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## 2021-2022 COMPREHENSIVE REVIEW

### OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, Program Review and Planning identifies program strengths and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

### BASIC UNIT INFORMATION

**Program/Unit Name**

Puente Project

**Department Name**

Counseling

**Division Name**

Student Services

**Name of Person responsible for the Program/Unit**

Cynthia Cordova and Sonia Gutiérrez

**Website address(es) for your program(s)/unit(s)****Webpage URL 1****Unit webpage**<https://www2.palomar.edu/pages/puente/>**Please list all participants and their respective titles in this Program Review**

Participant	Title
Cynthia Cordova	Puente Counselor and Co-Coordinator
Sonia Gutiérrez	Puente English Professor and Co-Coordinator

## PROGRAM/UNIT MISSION STATEMENT

### What is you Program/Unit's mission statement?

The Puente Project mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.

### Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The Puente Project, using a cohort-teaching style, teaches our students academic excellence and high standards, by producing high caliber students who are transfer ready. Similar to Palomar College's vision and mission statement, the Puente Project embraces and validates our students' cultural capital as the program's goal is for Puentistas, our students, to return as community mentors and leaders as advocates at the local, state, national, and global level.

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## PROGRAM/UNIT DESCRIPTION

### Staffing

Use the Permanent Staff Count link below to answer staffing questions.

Link: [Permanent Employees Staff Counts](#)

This form required a login and password to access. Please use your Palomar email and password to log in.

#### Full-Time Staff

**Total Number of Full-time Staff**

0.00

**Number of Classified Staff**

0.10

**Number of CAST Staff**

0.00

**Number of Administrators**

0.00

**Number of Full-time Faculty**

0.50

#### Part-Time Staff

**Total Number of Permanent Part-time Staff**

0.00

**FTE of Part-time Staff (2x19 hr/wk=.95)**

0.00

**FTEF of Part-time Faculty**

0.25

**Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)**

It is important to note that the full-time Puente Counselor role is reassigned for 50% designated to co-coordinating of the program. The English Professor co-coordinating role, has a 25% reassigned time. Currently, the English Professor/Co-Coordinator is a part-time faculty member. The 25% reassigned time is equivalent to one English class load. The Puente MOU states the program requires a full-time writing instructor with reassigned time for co-coordinating activities. The MOU also states the program is to receive at least 10 hours a week of clerical assistance (section C. Staffing, 3). The clerical assistance provided to the Puente Program is not a regular job function of the current administrative assistant. It is necessary to provide clerical assistance to the Palomar Puente Project to meet program goals.

**As part of the PRP cycle, Human Resource Services has provided [organizational charts](#) for all non-instructional units. Please review the charts and answer the following questions:**

**In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and college?**

At Palomar College, we are fortunate to have Dr. Star Rivera as the Superintendent/President since she has worked as a Puente counselor and can visualize and recognize the Puente Project's importance at a national level. With Dean of Counseling, Dr. Leslie Salas, overseeing the Puente Project this semester, it allows her to advocate and secure funds for the Puente Project. Since the Puente Project works closely with the Counseling Department and English Department, it allows the Puente Project to amplify the importance of Puente students at Palomar College, securing their place and success at Palomar College and beyond. The English Department's chair, Dr. Leanne Maunu and Counseling Department Chair, Dr. Glyn Bongolan, have been supportive of the Puente Project and Latinx curriculum. Most importantly, the Puente Project is an essential component at Palomar College since it works directly with students who represent a vulnerable student population and presently defines Palomar College as a Hispanic Serving Institution, which is 46.9%. In the future, may we have an opportunity to serve two Puente cohorts at Palomar College since at the moment we only serve one cohort.

**In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the college, needs, etc.)**

The Palomar College Puente Project's memorandum of understanding (MOU) must be upheld. Currently, the Puente Program does not have a classified assistant, who dedicates ten hours a week, by assisting with Puente's administrative tasks. Since this critical component is missing, paying guest speakers and purchase orders are not processed efficiently. Most importantly, it is difficult to mitigate with Palomar College representatives if people do not understand the MOU between Puente headquarters and Palomar College. If these Palomar College employees were trained through a diversity, equity, and inclusion (DEI) lens, it would benefit the Puente Project, by making sure all Palomar College representatives value excellence for all programs since it may not be clear to some employees that our students suffer from historical economic inequities, especially when it comes to allocating funds for the Puente Project. Most importantly, with DEI training targeting all levels of Palomar College's lateral organizational model, Palomar College employees would recognize their implicit bias and refrain from microaggressing Puente professors/co-coordinators and students. Although the Puente Project is completing its five-year anniversary at Palomar College, it is concerning that the program is not supported by general district funds.

Another issue we have attempted to resolve has been class capacity during the pandemic. The Puente Project must abide by Palomar College's (Covid) enrollment cap, which is 67% of the course maximum. Since the Puente Project works with a full class (twenty-six students), the college could find a way to keep the cohort together in a face-to-face setting since class capacity will only allow fifteen students in a classroom during the spring 2022 semester. Our Puente Project students yearn for face-to-face interaction and would benefit from a larger room and social distancing during the Spring 2021-22 semester. However, unfortunately, we are scheduled for online synchronous learning.

The Palomar College Puente Project would also benefit from a full-time English professor/co-coordinator dedicated to the Puente Project's vision. Also incorporating a writing consultant into the Puente English classes would benefit our students since they could ask questions and receive assistance, regarding their upcoming writing projects.

## **Program/Unit Description**

**Who utilizes your services**

Our student population for the Puente Project are first-year students from both North County San Diego and Riverside County, including San Marcos, Escondido, Oceanside, Vista, Carlsbad, Fallbrook, and Temecula. This 2021-22 Puente Project drew twenty-six students who are mostly Mexican American/Chicanx/Latinx students (One of our students is Columbian Mexican). Some of our students work twelve-hour shifts and work at fast-food restaurants, including nurseries in Fallbrook. Our students are acquiring problem-solution learning and also experiencing how to navigate higher education and attaining life-long learning skills that will allow them to succeed at the university and in life.

**What services does your program/unit provide (Describe your program/unit)?**

The Puente Project is composed of three critical components: counseling, English instruction, and mentoring. For the counseling component, Puentistas work closely with Palomar College counselor and Puente co-coordinator, Professor Cynthia Cordova and English instructor and Puente co-coordinator, Professor Sonia Gutiérrez. This fall 2021 semester Puentistas are taking Counseling 110: a 3 unit-transferable College Success Skills class. In the spring semester, Puente students will progress onto Counseling 101: a 1 unit-transferable Transfer Success class. Students work closely with Professor Cordova until they graduate from Palomar College. For the English component, Puentistas take two consecutive writing classes: English 100 and English 49 during fall semester and English 202 during the spring semester. These classes provide a supportive environment for Puente students to build confidence in their writing skills, and the content of both courses focuses on Latinx/Chicanx writers and issues. For the Puente Project's third component, Puentistas are matched with a mentor who is a businessperson or professional in the local community. This 2021-22 year our mentors include Palomar College including a UCSD scientist and alumnus, a CSUSM program director, a Palomar College STEM supervisor and alumna, among other professions. The Puente Project provides continuous services to all Puente students after their first year in Puente until they graduate from Palomar College.

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## **PROGRAM/UNIT ASSESSMENT**

### **SERVICE AREA OUTCOME ASSESSMENT**

#### **GOT SERVICE AREA OUTCOMES?**

**Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.**

**For non-instructional areas, outcomes are called Service Area Outcomes (SAO).**

#### **So, what is an SAO?**

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted Nuventive Improve (previously named TracDat) as our official repository for SLO and SAO Assessment information.

## Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by:

- 1) Login to Nuventive Improve (previously TracDat) [https://idmpg.palomar.edu/\\_layouts/PG/login.aspx?ReturnUrl=%2Fssso%2Fdefault.aspx..](https://idmpg.palomar.edu/_layouts/PG/login.aspx?ReturnUrl=%2Fssso%2Fdefault.aspx..) Your Palomar username and password is your login.
- 2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.
- 3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

## NEED HELP?

### Nuventive Improve:

- 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at [msnyder2@palomar.edu](mailto:msnyder2@palomar.edu).
- 2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

### Defining and Assessing SAOs:

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

- 1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!

- 2) Contact Michelle Barton at [mbarton@palomar.edu](mailto:mbarton@palomar.edu). We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

Are all of your unit's SAOs and assessment plans **UPDATED** and **ENTERED** in Nuventive Improve?

Yes

## SAOs SUMMARIES AND REFLECTIONS

For each SAO in Nuventive Improve summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

### SAOs

#### SAO 1

**SAO Title**

Cohort enrollment persistence rate will be at 70% from Fall to Spring semesters

**Assessment Status**

Not assessed

**SAO Summary and Reflection**

Assessment method: Puente Professors/Co-Coordinators will check enrollment of cohort in Counseling and English classes from Fall to Spring semester

Criterion: Puente Professors/Co-Coordinators will add students to permission class rosters and verify when students enroll in the following semester.

**Next planned assesment**

First year of program review. Establishing baseline.

#### SAO 2

**SAO Title**

Puente cohort students will participate in two or more culturally enriching events throughout their first year in the Puente Program

**Assessment Status**

Not assessed

**SAO Summary and Reflection**

Assessment method: Puente Professors/Co-Coordinators will document each student participant's attendance per cultural enrichment experience

Criterion: When students in the cohort attend the cultural events, Puente Professors/Co-Coordinators will document it on spreadsheet, then the outcome will be met

**Next planned assesment**

First year of program review. Establishing baseline.

#### SAO 3

**SAO Title**

Increase Puente student participation in Puente Program events

**Assessment Status**

Not assessed

**SAO Summary and Reflection**

Assessment method: Puente Professors/Co-Coordinators will document student participation in program events on spreadsheet for all active Puente Program participants each semester

Criterion: Puente Professors/Co-Coordinators will host Puente events and document student participation on a spreadsheet, then the outcome will be met

**Next planned assesment**

First year of program review. Establishing baseline.

## OTHER ASSESSMENT DATA

### Quantitative Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit.

#### Measures, Descriptions, and Annual Values

##### Measure 1

**Name of Measure**

Persistence Rate

**Description of Measure**

Will use PeopleSoft enrollment system. Establishing baseline (first year of program review)

Year	Year	Year	Year
2021-2022			
Value	Value	Value	Value
0			

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

##### Measure 2

**Name of Measure**

Participation in culturally enriching events

**Description of Measure**

Will document on a spreadsheet and on PeopleSoft Student Groups systems. Establishing baseline (first year of program review)

Year	Year	Year	Year
2021-2022			
Value	Value	Value	Value
0			

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

##### Measure 3

**Name of Measure**

Increase participation in Puente Program events

**Description of Measure**

Will document on spreadsheet. Establishing baseline (first year of program review)

Year	Year	Year	Year
2021-2022			

Value

Value

Value

Value

0

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

### Reflect on your quantitative data and summarize your findings or interpretations.

Establishing baseline (first year of program review)

## Qualitative Data

### Describe any qualitative measures you use and summarize the results.

Establishing baseline (first year of program review)

### What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?

Establishing baseline (first year of program review)

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## ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

### Describe your program's achievements this past year. Where possible, describe how these achievements are related to our students and their success!

2021-2022: Held a virtual Noche De Familia, where Puente students and their families learned about the Puente Program and engaged with Puente Professors/Co-Coordinator. In collaboration with the Puente Club, new Puentistas engaged in conversations with experienced Puentistas about adapting to college and student tips. Hosted a guest speaker, Gris Muñoz, who engaged with students in discussions surrounding gender identity and empowerment through writing. The Puente cohort participated in the virtual Puente Transfer Motivational 2021 Conference, in which they attended UC transfer, gender expression, scholarship application, undocumented student resources, Puentistas' journeys from community college to PhD programs, and more. Upcoming events will include Puente mentor events, hosting writing and art workshops, STEM event in collaboration with the STEM Center, virtual or possible in-person campus tours (pending campus regulations), celebrations, and more.

2020-2021: In the previous year, the 2020-2021 Puente cohort engaged in the following program activities: Puente student panel with the Puente Club, first virtual Puente Noche De Familia, participated in the first virtual Puente Transfer Motivational Conference, collaborated with the Puente Club to host a virtual Dia De Muertos Altar, hosted guest speaker Virginia Grise, author of the Panza Monologues for a class discussion, the Puente Team developed virtual mentoring activities: Puente Mentor training, mentor Panel, promoted the Puente Statewide Mentorship Summit, Puente Mentor-Mentee virtual game night. Coordinated virtual Chicano Park tour with Chicano Park Steering Committee member, Josephine Talamantez, Celebrated the end-of-the-semester with the 20-21 Puente cohort. Three students from the Puente 20-21 cohort were awarded Puente Statewide Scholarships. The Palomar Puente students received three of the 30 awards available in the state of California (Palomar news story: <https://www.palomar.edu/news/three-palomar-students-awarded-puente-scholarships/>)

### Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit. What effect will these changes have on your program/unit?

The new process for Faculty Senate/District Appointments for Grant-Funded positions states that the Puente Co- Coordinating positions are to be elected by Faculty Senate. However, Puente Co-Coordinators were not consulted nor included in the decision-making process for this new procedure. Including experienced faculty members in teaching and coordinating equity programs, such as Puente, is necessary in selecting other experienced and culturally conscious employees to effectively work with the specialized student populations.



**In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?**

While the Puente Project has existed for nearly forty years in the state of California, it is only entering its fifth year at Palomar College, as such the Faculty Senate and the District should include individuals experienced in teaching, co-coordinating, and mentoring within the Puente Project at Palomar College, other colleges in the region, and consult with the Puente Statewide Office before deciding on major changes that impact Puente positions and ultimately the Puente students they serve.

The Puente Statewide Office has clearly stated Puente Counselor/Co-Coordinator and Puente English/Co-Coordinator roles and responsibilities within the Puente MOUs 2017-2020 and 2020-2023, which Palomar College District agreed to, predating the new grant-funded process. Consulting with the Puente Co-Coordinator is necessary to ensure partnership continuity, consistent support for each Puente cohort of students, and that the Puente Project philosophy is upheld. Furthermore, the new appointment process states that "grant-funded positions" impacts Puente, however the Puente Program is not a grant-funded program, nor are the positions funded in a similar manner.

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## **PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING**

**Program Evaluation and Planning is completed in two steps.**

First, you will complete an overall evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

### **Section 1: Overall Evaluation of Program**

Reflect on your unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

### **Section 2: Establish Goals and Strategies for the Next Three Years**

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing them for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

## **OVERALL EVALUATION OF PROGRAM**

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

### **Strengths:**

The strengths of the Puente Program are that both Cynthia Cordova and Sonia Gutiérrez work as a team and a partnership, by communicating about students' progress, discussing program needs and content in class overlap, and meeting on a weekly basis. Both Cynthia Cordova and Sonia Gutiérrez implemented a Puente Canvas shell, by developing communication with previous Puente cohorts. The Puente team also receives the support of Dr. Leslie Salas, Dean of Student Success, Equity and Counseling Services. Most importantly, the Puente Project provides a sense of belonging among students through building community and rapport. The Puente Project encourages new students to take on leadership positions in the Puente Club.

**Opportunities:**

The Puente Project must have access to data tracking for recruitment. Data tracking will facilitate building an alumni network system. The project can create more engagement with Puente Phase III students (from previous cohorts). The Puente Project can enhance the mentoring model, which has been limiting due to COVID-19. Another opportunity for the program is to increase in-person events, pending COVID-19 regulations. Most importantly, the Puente Project needs clarification on funding sources designated for Puente at Palomar College. In order to strengthen the Puente Project, ten hours of administrative assistance must be allocated in the current and upcoming academic years. The Puente Project in dire need of a full-time English Professor/Co-Coordinator. Ideally, increased funding to include previous cohorts in campus tours and cultural outings (the last year's cohort was restricted and could not experience this and the current cohort is also limited) will benefit the Puente Project, especially our students.

**Aspirations:**

The Puente Project is entering its fifth year at Palomar College and as co-coordinators we have a long-term vision to increase the number of Puente students in the college. Enhancing the Puente student experience includes creating a comprehensive alumni network, developing the Puente Mentor pool to provide one-on-one mentoring, providing campus tour trips to Phase III Puente students, collaborating with other Region X Puente Project programs, and growing the Puente Program to establish a second Puente cohort. Lastly, the Puente Project would benefit from Palomar College creating a physical space for Puente and similar student populations to congregate on campus. The space would serve to build community, engage in leadership activities, seek tutoring, and access computers and printing services for free. In order to meet our program aspirations, the Puente Project needs ongoing support and commitment to the students we serve.

**Results:**

Not available. First year of program review.

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## **PROGRESS ON PRIOR PRP GOALS**

List current or prior PRP goals your unit has been working on and provide an update by placing an "X" in the appropriate status box.

### **Prior PRP Goals**

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

No prior goals. First year of program review. Establishing baseline.

## ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

**New Goals: Please list all goals for this three-year planning cycle.**

### Goal 1

#### Description

Increase the number of applicants for the Puente Program to strengthen interest and growth of the program.

#### Strategies for implementation

Begin recruitment in the spring semester at local high schools and continuously recruit during the summer for incoming Puente cohort. Send targeted email to current and incoming Palomar students. Outreach to Migrant Education Program, Gear Up, and Upward Bound. Advertise on Palomar College website and social media, including Instagram and Facebook. Request and receive list of prospective students eligible for the Puente Project in a timely manner. Provide information sessions and Puente Orientations throughout the summer.

#### Timeline for implementation

March 2022 through August 2022, and annually during this timeframe.

#### Outcome(s) expected (qualitative/quantitative)

During the spring and summer recruitment time, sixty-five prospective Puente students will submit an interest form for the Puente Program. The program will recruit at least 25 students for the incoming year's cohort with at least 70% of the cohort established by July 2022.

#### How does this goal align with your unit's mission statement?

Our goal aligns with the Puente Project's mission statement, by increasing the number of minoritized students who enroll in Palomar College as a step towards their goals of transferring to four-year colleges and earning a degree.

#### How does this goals align with the College's Strategic Plan 2022?

This Puente Project's goal aligns with the College's Strategic Plan 2022, by increasing student access, progress, and completion while decreasing equity gaps for Latinx, first-generation, males of color (SP Goal 1). The Puente Project provides support to students in completing transfer-level English within one year (SP Goal 2). In addition, the Puente Project collaborates with community partners in recruitment strategies (SP Goal 3).

#### Expected Goal Completion Date

5/1/2024

### Goal 2

#### Description

Develop systematic student-data record keeping process to assess Puente student data, including but not limited to number of units completed, degree attainment, transfer achievement in order to run queries on PeopleSoft for Puente student data analysis.

#### Strategies for implementation

Tracking student data on spreadsheets, interest forms, and entering data on PeopleSoft student groups. Palomar College must create a Puente Project database using PeopleSoft and/or other software.

#### Timeline for implementation

Enter and update Puente Project data at the beginning and end of every fall and spring semesters.

#### Outcome(s) expected (qualitative/quantitative)

Track student data for at least twenty-five students from each Puente cohort per year, during their first year in the Puente Program. Improved data systems, query delivery functions, and analysis will facilitate program planning, recruitment, and meeting student needs if the College provides an effective, accessible database system.

**How does this goal align with your unit's mission statement?**

This goal will allow the Palomar College Puente Project to quantify the Puente students' success, by documenting students' degrees and professional placement in the workforce (SP Goal 4). The Puente Project will close the equity gaps and create an effective Latinx pipeline from the local to national level (SP Goal 1).

**How does this goal align with the College's Strategic Plan 2022?**

This goal aligns with the College's Strategic Plan 2022, by tracking student access, progress, and completion while decreasing equity gaps for Latinx students (SP Goal 1), support facilitating practices to improve equity and student experiences through appropriate recordkeeping (SP Goal 4), and improve institutional effectiveness of the college, by accurately planning for student needs and resource allocation for the Puente Program (SP Goal 5).

**Expected Goal Completion Date**

5/1/2024

**How do your goals align with the College's values of equity and inclusion?**

The Puente Project's goals align with the college's values of equity and inclusion, by respecting and focusing on a Latinx student population that has historically suffered from economic inequity. The Puente Project curriculum focuses on the Puente students' cultural capital and epistemologies. Since Palomar College is a Hispanic Serving Institution, the Puente Project upholds the Palomar College mission statement, by validating and recognizing each Puente student through a culturally relevant engagement and a transformative educational journey.

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access Strategic Plan 2022.**

The Puente Project's purpose is to increase the number of minoritized students who graduate from community college, transfer, and return to serve as leaders and mentors to their communities. Puente's mission aligns with the following Vision for Success goals: 1. Completion, 2. Transfer, 3. Unit Accumulation, and 5. Equity. Puente students are part of a cohort that builds community, by serving students through an equity lens that centers the Latinx experience, which aims to reduce the disproportionate impact on this student population. The Puente Program professors/co-coordinators work closely with Puente students in their academic journeys, by supporting their academic goals, educational planning, and overall ensuring completion of milestones towards transfer.

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## RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

**Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).**

**Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.**

## PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?

Yes

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the **Benefits Worksheet** for additional costs related to benefits for the position.

### REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

#### Staff, CAST, AA request 1

Title of position

Administrative Assistant

Is this request for a full-time or part-time position?

10 hours

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.

Schedule appointments, send meeting reminders, and events

Assist in recruitment strategies for the Puente program

Maintain Puente website: <https://www2.palomar.edu/pages/puente/>

Assist in the maintenance of Canvas Puente shell

Schedule Zoom meetings for Puente events

Prepare communications, such as announcements, flyers, emails, invoices, and other correspondence

Create and maintain filing systems, both electronic and physical, including entering student data into electronic softwares

Manage requisitions, vendor information, and process paperwork for payment, placing orders, travel, reserving rooms, etc.

Collaborate with various campus areas to provide resources to students

Serve as a point of contact for Puente students

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

Yes, reorganization. Hiring an administrative assistant would facilitate recruiting, by serving Puente students efficiently. This role would ensure that the Puente Professors/co-coordinators can focus on teaching, counseling, and programming for students. This position would assist in the establishment of collecting accurate student data for tracking purposes as well.

Is there funding that can help support the position outside of general funds?

No

**Describe how this position helps implement or support your three-year PRP plan.**

This Administrative Assistant position would allow the Puente Program Professors/Co-Coordiators to dedicate more time working with students and developing programming activities for the Puente cohorts. Currently, the program co-coordinators spend a considerable length of time on clerical tasks, such as scheduling appointments, processing paperwork for purchases, creating promotional materials, seeking resources to carry out tasks, and more. The administrative assistant position would help us meet our goals in adequately keeping track of student data, hosting community building and cultural events, and growing the Puente Program. Overall, this position would support our goals of helping our students graduate from Palomar College, transfer to four-year colleges, and have them return to serve as mentors to their communities.

**Strategic Plan 2022 Objective**

1:1	1:2	1:3	1:5
2:3	2:4	3:1	3:3
3:4	3:5	4:1	4:2
4:3	5:1	5:2	

**If the position is not approved, what is your plan?**

If the position is not approved, the lack of an Administrative Assistant will strain the Puente Project; however, Cynthia Cordova and Sonia Gutiérrez will continue to multitask to attempt to meet the demands of the Puente Project's vision at Palomar College.

**PART 2: BUDGET REVIEW**

Review your Budget/Expenditure reports for 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

**How to Request the Available Budget Report**

**Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

Yes

**What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.**

It is necessary to establish general District funding to institutionally support the Puente Project Program at the college. We request \$12,000 to support program activities for the academic year.

**Reminder: Data does not autosave. Save this content before moving to the next section or closing form.**

## ***NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS***

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.



## PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?

Yes

### Technology Request

#### Technology Request 1

What are you requesting?

We are requesting 5 laptops at \$1,200.00 per item.

**Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

We are requesting five laptops for students who may experience problems with their computer software at home during the fall and spring semesters. These items align with the Puente Project's Goal 1 to increase the number of applicants to the program. By acquiring laptops, we will guarantee we retain students who suffer from economic inequities at Palomar College.

**Estimated Amount of Request.**

\$6,000.00

**Will you fund the request through your budget or other sources?**

One Time Request

**What PRP plan goal/objective does this request align with?**

Student laptops would ensure students have the means to receive a synchronous education in case their computer would break down during the semester. This laptop request aligns with SAO 1 and SAO 3 to increase Puente student retention by making sure students have the equipment necessary to complete the Puente Project at Palomar College.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:1	1:2	1:3	1:4
1:5	2:3	2:4	3:1
3:2	3:3	3:4	3:5
4:1	4:2	4:3	5:1

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

1

**Do you think that your request for technology will require changes to a facility?**

Yes

#### Technology Request 2

What are you requesting?

Two staff laptops (\$1,200 per item)

**Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

Staff laptops would facilitate prospective student participation through recruitment efforts when visiting high schools and attending community events. Utilizing staff laptops will help the program in capturing student information, assisting in registering for classes, and more. This request directly aligns with SAO 3 to increase Puente student participation in program events.

**Estimated Amount of Request.**

\$2,400.00

**Will you fund the request through your budget or other sources?**

One Time Request

**What PRP plan goal/objective does this request align with?**

These items align with the Puente Project's Goal 1 to increase the number of applicants to the program. They also align with Puente Program's Goal 2 to develop systematic student-data record keeping processes to assess Puente student data.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:1	1:2	1:3	1:4
1:5	2:3	2:4	3:1
3:2	3:3	3:4	3:5
4:1	4:2	4:3	5:1

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

2

**Do you think that your request for technology will require changes to a facility?**

Yes

**Technology Request 3****What are you requesting?**

Staff Tablet

**Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

A tablet for staff would facilitate prospective student participation through recruitment efforts when visiting high schools and attending community events. Utilizing a staff tablet will help the program in capturing student information, assisting in registering for classes, and more. This request directly aligns with SAO 3 to increase Puente student participation in program events.

**Estimated Amount of Request.**

\$600.00

**Will you fund the request through your budget or other sources?**

One Time Request

**What PRP plan goal/objective does this request align with?**

This item aligns with the Puente Project's Goal 1 to increase the number of applicants to the program. It also aligns with Puente Program's Goal 2 to develop systematic student-data record keeping process to assess Puente student data.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:1	1:2	1:3	1:4
1:5	2:3	2:4	3:1
3:2	3:3	3:4	3:5
4:1	4:2	4:3	5:1

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

4

**Do you think that your request for technology will require changes to a facility?**

Yes

## Technology Request 4

**What are you requesting?**

We are requesting a digital camera at \$300.00 for the Puente Project.

**Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

We are requesting a digital camera at \$300.00 to document the Puente Project at Palomar College and continue developing our website for recruiting purposes. We would also like to videorecord our Puente students to create a Puente Project promotional video.

**Estimated Amount of Request.**

\$300.00

**Will you fund the request through your budget or other sources?**

One Time Request

**What PRP plan goal/objective does this request align with?**

This item aligns with the Puente Project's Goal 1 to increase the number of applicants to the program, and this item would allow the Puente Project to document SAO 3, by archiving students' participation in Puente events.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:1	1:2	3:1	3:3
3:4	3:5		

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

5

**Do you think that your request for technology will require changes to a facility?**

Yes

## Technology Request 5

**What are you requesting?**

We are requesting a portable printer for the Puente Project.

**Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

A portable printer would facilitate recruitment efforts when visiting local high schools and aligns with the Puente Project's Goal 1 to increase the number of applicants to the program. The co-coordinators would be able to print important documents during Puente Info Sessions and Orientations.

**Estimated Amount of Request.**

\$250.00

**Will you fund the request through your budget or other sources?**

One Time Request

**What PRP plan goal/objective does this request align with?**

This portable printer request directly aligns with SAO 3 to increase Puente student recruitment.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:1	1:2	1:3	1:4
1:5	2:3	2:4	3:1
3:2	3:3	3:4	3:5
4:1	4:2	4:3	5:1

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

3

**Do you think that your request for technology will require changes to a facility?**

Yes

**Note about technology requests:**

*All technology requests will now go through a review process before prioritization.*

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your director no later than 11/19/2021.*
  - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the director with feedback.*
  - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

## PART 3: FACILITIES NEEDS

Do you have resource needs that require physical space or modification to physical space?

Yes

### Facilities Requests

#### Facility Request 1

What are you requesting?

Physical Space for the Puente Project

What discipline PRP plan goal/objective does this request align with?

A physical space on campus for the Puente Project aligns with the program's overall purpose and with program Goals 1 and 2.

What Strategic Plan 2022 Goal/Objective does this request align with?

1:1	1:2	1:3	1:4
1:5	2:1	2:2	2:3
2:4	3:1	3:2	3:3
3:4	3:5	4:1	4:2
4:3	5:1	5:2	

**Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

A physical space on campus for the Puente Project is needed to have a dedicated area for Puente students to be in community, participate in counseling, mentoring, and writing activities. This space is aligned with the Puente Project's mission of helping minoritized students transfer to universities, graduate with a four-year degree, and return to serve their communities as mentors. The space would include visual representations of the Latinx experience, Puente Club events, computers, and printing services for students to work on academic, transfer, and career goals. This physical Puente space is aligned with the program's SAO 1, 2, and 3 which serve our goals to increase the number of applicants for the Puente Program to strengthen interest and growth of the program (Goal 1) and to develop systematic student-data record keeping process to assess Puente student data (Goal 2).

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

One Time Request

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

There may be electrical, ADA compliance, and other adjustments depending on existing available space on campus, possible need to remodel an area, or build a new structure on campus.

### One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page under "Instructional Funding Sources").

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

Yes

## Requests

### Request 1

**What are you requesting?**

Funds for campus tours for previous cohorts due to COVID-19 limitations during 2020-2021.

**Estimated Amount of Request.**

\$2,500.00

**Will you accept partial funding?**

Yes

**Budget Category**

Operating Expenses

**What PRP plan goal/objective does this request align with?**

Funding for campus tours aligns with SAO 1 of Puente cohort students participating in culturally enriching events and SAO 3 to have an increase in participation in Puente Program events.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:1	1:2	1:3	1:4
1:5	2:1	2:2	2:3
2:4	3:1	3:2	3:3
3:4	3:5	4:1	4:2
4:3	5:1	5:2	

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

We are requesting funds to take Puente cohort students from 2020-2021 and 2021-2022 years on campus tours and culturally enriching events. Both of these Puente Cohorts have not been able to attend conferences, university campus tours, cultural community events, or meet in person as a cohort due to the COVID-19 Pandemic. As such, we want to provide students with the opportunity to participate in campus tours and cultural events they missed out on during the 2020-2021 academic year. The funding would be allocated for transportation, meals, and speaker fees for the campus tours for two Puente cohorts. This funding request aligns with the Puente Project's SAO 1 and 2, directly related to the program goal to increase the number of applicants for the Puente Project to strengthen interest and growth of the program (Goal 1).

**Please upload a copy of the quote, if available.**

**Enter your email address to receive a copy of the PRP to keep for your records.**

CCordova2@palomar.edu

**I confirm that the Program Review is complete and ready to be submitted.**

Yes

**Reminder: Data does not autosave. Save this content before moving to the next section or closing form.**

**Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the form.**

## FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

### Confirmation of Review by Division / Planning Council

**Person/Group/Council who reviewed PRP:**

Leslie Salas, Dean, Student Success, Equity and Counseling

**Sign Date**

11/24/2021

## FEEDBACK

**Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:**

This is the first comprehensive program review for the Puente program and data will be established and assessed during the next evaluation. The strengths of the program as identified is due to the skillset and passion of the coordinators of the program.

**Areas of Concern, if any:**

Please note that some of the provided information has changed since the submission of this document. Specifically, Puente courses for Spring will be held in a F2F environment thus supporting the needs of students to be F2F. Additionally, the general funds referred to in the document suggest funds for activities as the district supports the program through the funding of the FT counselor/ coordinator and english faculty member. Currently no General fund are allocated to support activities for the program.

**Recommendations for improvement:**

None at this time.

## Vice President Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**

Appreciate the detailed development of the first comprehensive program review. I look forward to the results/outcomes in future PRPs

**Areas of concern, if any:**

**Recommendations for improvement:**

**VP Name:**

Dr. Vikash Lakhani

**Signature Date:**

2/1/2022