

# Unit Assessment Report - Four Column

## Foothill College

### SA - Puente

**Mission Statement:** The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.

**Primary Core Mission:** Basic Skills

**Secondary Core Mission:** Transfer

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Puente - 1 - Succeed in English - Succeed in college level English course (transfer Level).</p> <p><b>Year(s) to be Assessed:</b> 2011-2012 2012-2013</p> <p><b>SA-SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> Review student journals periodically throughout the quarter to keep students on track.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> Increase student awareness what is required to successfully write college level English.</p>	<p>10/12/2011 - Try to integrate the thematic issues related to cultural field trips into the curriculum. Try to find ways of dovetailing assignments between counseling and English. English: read, discuss and write about essays that develop the thematic issues. Counseling: read, discuss and write about the cultural field trip with a focus on personal development, self-concept and reflection.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> In order to accomplish this, the Puente team needs compensated time during the summer, outside of the regular work year, and after recruitment in order to investigate and secure field trip dates for the following school year.</p>	<p>10/12/2011 - In order to better integrate the cultural field trip into our curriculum, we would like to establish and set those dates and trips at the beginning of the school year, when the program begins.</p>
<p>SA - Puente - 2 - Transfer Process - Understand transfer process and utilize campus resources that aid in transfer to 4 year colleges and universities.</p> <p><b>Year(s) to be Assessed:</b> 2010-2011 2011-2012 2012-2013 2013-2014</p> <p><b>SA-SLO Status:</b></p>	<p><b>Assessment Method:</b> Student will successfully completes CNSL 85 course geared towards the Transfer Readiness.</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> Increase success rate of student completing counseling 85 from 85% to 90%.</p>	<p>09/27/2012 - There was a 1% increase to 86% of the students completing the transfer readiness course during the 2011-2012 academic year. Two students re-enrolled in the course the following quarter, but received a sub-standard grade again. Student success was affected by personal family events of students. However, updating the curriculum of the course would also be beneficial since the scope of the courses is fairly limited.</p>	<p>09/27/2012 - Work with Counseling Division Curriculum Committee to help create new curriculum.</p>

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Active		<p>Nevertheless, all passing students demonstrated an understanding of the transfer process by completing an education plan and writing reflections related to their plans for transfer. Students also learned more about the transfer center as a resource that could help them secure TAG agreements and connect with various UC, CSU and private university representatives.</p> <p><b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> Course needs to be retained as part of the transfer mission of the Puente Project.</p>	
<p>SA - Puente - 3 - Cultural Development - Each student must attend one cultural event and one college campus visit, reflecting on the significance of the events and taking skills back to their communities acting as mentors to future generations.</p> <p><b>Year(s) to be Assessed:</b> 2010-2011 2011-2012</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students visited one campus each quarter: Fall: San Francisco State University; campus visit Fall: Balmy/Precita eyes mural tour; cultural field trip Spring: Cal Poly, UC Santa Barbara; campus visit</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 100% of students will participate in the visits and write reflections on their experience with a focus on their learning and how they can apply that learning to their communities.</p>	<p>09/27/2012 - Students visited all the campuses that were identified at the beginning of the year. 100% of the students attended the events and developed an appreciation of the cultural diversity in the communities we visited. It taught the value of giving back to the community and the importance of community involvement and leadership.</p> <p>In addition to the cultural event of attending a class field trip to Balmy Ally, many Puente students also attended various campus events related to the heritage months. Students reflected on the class field trip by considering their learning in the class about public art and the role of public art in community development and expression. Students who attended cultural events on their own also reflected on this experience as part of their service learning experience in SOCS 79. But in addition, several students took on leadership roles in the planning of these heritage month events, attending weekly meetings and fulfilling various responsibilities related to the campus events.</p>	<p>09/27/2012 - Maintain cultural field trips as long as funding is consistent. -Voltaire</p>

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		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> In order to accomplish this, the Puente team needs to secure regular funding for bus trips. Money used for the trips during the year came from ASFC and the Puente Statewide Office. Administrative assistance is also needed.</p>	
		<p>10/12/2011 - Students were exposed to all three segments of systems of higher education, which range from small rural campus environments to larger, urban environments. In this way, students were exposed to different options for transfer that they might not otherwise visit or consider. Students write about and discuss their experience with each university visit. In the Transfer Readiness class, students reflect on their preferences and write about how these visits shape their perspective on possible alternatives they may not have initially considered.</p> <p>Attendance: Fall- 93% Winter- 100% Spring- 100%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> In order to accomplish this, the Puente team needs compensated time during the summer, outside of the regular work year,</p>	<p>10/12/2011 - Since we have a limited operating budget, we have funded such trips through outside sources. Specifically, we've found money with the Basic Skills Initiative for the transportation, which is the most costly aspect of these field trips. For our overnight spring field trip, we have secured funds by working with EOPS, MFUMO and ASFC to fund both the transportation and housing. However, to be a sustainable program that provides these opportunities, which are part of the program Memorandum of Understanding, we would like these financial resources to be allocated specifically to the program as opposed to relying on funding that may only be temporary.</p>

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		and after recruitment in order to investigate and secure field trip dates for the following school year.	