Student Satisfaction with Support Services Provided:

Please indicate the proportions (%) of students who rated each aspect as “excellent” or “good” (separately and combined). The Cypress College standard is met whenever 75% or more of responses fall in the “good” or “excellent” categories (combined).

<table>
<thead>
<tr>
<th>Student satisfaction with:</th>
<th>Percent Responding</th>
<th>Percent Responding</th>
<th>College Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Excellent”</td>
<td>“Good”</td>
<td>Good / Excellent (Combined %)</td>
</tr>
<tr>
<td>Hours of operation</td>
<td>Not applic.</td>
<td>Not applic.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Timeliness of response</td>
<td>55.6%</td>
<td>27.8%</td>
<td>83.4%</td>
</tr>
<tr>
<td>Clarity of procedures</td>
<td>Not applic.</td>
<td>Not applic.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Quality of materials</td>
<td>38.9%</td>
<td>55.6%</td>
<td>94.5%</td>
</tr>
<tr>
<td>Staff helpfulness</td>
<td>72.2%</td>
<td>27.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Staff knowledge</td>
<td>72.2%</td>
<td>27.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Overall quality of service</td>
<td>61.1%</td>
<td>33.3%</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Department-specific indicators (if applicable):

<table>
<thead>
<tr>
<th></th>
<th>Percent Responding</th>
<th>Percent Responding</th>
<th>College Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Good / Excellent (Combined %)</td>
<td></td>
</tr>
<tr>
<td>Availability of Puente classes</td>
<td>61.1%</td>
<td>33.3%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Clarity of Puente mission &amp; guidelines</td>
<td>55.6%</td>
<td>33.3%</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

Perceptions of key program elements

<table>
<thead>
<tr>
<th></th>
<th>Average Satisfaction</th>
<th>Average Importance</th>
<th>Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>3.67</td>
<td>3.88</td>
<td>-0.21</td>
</tr>
<tr>
<td>Field trips</td>
<td>3.61</td>
<td>3.69</td>
<td>-0.08</td>
</tr>
<tr>
<td>Supplies provided by the program</td>
<td>3.72</td>
<td>3.63</td>
<td>0.09</td>
</tr>
<tr>
<td>Mentors/peer mentors</td>
<td>3.18</td>
<td>3.53</td>
<td>-0.35</td>
</tr>
<tr>
<td>Networking events</td>
<td>3.19</td>
<td>3.14</td>
<td>0.05</td>
</tr>
</tbody>
</table>

1=low satisfaction/importance; 4=high satisfaction/importance
Change since last quality review

Briefly summarize the extent to which satisfaction has improved or declined since the last quality review cycle.

In March 2004, 27 students were surveyed. In October 2007, 18 students were surveyed. Overall quality of service provided by the Puente Program declined slightly from 96.3% to 94.4%. Given that the 2007 survey was conducted in the first semester of the program, rather than the second semester as was the 2004 survey, and that the regular counseling instructor was on medical leave for the term, this disparity is viewed as not significant.

Narrative

Reflect on standards met and any standards not met.

Standards Met – To be used when department wants to improve on an indicator even though a standard for this indicator has been met. Use this section to briefly reflect upon major accomplishments.

Among the seven areas surveyed, overall satisfaction with the Puente Program’s quality of service, as indicated by “excellent” and “good” rankings, is 94.4%, well above the college standard of 75%. This high satisfaction is considered to be a major accomplishment not only because it exceeds the college standard but also because the counselor for the program was on medical leave for the semester.

Students surveyed were particularly satisfied with staff helpfulness and staff knowledge, with 100% responding “excellent” and “good” in those categories.

The quality of materials and availability of Puente classes also ranked favorably among students, with 94.5% and 94.4% responding “excellent” and “good,” respectively.

The majority of student comments praised the program for providing guidance, support, and encouragement. Perceptions of key program elements, such as field trips, supplies, and networking events scored high in satisfaction and importance.

Standards Not Met – Please provide any insight into significant challenges or obstacles that may have contributed to low student satisfaction. Identify the types of changes necessary for improvement.

Although all standards exceeded the college benchmark of 75%, the two areas of lowest student satisfaction are timeliness of response and clarity of Puente mission and guidelines. Students scored these areas “excellent” and “good” 83.4% and 88.0%, respectively. These low scores, in comparison to the remaining categories that scored higher than 94%, can be attributed to the timing of the survey. It was administered during the third month of the one-year program and the counselor for the program was on medical leave for the semester. The counseling
component is an integral part of Puente and with part-time counselors filling in, students may have had difficulty finding someone to address their questions in a timely fashion. The return of the regular Puente counselor in the spring semester should result with increased satisfaction in this area.

Perceptions of key program elements, such as mentors/peer mentors and textbooks, scored slightly lower in satisfaction and importance. This decrease in satisfaction could be attributed to the postponement of the Student/Mentor/Parent night: at the time of the survey, the students had not yet met their mentors or worked with the peer mentors. Several student comments indicated they were anxious to meet their mentors, and one student comment suggested the Student/Parent/Mentor night be scheduled for earlier in the semester. The event is usually scheduled for the second month of the semester; however, it was postponed to allow time for the counselor to return from medical leave. Student satisfaction in this area should be improved once the event is scheduled during its usual time.

The lowered satisfaction with the textbooks could be attributed to their cost: one student comment indicated a desire for information on how to pay for college. Although some texts are donated to the program, textbook costs continue to be a concern. If funding could be provided to the students to assist in purchasing their texts, student satisfaction may be increased.
Long-range Plan and Objectives

In the following section, identify general goals and specific, measurable objectives your area plans to achieve within the next three years. Programs should identify 3-5 goals, with at least one goal per year. Goals set for next year that require fiscal resources must also be submitted as a Budget Request and Action Plan (separate form).

I. Goal: to improve communication between current program students, graduates, coordinators, and mentors

Supports Strategic Direction (if applicable): Direction IV

1. Objective: create listserv using My Gateway for all Cypress College Puente students, mentors, and coordinators
   1.1. Person(s) responsible: Randa B. Wahbe and Therese Mosqueda-Ponce
   1.2. Timeframe: 1 year
   1.3. Fiscal resources needed (if not applicable, indicate “NA”): NA

2. Objective: create additional mentor-student assignments
   2.1. Person(s) responsible: Randa B. Wahbe and Therese Mosqueda-Ponce
   2.2. Timeframe: 1 year
   2.3. Fiscal resources needed (if not applicable, indicate “NA”): NA

II. Goal: to increase transfer rates

Supports Strategic Direction (if applicable): Goal 5: 5.3

1. Objective: secure funding for yearly UC campus tours
   1.1. Person(s) responsible: Randa B. Wahbe and Therese Mosqueda-Ponce
   1.2. Timeframe: 2 years
   1.3. Fiscal resources needed (if not applicable, indicate “NA”): Matriculation funds for bus transportation, housing, and food for 3-day trip to UC Santa Barbara, UC Santa Cruz, and UC Berkeley for 30 students and 2 coordinators. Approximate cost $15,000.

2. Objective: secure bus transportation for yearly Puente Motivation and Transfer Conference
   2.1. Person(s) responsible: Randa B. Wahbe and Therese Mosqueda-Ponce
   2.2. Timeframe: 2 years
   2.3. Fiscal resources needed (if not applicable, indicate “NA”): Matriculation funds for bus transportation to a Southern California university. Approximate cost $1000.

III. Goal: to increase visibility of the program and enrollment

Supports Strategic Direction (if applicable): Direction IV

1. Objective: build upon the skeletal Puente Program Website
   1.1. Person(s) responsible: Randa B. Wahbe and Therese Mosqueda-Ponce
1.2. Timeframe: 3 years

1.3. Fiscal resources needed (if not applicable, indicate “NA”): Approximately 100 hours will be needed to create a new Website. The cost for a Website template is approximately $150 and the cost for a professional expert to create the site is approximately $60/hour. Total cost is approximately $800. A one-time funding request will be submitted.

2. Objective: create a Puente Program brochure

2.1. Person(s) responsible: Randa B. Wahbe and Therese Mosqueda-Ponce

2.2. Timeframe: 3 years

2.3. Fiscal resources needed (if not applicable, indicate “NA”): This brochure should be in color on glossy paper and include photos. Tri-fold format. Approximate cost for 1000 brochures is $1500. A one-time funding request will be submitted.

*Use the above outline format to add additional goals or objectives as necessary.*

**Reminder:** If fiscal resources are needed for next year’s goals, submit a separate **Budget Request and Action Plan** for budget unit review.