

STUDENT SERVICES PROGRAM REVIEW WORKSHEET

Student Services Area: _____ Puente Program _____

Prepared by: _____ Maria Jurado _____

Academic Year: _____ 20016-2017 _____

I. Student Services Area Overview

*The **Area Overview** should reflect the consensus of the staff within the student services area. It is meant to provide a broad understanding of the area, current trends related to the area's mission, and how the area serves to meet the overall mission or goals Norco College. The following reflects the general guidelines followed by the service areas in completing their area overview. (I.1.-I.5. contains brief, succinct narrative for each area; should be about 2 pages in length.)*

1. Mission Statement

Note: Area mission statements must be directly aligned with those of the Norco College and the Student Services Division. This statement should be brief, easy to remember and include the name of the department, its primary functions, modes of delivery, and target audience. Please include the date last updated.

Suggestion: This statement should be about 25 words.

The mission of Puente is to increase the number of educationally underserved students who enroll in four-year universities, earn degrees, and return as future mentors to succeeding generations.

2. Philosophy Statement

Note: Identify or outline how your area serves the mission of the institution. Suggestion: Please limit to a single, brief paragraph.

Creating a strong and cohesive learning community that has a sense of “family” while providing intensive academic writing instruction, intrusive counseling and career exploration through professional mentoring, provides structure for academic success. These components work together in providing educational opportunities that prepare Puente students to transfer to a university thus adheres to the mission.

3. Summary

Note: Describe the main functions of your area using clear, concise bulleted statements.

- Provide Guidance instruction in personal development, study skills and career exploration to solidify major (Guidance 48 & 47)
- Provide ongoing, intrusive academic and personal counseling to prepare students to transfer to a four-year university
- Develop Student Educational Plans for transfer
- Counsel former, current and prospective Puente students to make wise educational decisions
- Assign each student a faculty, staff or a professional mentor within the community
- Coordinate events: Student socials, mentor/student socials, cultural events and “Noche de Familia”
- Provide English Instruction for two semesters (English 50 & 1A):
 - Cultural identity is a major component of Puente thus students are writing about topics that are relevant to the experience of Latinos
Students are introduced to multicultural authors who address topics such as immigration, language, family, heritage and acculturation
Having a strong cultural identity affirms the student’s self-confidence and status at the college which promotes the goal of transfer
- Serve as Co-advisor for Puente Organization which serves former and current Puente students

4. Strengths

Note: Briefly describe about five of your area’s greatest strengths. As applicable, strengths substantiated through data are required.

- 1.** 83% of students completed English 50 and enrolled in ENG 1A
- 2.** Significant number of students completed at least 12 units for fall and spring semesters
- 3.** Significant number of students maintained satisfactory academic progress
- 4.** 100% completion rate of students with SEP
- 5.** Provide numerous academic, cultural and campus involvement opportunities: Pizza socials, “Noche de Familia,” mentor dinners, attended Puente Motivational Conference at UCLA, key participant for Harvest Fest, toured UCR, coordinated Cesar Chavez Day, partnered with library for Read to Succeed event with author Luis Rodriguez and had student discussion on book, collaborated with ASNC and coordinated a successful college formal (Winter Ball), partnered with Veteran’s organization and ASNC to coordinate the Cinco de Mayo event

5. Students Served

Note: Briefly report the number of students served and/or provide a general description of the student population(s) you serve. When reporting numbers, please specify the timeframe you are reporting.

Puente is a one-year program that begins each fall semester and is an inclusive program open to all students. Because the English courses incorporate the Latino experience, most of the students who elect to participate in the program are Latino. Interested students must be eligible for English 50 during the fall semester.

For the fall semester, 30 students enrolled in Puente. For the spring semester, Puente is serving 28 students, four of which are new to Puente this semester. 92% are first-generation college students.

The counselor serves three student populations: current, former and prospective students. The Puente counselor however, continues to serve graduates of the program who are continuing their studies and/or have been applying to various universities. The counselor also conducts ongoing recruitment for prospective students for each new class. The overall caseload for Puente is about 75-85 students.

II. Assessing Outcomes

1.A. Report on 2015-2016 Assessment Plan and Objectives for Student Services Area:

Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

- A significant number of students will complete a full load of units in the fall of 2015
- A significant number of students will maintain satisfactory progress at the end of the fall of 2015
- A significant number of Puente graduates from spring 2016 will persist in the fall of 2016
- Puente graduates from spring 2016 will complete English 1A at a higher rate
- A significant number of students will have a satisfactory relationship with their assigned mentors

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of Objective to Norco College Mission	Assessment Criteria (Specify Target Performance Level)	Assessment Measure	Completion (or anticipated completion)/ Findings	Improvement Recommendations (next step)	Assessment Status A) Continued/ modified B) Moved to Strengths C) Discontinued (please state why)
1.	Puente students will enroll and complete at least 12 units in the fall of 2015	(SLO) Puente students who enroll in the fall 2015 will attempt and complete at least 12 units.	EMP # 1,2,4,5	70% of Puente students who enroll in the fall 2015 will complete at least 12 units.	Information from Colleague UI	38% (11/29) of students enrolled in fall 15 completed at least 12 units	Although Puente is open to all interested eligible English 50 students, more intensive orientation must be given to the importance of enrolling full-time	A) Continued
2.	Students enrolled in Puente will maintain satisfactory progress in all courses attempted in	(SLO) Students enrolled in Puente will maintain a 2.0 GPA in all courses attempted in fall 2015	EMP # 1,2,4,5	80% of Puente students will complete all courses during the fall of 2015 with a minimum GPA of 2.0 or higher	Colleague UI	66% (19/29) of Puente students completed fall 15 with a GPA of at least 2.0	Puente has not required a minimum GPA for entry but a recommended GPA will now be considered. Verification of work hours will also be considered due to the fact that students were	A) Continued

	the fall of 2015						working too many hours.	
3.	Puente graduates from spring 2016 (Phase 3), will persist into fall 2015	(SLO) Program graduates from the class of 2014-15 will persist into the fall 2015 semester	EMP# 1,2,4,5	70% of Puente Program graduates will persist into the fall 2015 semester	Colleague UI	97% of spr 16 graduates persisted into the fall of 2015	Goal met. The high persistence rate can be attributed to the fact they have completed a key transfer and graduation course in Eng 1A.	A) Continued
4.	Puente students in English 1A from spring 16 will successfully complete course at higher rate than general population	(SLO) Puente students will complete English 1a with a C or better at a higher rate	EMP # 1,2,4,5	Need to determine college completion rate for English 1A	Colleague UI	96.6% of Puente students successfully completed Eng 1A compared to All Others at 75.2%. This is a 21.4% higher rate than the general student population	Goal met. This SLO will continue to be monitored to insure program success. We also need to consider the transfer rate of this group	A) Continued
5.	Puente students will each be assigned a mentor and will receive more support with life goals	(SLO) Puente students will meet at least four times with mentors and will conduct four interviews		80% of students will have a satisfactory relationship with their mentor	Survey	96% (24/25) of students surveyed indicated that they were satisfied with their mentors	Goal met. Andres and I will be meeting to review our four essay topics. Required essays insure that students and mentors meet and that students have topics ready to discuss.	A) Continued

***Please see appendix for description.**

II.1.B. Program Modifications for 2015-2016 Data Assessment (“Closing the Loop”)

Note: For 2015-2016 outcomes assessments you are continuing or modifying in your 2016-2017 Assessment plan, please provide a brief description on how your area used outcome data from last year to drive programmatic modifications to improve services to students.

Outcome	Evidenced and detailed (Describe how you used outcome data for programmatic modifications)
Outcomes assessment for 2016-17 were modified with the exception of the following SLO: students who enroll in Puente will maintain a 2.0 GPA in all courses attempted in 2016-17 academic year	Guidance and English instructor will have 2 team conferences, an initial conference and a follow-up conference for at-risk students. Students will also be held accountable to submit a progress report in the fall and spring semester.

II.2.A. 2016-2017 Assessment Plan for Student Services Area:

Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

- Increase student understanding of self-reflection of their academic responsibility
- Increase student knowledge of individual personality traits that connect with their career goal
- Increase student knowledge of transfer requirements to a four-year university
- Students will maintain academic satisfactory progress in the 2016-17 academic year
- Students will successfully complete English 1A at the end of Spring 2017
- Students will have a satisfactory relationship with their assigned mentor

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of objective to Norco College Mission*	Assessment Criteria (Specify Target Performance Level)	Assessment Measure (Measurement tool)	Completion (or anticipate completion)/ Findings**	Improvement Recommendations (next step)*
1.	Increase student understanding of self-reflection of their academic responsibility	(SLO) Students who participated in GUI 48 will learn about their academic responsibility	“providing educational opportunities... We encourage an innovative approach to learning...”	80% of students will enhance their knowledge of academic responsibility	Pre/Post Survey, class discussion and assignments	80% (24/30) of students who participated in GUI 48 enhanced their knowledge of academic responsibility	Continued emphasis will be placed on self-reflection and academic responsibility
2.	Increase student knowledge of individual personality traits that connect with their career goal	(SLO) Students who participate in GUI 47 will learn individual career goals	“providing educational opportunities... We encourage an innovative approach to learning...”	80% of students will decide on a career goal and major	Pre/Post Survey and completion of SEP	93% (26/28) of students who participated in GUI 47 decided on a career goal and major	Continued emphasis will be placed on career exploration and choosing a major. Will emphasize attending MBTI workshop
3.	Increase student knowledge of transfer requirements to a four-year university	(SLO) Students who participate in GUI 47 will learn transfer requirements	“provide foundational skills and pathways to transfer...”	80% of students will understand GE, major prep and transfer requirements to a four-year university	Pre/Post Survey and completion of SEP	93% (26/28) of students who participated in GUI 47 understood GE, major prep and transfer requirements	Continued emphasis on understanding GE, major prep and transfer requirements to reach 100% understanding

4.	Students will maintain academic satisfactory progress in the 2016-17 academic year	(SLO) students who enroll in Puente will maintain a 2.0 GPA in all courses attempted in 2016-17 academic year	“providing educational opportunities...”	80% of students will have at least a 2.0 GPA for the 2016-17 academic year	Colleague UI	70% (21/28) of students have at least a 2.0 GPA for the 2016-17 academic year	Continued monitoring of academic progress and include required academic progress reports to provide academic interventions when necessary
5.	Students will successfully complete English 1A at the end of Spring 2017	(SLO) Puente students will complete English 1A with a C or better	“providing educational opportunities... We encourage an innovative approach to learning...”	80% of students will successfully complete English 1A with a c or better at the end of Spring 2017	Colleague UI	75% (21/28) of students completed English 1A	Continued emphasis on attending tutoring, visiting English instructor’s office hours and accessing campus resources to increase success in ENG 1A
6.	Students will have a satisfactory relationship with their assigned mentor	(SAO) Students will meet at least four times with their assigned mentor and will conduct four interviews	“Norco college serves our students... promoting collaboration.”	80% of students will have a satisfactory relationship with their mentor	Survey	75% (21/28) of students met with their mentor at least four times	Continued emphasis on the importance of the mentoring relationship by assigning assignments both in English and Guidance connected to mentoring

M *Please see appendix for description.

****More detailed description on the following page.**

II.2.B. 2016-2017 Assessment Plan Findings/Data Analysis

SLO/SAO #1:

Findings/Data Analysis: Students who participated in GUI 48 enhanced their knowledge of academic responsibility by 80%, 24 out of 30 students.

Improvement Recommendations: Continued emphasis will be placed on self-reflection and academic responsibility. Students will learn how their role impacts their academic and future goals. Assignments related to academic accountability will be given to provide students more insight about their success.

SLO/SAO #2:

Findings/Data Analysis: Students who participated in GUI 47 decided on a career goal and major by 93%. Specifically, 26 out of 28 students choose both a career and major.

Improvement Recommendations: While 93 percent is high and most students chose a major, they did not necessarily choose a career. Students will be encouraged to explore multiple career options. Emphasis will be placed on maximizing college resources and encourage to select a career as well as a major.

SLO/SAO #3:

Findings/Data Analysis: Students who participated in GUI 47 understood general education, major preparation and transfer requirements by 93%. Specifically, 26 out of 28 students were knowledgeable about courses they need to take to reach their transfer goals.

Improvement Recommendations: While 93 percent is high and most students understood general education, major preparation and transfer requirements by 93%, it is important that 100% of students are aware of transfer requirements. A better effort will be made to ensure that 100% of students understand the courses they need to take to reach their educational goal. Students will be encouraged to optimize campus resources and attend transfer related workshop and the transfer fair held on campus.

SLO/SAO #4:

Findings/Data Analysis: Only 70% of students, 21 out of 30 students for the 2016-17 academic year have at least a 2.0 GPA.

Improvement Recommendations: Continued efforts on study groups, tutoring, and use of instructor office hours will be emphasized. Peer Guidance tutors were introduced in spring to offer more peer tutoring on time/self-management. Along with the Guidance tutors, both Puente Program assistants who are graduates of Puente will lead study group sessions in the fall and spring to insure students are getting the help they need to be successful. The tutors and assistants will also work more closely with those students who are struggling after the first few weeks of the semester. Communication is key between the English and counseling team to identify these students and refer them to appropriate help and to follow up to insure they are seeking out the assistance they need.

SLO/SAO #5:

Findings/Data Analysis: Students who participated in English 1A completed the course by 75 %, 21 students of 28.

Improvement Recommendations: Continued efforts on study groups, tutoring, and use of instructor office hours will be emphasized. The tutors and assistants will also work more closely with those students who are struggling after the first few weeks of the semester. Communication is key between the English and counseling team to identify these students and refer them to appropriate help and to follow up to insure they are seeking out the assistance they need.

SLO/SAO #6:

Findings/Data Analysis: Only 75% students (21/28) of met with their mentor at least four times.

Improvement Recommendations: Continued writing and social activities will occur next academic year to sustain a vibrant mentor component for Puente students. There will be four assigned mentor essays hold students accountable to meeting their mentor at least four times during the academic year. Two essays will be given in Guidance and two essays will be given in English for a total of four essays. A mentor panel will be conducted in the fall Guidance class and will serve as an excellent introduction to the mentoring component and is done before the fall mentor dinner. A mentor training is conducted for mentors in the fall as well as a student training on what students can expect as well.

III. Needs Assessment

1. Staffing Level

Provide a very brief description of your current staffing level or attach an organizational chart that includes positions only.

- 1 Counselor with .50 reassigned time
- 1 English Instructor with .20 reassigned time
- 1 Hourly who works 10-15 hours weekly
- 1 federal student worker who works 10-15 hours weekly

2. Staffing Profile

Please indicate the number in terms of FTE. (In other words a full time staff person is a 1.0, and a half time person is a .5)

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Administration							
Classified Staff FT						.50	.50
Classified Staff PT							
Confidential Staff FT							
Faculty FTE Full time	.70	.70	.70	.70	.70	.70	.70
Faculty FTE Part time							

Total Full Time Equivalent Permanent Staff								
Short Term Staff	1	1	1	1	1		1	1
Student Workers			1	2	1		1	1

3. Improvement Areas

Note: Identify specific issues that are affecting the efficiency or effectiveness of your area due to lack of staffing, equipment, or other resources.

- Counselor could spend more time with students to help them academically but is unable to due to the numerous events
- Counselor could spend more time with students to prepare them for transfer but is unable to due to numerous events

Unit Name: _____ Puente Program _____

4. Staff Needs

NEW OR REPLACEMENT STAFF (Administrative, Faculty, or Classified)

<p align="center">List Staff Positions Needed for Academic Year 2016-2017 Please be as specific as possible when offering a justification. Place titles on list in order (rank) of importance.</p>	<p align="center">Indicate N = New R=Replacement I = Increase time</p>	<p align="center">Annual TCP* TCP for employee</p>
<p>1. Part-time Success Coach for Puente</p> <p><u>Justification:</u> With the numerous academic and social activities along with mentor coordination, the need for a permanent part-time hourly would relieve the counselor of some responsibilities for event coordination. The current assistant is short term and limited on hours.</p>	<p align="center">N</p>	<p align="center">\$25,000</p>
<p>2. <u>Justification:</u></p>		
<p>3. <u>Justification:</u></p>		
<p>4. <u>Justification:</u></p>		
<p>5. <u>Justification:</u></p>		
<p>6. <u>Justification:</u></p>		

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with area manager to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

Unit Name: _____

5. Equipment (Not including technology) Needs Not Covered by Current Budget

List Equipment or Equipment Repair Needed for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific as possible. Place items on list in order (rank) of importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Justification:</u>			
2. <u>Justification:</u>			
3. <u>Justification:</u>			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.

Unit Name: _____

6. Technology++ Needs Not Covered by Current Budget

NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure ?	How many users served ?	Has it been repaired frequently ?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification										
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.
- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

Unit Name: _____

7. Facilities Needs Not Covered by Current Building or Remodeling Projects*

List Facility Needs for Academic Year 2016-2017 (Remodels, Renovations or added new facilities) Place items on list in order (rank) of importance.	Total Cost of Request
1. <u>Justification:</u>	
2. <u>Justification:</u>	
3. <u>Justification:</u>	
4. <u>Justification:</u>	
5. <u>Justification:</u>	
6. <u>Justification:</u>	

*Please speak with your area manager to obtain accurate cost estimates and to learn if the facilities you need are already in the planning stages.

Unit Name: _____

8. Professional or Organizational Development Needs Not Covered by Current Budget*

<p align="center">List Professional Development Needs for Academic Year 2016-2017</p> <p>Reasons might include in response to assessment findings or the need to update skills. Please be as specific as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) of importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p>1. <u>Justification:</u></p>			
<p>2. <u>Justification:</u></p>			
<p>3. <u>Justification:</u></p>			
<p>4. <u>Justification:</u></p>			
<p>5. <u>Justification:</u></p>			
<p>6. <u>Justification:</u></p>			

*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

Unit Name: _____

9. SAFETY NEEDS not covered by current budget

List Safety Needs for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) of importance.			
	Cost per item	Number Requested	Total Cost of Request
1. <u>Justification:</u>			
2. <u>Justification:</u>			
3. <u>Justification:</u>			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

Unit Name: _____

9. OTHER NEEDS *not* covered by current budget

List Other Needs for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) of importance.			
	Cost per item	Number Requested	Total Cost of Request
1. <u>Justification:</u>			
2. <u>Justification:</u>			
3. <u>Justification:</u>			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

Appendix

(The follow is for use for your assessment plans in sections II.1.A. and II.2.A.)

Norco College Mission Statement

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Link of your outcomes assessment with the following options listed from the components of the Norco College Mission Statement.

1. Service to students, community, and workforce
 - a. By providing educational opportunities
 - b. By celebrating diversity
 - c. By promoting collaboration
2. Provides support and encouragement through
 - a. Innovative approach to learning
 - b. Application of emerging technologies
3. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Example:

- ***SLO- Students will learn the services available through WebAdvisor.***
- How it is linked to the Mission Statement:
 - ***2b – Provides support and encouragement through application of emerging technologies.***