The Basics:

Column 1 indicates the information being requested for the **2012-13 APRU**.

Column 2 is where your program information should be recorded. The APRU is a Word document, so you will be able to copy and paste or type in your information into the center column. Word wrap is turned on so the box will expand with your typing.

Column 3 contains the instructions for responding to the requested information.

When completed, save this Word doc and name it: sspbt13apru_*Puente Project*. E-mail the completed APRU and any supporting documents as attachments to < haynesjim@fhda.edu >. It is a good practice to upload a copy to the program's TracDat Documents Repository and keep a soft copy for your files to ensure that your work is not lost. Please contact: Jim Haynes < haynesjim@fhda.edu > or ext. 8954 if you have questions.

Getting Started: Review your 2011-12 Annual Program Review Update posted on the SSPBT website:

http://deanza.edu/gov/SSPBT

Column 1	Column 2	Column 3
Information Requested for the 2012-13 SSPBT - APRU	**Input your answers in this column. Word wrap is turned on so the box will expand with your typing. Please provide brief responses.** Note: Reference documents can also be attached, i.e. TracDat reports. Make sure to note the name of any reference documents in your explanations.	**Instructions:**
Program Name:	Puente Project	
Name(s) of the author(s) of this report:	Alicia Cortez and Paula Silva, Puente Project Co-Coordinators	

What is the program's Mission Statement?	The Puente Project, a retention and transfer program sponsored by the University of California Office of the President and California Community College Chancellors Office serves all students interested in transferring to a 4-year university. The program provides the students three components consisting of: English and Human Development-Counseling courses, Counseling and Mentoring for their first year and Counselor follow-up until the student transfers. The mission of the program is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders of future generations.	
Have you made any significant changes in your program based on the feedback you received from the SSPBT's review of your 2011-12 APRU?	Yes. We revised two of our SSLO's to reflect upcoming changes based on the Student Success Act and to incorporate a new technology tool - Degreeworks as a way to monitor student's educational progress.	Include anything done in direct response to the SSPBT feedback on the 2011-12 APRU. NOTE: If no feed back was received move to the next question.
Have there been any other significant changes to your program since the 2011-12 APRU?	None	Please explain any significant changes in: Staffing, equipment, facilities, operational costs, organizational alignment, State/Federal regulations or laws, other?
What Impact have these significant changes had on your program?	Incorporating these changes helped to concentrate counseling, instruction and coordinating efforts to monitor student's progress more efficiently. We began to introduce Degreeworks as a planning tool for students.	Please explain how these significant changes have impacted your program. What is now different?

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What Impact have these significant changes had on your students?	First year student's met with counselor more frequently to determine career interests, major, transfer universities and to incorporate them in a year long educational plan and will be submitted on Degreeworks by July 2013.	Please explain how these significant changes have impacted your students, including any positive or negative consequences.
Have you initiated anything new to your program since the 2011-12 APRU?	We continued for the second year to link the EWRT 1A and Career and Life Planning courses to focus on Migration, Families and Work. We expanded and integrated family work history and careers into our mentoring component at the winter quarter mentor-student gathering. This helped us to link all three components more smoothly.	This is similar to the above question about significant changes but is meant to single out any new initiatives.
Is there anything else the SSPBT should know about what has happened in your program since the 2011-12 APRU?	Students were able to complete various self assessments (skills, interests, personality and academic majors and career clusters) at no costs because of the material fees fund. This really benefitted our students because many are from low income families and may not have the funds to pay for such assessments. Next year, the counseling material fees will no longer exist.	Briefly described anything else the SSPBT should know about your program including any trends, future concerns, things on the horizon, etc.
	Common and Unique Services	
Are there any **additions/deletions/ edits** to the list of common or unique services identified in your 2011-12 APRU?	None	The 2011-12 APRU asked your program to, list any common or unique services provided to students. Please briefly explain any changes to that list?
Are there any changes to the common or unique service designations listed in your 2011-12 APRU?	None	The 2011-12 APRU asked your program to designate the direction you believe each of your common or unique services need to move towards. As you recall the choices were to: **Grow, Maintain, Enhance, Change Direction, Reduce, or Discontinue**. Are there any changes to these designations for a specific service?
SERVICES:	**Student Services Learning Outcomes Assessment Cycle**	

List all of your current and active **Student Services Learning Outcome Statements** as they are numbered and recorded in your TracDat account.	SSLO Statement is attached.	You may cut and paste your **SLO** statements here or attach a document to this APRU and be sure to indicate the name of the document.
[1]What is or has been your **SSLOAC** activity for 2012 -13?	We were able to assess SSLO #2 and #3. SSLO #1 is a work in progress. We are just now completing an end of the year survey to address #4 and will report findings during the next assessment cycle.	Please summarize all **Student Services Learning Outcomes Assessment Cycle** activities since the 2011-12 APRU, including any work in progress.

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| Have you completed a **SSLOAC** in 2012 – 13? | SSLO #1 - The counselor is currently meeting individually with each student to develop an educational plan for transfer. To date, 70% of the students have met with counselor and have a minimal year long educational plan for transfer. Incorporated in the major and career interest survey questions #5 and #6 pertain to educational plans and transfer. To date, 90% of the respondents have met with counselor and of those 100% concluded their educational plans included general education and major requirements for transfer. SSLO #2 - To assess whether students were able to identify a career area or major as a result of the program, we created a Major and Career Interest Survey. 79% of the student's reported that Puente helped to identify an academic major. 90% of the student's reported that Puente helped to identify a career field. Student's reported various activities that helped them to define their interests and they include but not limited to: workshops attended during college trips, working with our mentors, the personality and career surveys taken in class, attending the Latin@ Mayors event on campus, and counseling class. This confirms that career exploration needs to begin at orientation when students arrive on campus and that it has to go beyond the classroom and counseling office. Also, there is a need to develop activities utilizing Degreeworks early on as well. SSLO #3 –The assessment tool used to evaluate the final essay demonstrated that most Puente students were able to compose college-level essays by then end of the 2013 Winter quarter, which included integration between EWRT 1A and CLP 70. The criteria upon which the were evaluated includes: Critical Thinking/Content, Thesis, Organization, Development, and Mechanics/MLA. Amongst the criteria, students were most successful with Critical Thinking/Content, Thesis, and Organization and need to continue to work on Development and Mechanics/MLA, which they will continue to do in their subsequent EWRT 1B and/or EWRT 2 classes. Current date shows that 27 students passed the class and 2 will be required to repeat it. | If yes, please summarize the results, discussions, analyses, and any improvement plans that do not involve any new resources to implement. If no, please give an update of your progress or future assessment plans. |

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Have you identified any enhancement plans for which additional resources will be needed in order to achieve a desired or improved outcome?	To continue the work in the area of career exploration and major selection, we will need to have self-assessments available for low-income students. Funds will be needed to purchase self-assessments.	If yes, please summarize the results, discussions, analyses, and any improvement plans that will require new resources to implement.
	RESOURCE REQUESTS	
Are there any **deletions/edits** to the resource requests listed in your 2011-12 APRU?	Delete lap top computer.	Review your resource requests form your last APRU in 2011-12. NOTE: Resources include: Staffing, equipment, facilities, staff development, operational costs, other.

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| Are there any **additions** to the resource requests listed in your 2011-12 APRU? | None | If adding new resource requests, please provide a brief explanations to the following criteria for each new request (see attached "ICC_SI_SSPBT_Values information sheet"):

1. Is the request linked to any of the Institutional Core Competencies?
2. Is the request linked to any of the Strategic Initiatives?
3. Is the request linked to any of the Core Values?
4. Is the request linked to any SSLO Assessment Cycle findings?
5. Is the request linked to your CPR 5-year plan?
6. How many times has this request appeared on an APRU?
7. Is the request linked to any of the SSPBT priorities?
8. What are the plans to assessment the effectiveness of this request if granted?
9. Is there anything innovative, unique, or cutting edge about this request?
10. Other information in support the resource request.

OR

For each new request, attach a detailed document that addresses the 10 criteria listed above – be sure to indicate the name of the document. |

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