Students frequently expressed that their Puente Program classes were their favorites and they continually looked forward to attending them. This willingness is reflected in the near perfect day to day class attendance in both the English and the counseling classes. In addition, students remarked on how the material is presented in an accessible, motivating and enjoyable way. Students feel that the instructors are genuinely invested in their success.

In the areas of improvement, student concerns revolved around facilities (heating and cooling), cleanliness of the classrooms and the limited availability of services including the writing center and the library.
E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Although the Puente Program is a transfer program and not a vocational program, the program does fulfill its mission in having the students of the program return to mentor in their community. The overall Puente Program was started in 1983, and many graduates of the Puente Program and of various four-year institutions that represent a wide-variety of fields do, in fact, return to their community to mentor first-year Puente students. We currently have one Puente mentor who was herself a Puente student.

F. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

See Schedule A

5. COMMUNITY OUTREACH

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

For the student recruitment/outreach component of the program, the Puente team engaged in the following activities:

- Sent out Puente flyers, brochures, and newsletter to counselors at our local and up-valley high schools including on campus programs as follows: Student Support Services, Transfer Center, Career Center, Upward Bound, and Talent Search.
- Attended and promoted Puente Project at on-campus counseling meetings.
- Held several orientations (April, June and July) to recruit students for Puente.
- Met with new Puente students individually prior to the first day of class.
- Recruited students from the EOPS Summer Bridge (ASPIRE program).

For the mentoring component of the program, the Puente team engaged in the following activities to recruit new mentors:

- Advertised for mentors through The Napa Register, KVON, Channel 28, and college email.
- Presented the Puente Project to the Board of Trustees, campus counselors and Napa County Hispanic Network.
- Recruited and interviewed community members from various local businesses including NVC instructors.
- Provided training for all new mentors.

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?

Through regional and motivational conferences, the team has been developing relationships and networking with other Puente cohorts at community colleges throughout the state. In addition, Puente is co-sponsored by University of California, the Office of the President, and Chancellor’s Office California Community Colleges.

The team has taken our student to visit CSU San Francisco, UC Santa Cruz and St. Mary’s College. In addition, an outreach advisor from UC Davis, CSU East Bay, and CSU Sacramento
visits the Puente Counseling class every spring semester to discuss admission requirements and encourage Puente students to consider transferring to a four-year institution.

C. What has the program done to establish relationships with the business community?
Although Puente Project is not a vocational program, the Puente Mentor Coordinator is a member of the Napa County Hispanic Network and Queen of the Valley Latino Advisory Council. Through these organizations, the team was able to recruit mentors and students. On the statewide level, over 400 organizations and 4000 professionals donate time and resources that the team can access. Through these established relationships, our program has benefited by receiving information via email on upcoming events, scholarships, and discounts on fieldtrips. For example, Luis Chavez is a member of the board for Oakland Museum of California, and the team was able to receive information and obtain tickets very quickly for our students to attend CaliVera: Days of the Dead Altars Remixed in October, 2005.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program/service (if the program has such a committee)? Describe the size, membership and regularity of meetings. If no advisory committee, would this form of external input be helpful?
Not applicable.

E. Reflect on your responses in Section 5 Community Outreach and Articulation and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

6. ACCREDITATION AND EXTERNAL REVIEWS

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations of the review teams relevant to the program and how the program responded.
Not applicable.

B. Indicate the sources of information used in Question 6A.
- Accreditation Self-Study Planning Agenda
- Accreditation Final Report
- Previous program evaluation recommendations
Not applicable.

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.
Not applicable.

D. If this program is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.

E. Reflect on your responses in Section 6 Accreditation and External Reviews and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.
7. **RESOURCES**

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Program/Discipline Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

A. **Staffing**

Summarize the staffing resource needs identified in the Program/Discipline plans. Discuss any changes needed. (Complete **Schedule B**, Request for New Permanent Faculty and Staff, as needed)

B. **Program-Specific Equipment**

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete **Schedule D**, Program-Specific Equipment Request, as needed.)

C. **Facilities Improvement/Renovation**

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete **Schedule F**, Facilities Improvement/Renovation Request, as needed.)

D. **Technology**

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete **Schedule E**, Technology Request, as needed.)

E. **Professional Development**

1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff.

2) Based on the goals that resulted from this program evaluation, complete **Schedule G**, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.

F. **Learning Resources**

What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete **Schedule H**, Learning Resources/Media Materials Request, as needed.)

G. **Operational Budget**

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete **Schedule C**, Request for Operating Budget Augmentation, as needed.)
PROGRAM EVALUATION SUMMARY FOR
ENGLISH—PUENTE PROJECT

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)
The Puente Program at Napa Valley College is in its third year, so this is the first time it has been subjected to program review. In its short time implemented at the college, however, it has been lauded as a successful program that has shown demonstrable results. Its major achievements, of course, include the persistence, retention and successful course completion by students; the general retention of students in college who would have otherwise dropped out of college due to familial, work and/or cultural pressures; the participation of community members as mentors to the Puente students; and the academic rigor the students become accustomed to that has led to higher GPAs overall. Changes made to the program so far have been simply programmatic because the overall framework of the state Puente Project has already proven successful and is utilized at this college. These “fine tuning” changes included increased means of outreach for future Puente students, changes to curriculum (choice of texts) and group work, and administrative concerns such as meeting to discuss current Puente issues. The Puente group looks forward to implementation and progress of the Puente Program at Napa Valley College in the form of a second Puente track to accommodate the increased interest in the program.

Strengths (unique characteristics, special capacities)
What makes the Puente program strong and unique is its specific, although not limited to, focus on Latino/Mexican-American themes and issues. In addition, the program employs the use of mentors, which has proven to be a prime motivator for “at-risk” students. We enjoy the support of the statewide Puente Project and keep current on the latest pedagogical techniques and issues.

Challenges (concerns, difficulties, areas for improvement)
Our main concern for the program is accommodation. In order to have a second Puente track, we need the addition of another English instructor, another counselor, and all that goes with adding a new class to the current offerings. Since the statewide program requires training of its instructors and counselors, the college will have to meet that accommodation as well as the course reassigned time as well. We feel the college does support the program and would like to expand it since, again, we have had the successful results to justify this expansion. Other concerns and difficulties that might accompany this program are not unique to this program; rather they are the usual challenges an instructor or counselor would face in the classroom. These might include things such as a class conflict between students or some other such day-to-day challenge.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?
We would only add that the college should familiarize itself with the statewide Puente Project where specific and general information is collected for each college participating. This information can be found at http://www.puente.net.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by _____________________, for the verification phase.

| Program Evaluation Chair Signature: ____________________________ |
| Division Chair/Supervisor Signature: ____________________________ |
| Date: ________________________________________________________ |

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by _______________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by _________________________.

| Verified on: _________________________________________________ |
| Verification Committee Signatures: ____________________________ |

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

| Vice President/President ________________________________________ |
| Date Letter Sent: _____________________________________________ |
| Recommend review in 2 years: Yes _____ No _____ |
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### English—Puente Project

#### English 54, 100, and 120: From English Department SLO Matrix

<table>
<thead>
<tr>
<th>Course</th>
<th>#1 Think, read, write critically</th>
<th>#2 Write unified, coherent, well supported grammatically correct document</th>
<th>#3 Discuss ideas; work collaboratively</th>
<th>#4 Tolerance for ambiguity and appreciation of cultural diversity</th>
<th>#5 Academic skills for college success</th>
<th>#6 Research skills</th>
<th>#7 Effective written analysis of issues</th>
<th>#8 Understanding of several creative writing genres</th>
<th>#9 Knowledge of literary elements and principles</th>
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</tr>
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<td>ENGL 100</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Counseling Courses SLO Matrix

Under Development
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

ENGLISH—PUENTE PROJECT

ENGLISH 54, 100, AND 120: FROM ENGLISH DEPARTMENT SLO MATRIX

1. Think, read, and write critically.
2. Write a unified, coherent, well supported, and grammatically correct document.
3. Discuss ideas; work collaboratively
4. Demonstrate tolerance for ambiguity and appreciation of domestic and international cultural diversity.
5. Demonstrate academic skills necessary for college success.
6. Demonstrate research skills, including locating, evaluating, integrating, and documenting sources using discipline appropriate styles, such as MLA and APA.
7. Demonstrate effective written analysis of issues, using sources such as the media and academic texts.
8. Demonstrate an understanding of several genres of creative writing, including fiction, poetry and creative non-fiction. Students will demonstrate skills in narration, dramatic structure, character development, description, imagery, figurative language, patterns of sound and units of meaning, and arrangements of lines and stanzas.
9. Demonstrate, through explication, interpretation, and analysis, knowledge of the elements and principles that make up works of imaginative literature, such as fiction, poetry, or drama.

COUNSELING COURSES SLO MATRIX

Counseling Program SLOs are under development.
### Program/Discipline Plan
#### English—Puente Project

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3</td>
<td>2B</td>
<td>Puente Project website</td>
<td>1</td>
<td>Create and publish website detailing English offerings</td>
<td>$500 stipend to designated faculty member</td>
</tr>
<tr>
<td>1, 3</td>
<td>2B</td>
<td>Puente Project brochure</td>
<td>2</td>
<td>Create and publish brochure detailing English offerings</td>
<td>$500 stipend to designated faculty member</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**
- A. Curriculum and Instruction
- B. Student Success and Equity
- C. Enrollment Trends and Student Satisfaction
- D. Community Outreach
- E. Accreditation and External Reviews
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title &amp; Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Puente Program track English instructor</td>
<td>New</td>
<td>1.0</td>
<td>TBA</td>
</tr>
<tr>
<td>2nd Puente Program track counselor</td>
<td>New</td>
<td>1.0</td>
<td>TBA</td>
</tr>
<tr>
<td>Outreach Specialist (Classified Staff)</td>
<td>New</td>
<td>1.0</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Justification
Needed to expand the Puente Project; will result in FTES growth as we increase the visibility and offerings of the program.

*N=New, R=Replacement

Submitted by:________________________________________________________________________

Approved by:________________________________________________________________________

Budget Center Manager_________________________________________________________________

President/Vice President________________________________________________________________

APRIL 2006
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center _________________________ Activity ___________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New account requested</td>
<td>$5000</td>
<td></td>
</tr>
</tbody>
</table>

Justification
Our Puente program does not currently have a line-item budget expenditure from the college. We have been given small grants and are currently using monies from the president’s budget. Since we have ongoing expenses for college and other field trips, mentor/mentee and family events, Puente conferences, college presentations, and supplies for students, including t-shirts, we respectfully request a dedicated budget line for the NVC Puente Program.

Submitted by:           Approved by:  
___________________________________   __________________________________
Budget Center Manager        President/Vice President

APRIL 2006
**PROGRAM-SPECIFIC EQUIPMENT REQUEST**

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification</th>
<th>(Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Video Camera</td>
<td>$2000</td>
<td>$100</td>
<td>Justification</td>
<td></td>
</tr>
<tr>
<td>Thirty dictionaries per year</td>
<td>$600</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Justification**

We need to record video diaries of current Puentistas in all phases so that we may use them as classroom instruction, for promotion of the program, for training of mentors, and for the use of our future mentor council created by the mentors themselves. Dictionaries are a basic requirement for students in reading and writing classes. Many of them would otherwise not be able to afford them.

<table>
<thead>
<tr>
<th>B. Non-instructional</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thirty Puente logo design t-shirts</td>
<td></td>
<td></td>
<td>Justification</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team building for Puente community.</td>
<td></td>
</tr>
</tbody>
</table>

Submitted by: ___________________________  Approved by: ___________________________

Budget Center Manager  President/Vice President

APRIL 2006
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. Equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (e.g., network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment–when will the equipment need to be replaced?

A laptop (preferred) or desktop computer.
This computer will record data for Puente students that is submitted to the state-wide Puente Program. The computer would also be used to track grades, create flyers for events and outreach, create and archive PowerPoint slideshows used in presentations and events, and maintain correspondence to mentors, outreach targets and other participants in the Puente Program. We are requesting a laptop so that we will not need the accommodations of another office, chair, etc. One of the Puente team members would simply be entrusted with the computer.

Cost estimates will be provided for priority projects only.

Submitted by: Budget Center Manager

Approved by: President/Vice President

APRIL 2006
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. Ongoing maintenance that will be necessary


The Writing Center directly supports the Puente Project program and must have facilities appropriate to serve the increased student population.

Cost estimates will be provided for priority projects only.

Submitted by: ___________________________________________ Approved by: ___________________________________________

Budget Center Manager President/Vice President

APRIL 2006
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?

The mentor coordinator, the counselor and the instructor (the Puente team) must attend two to three Puente conferences a year to maintain current in the Puente curriculum and practices. In addition, Latino and Mexican-American themed conferences and presentations arise that present a unique learning opportunity for the Puente team (and the students). Currently, that would include three staff members available to attend these trainings and conferences.

When a new Puente instructor or counselor is added, they must attend the Puente summer institute in order to meet the MOUs of the statewide program and to be supported by the larger Puente Project. There would be two members attending at a time to start a new Puente track.

These conferences and training sometimes involve out-of-town expenses such as travel and accommodations.

2. What pedagogical training needs have been identified in your program review?


3. What types of technology does your program use? What technology training needs have you identified?


4. What are the leading publications specific to your discipline and/or program?


Submitted by: Budget Center Manager

Approved by: President/Vice President

APRIL 2006
# LEARNING RESOURCES/MEDIA MATERIALS REQUEST

## Books including Reference:
- **Number of titles to add:** To be determined
- **Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:** To be determined
- **Titles that provide:**
  - a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
  - To be determined
- **Recommendations/ comments:** To be determined
- **Estimated cost for new materials:** To be determined

## Periodical Titles: (Newspapers, Journals, Magazines)
- **Number of titles to add:** To be determined
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

## Electronic Databases and Indexes:
- **Number of databases to add:** To be determined
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

## Media Collection (closed captioned or DVD):
- **Number of titles to add:** To be determined
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

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### Library/learning resource service hours

- **Are library/learning resource service hours adequate for this course/program?**
  - Yes ✗ No __

### Quantity of materials

- **Is the quantity of materials sufficient for students within needed time frame?**
  - Yes __ No ✗

### Library/learning resources assignments

- **Will library/learning resources assignments be used in your course?**
  - Yes ✗ No __

### Assistance of library faculty

- **Will this course/program require the assistance of library faculty for orientations or other information competency instruction?**
  - Yes ✗ No __

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- **I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.**
- **To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.**