



Dept AS - (SSRS) PUENTE Academic Support Assessment Unit Program Review

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 Enter information for 2016-17 only. Prior years need to be entered in Word document and sent to Vice President of Student Services. 

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Dept AS - (SSRS) PUENTE

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2018-19 Annual Program Review Update Submitted By: Brenda Gonzalez,
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APRU Complete for: 2017-18

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

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We provide academic programs that meet the students' needs at different levels of basic skills and we continue to work with the students' until they complete college level math and English courses specifically. Our programs also provide opportunities for students to become more involved in their communities at home and on campus through assignments, field trips, and guest speakers. Our end of the year event is an example of our students using their creativity to demonstrate their knowledge and skills gained with our integrated curriculum. They use technology, spoken word, musical talent, etc.

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I.A.1 What is the Primary Focus of Your Program?: Basic skills

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded: 1

I.B.2 Number Certif of Achievement-Advanced Awarded: 1

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 5

I.B.4 # AA and/or AS Degrees Awarded: 9

I.B.5 Strategies to Increase Awards : Given that the Puente Project is a transfer program, the following strategies are used to inform students of transfer degree options:

1. Cover information regarding ADT degrees in PUENTE counseling courses
2. Review transfer degree requirements and benefits during one-on-one counseling appointments
3. Provide assistance with application for degrees

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: N/A

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: N/A

I.D.1 Academic Services & Learning Resources: #Faculty served: N/A

I.D.2 Academic Services & Learning Resources: #Students served: N/A

I.D.3 Academic Services & Learning Resources: #Staff Served: N/A

I.E.1 Full time faculty (FTEF): 1.7

I.E.2 #Student Employees: The program has a total of 5 student employees, which are funded by

DASB.

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: 0

I.E.4 # Staff Employees: 0

I.E.4 #Staff Employees: 0

I.E.5 Changes in Employees/Resources: There have been four changes in the Counseling faculty in the past five school years. The current Interim Puente Counselor & Co-Coordinator started summer quarter 2016, the previous Interim Counselor & Co-Coordinator was from winter 2016 to spring 2016 and the previous was from 2014- 2015. However, there has been consistency in the Read/EWRT Puente team for the past 5 years. This has yielded high success rates in the developmental and transferable English courses.

II.A Enrollment Trends: The total number of students has stayed consistent because of capacity restrictions. However, the demand is continuing to grow. Every year we receive over 200 students interested in joining the program; adding a 2nd cohort would help meet the demand and need.

II.B Overall Success Rate: In the past three school years we have had the following Completion and Pass Rates:

	14-15	15-16	16-17
READ211	97%	97%	97%
EWRT211	100%	100%	97%
EWRT 1A	97%	97%	93%
EWRT 2	89%	77%	96%
Persistence	93%	87%	90 %
Retention	87%	100%	99%

90% of students enrolled in the Puente Program are in good academic standing per data from the Office of Institutional Research & Planning.

II.C Changes Imposed by Internal/External Regulations: The changes imposed as a result of AB705 will have an enormous impact on the program in a variety of ways:

1. Placement by high school gpa: While it might seem like students will be able to advance through their Writing courses more quickly, ultimately, it may have an inverse effect on students from underfunded high schools. Puente students have regularly written about their experiences of attending a school with unqualified teachers. For example, in a couple of cases, their teachers went on leave (e.g. maternity leave) and the long-term substitute did not have any qualifications in the discipline. Instead of being taught the skills they needed to be prepared for college-level writing, the students were merely handed worksheets to complete that were only graded for completion rather than skill level. Thus, the students earned good grades in the classes but felt they did not learn the basic skills they need such as writing thesis statements or constructing paragraphs. While the students left high school with high gpas, they were unprepared for college-level writing.
2. EWRT1A placement for all students: The English department has identified three levels of EWRT1A placement. Part of the Puente Program’s goals is to give intensive support to the student for the first year of college, particularly because many of the students are first-generation to college and need to know how to navigate the college system. The Puente Program will need to decide which is the best



EWRT1A option to offer students. For instance, students write a memoir in their EWRT1A Puente class, which is vital to their personal development and recognizing themselves as academic scholars. If this memoir were to be written in their first quarter of college, they might not be as willing to disclose and examine some of the personal trauma and injustices they have experienced. It takes time (i.e. calendar time) for them to build the trusting relationship with their instructors that is necessary for this growth.

The Puente Program not only takes students through a year-long academic program, culminating in being transfer-ready for English by the end of their first year, but it also gives them support including counseling, academic advising, navigating the college process, gaining confidence, peer and career mentoring, and reviewing foundational skills that they might not have been taught in high school. We believe confidence-building to be an important foundational skill that students gain throughout the year. Therefore, a stand-alone EWRT1A might not be the best option for them even if they placed at that level. A survey of current EWRT1A Puente students showed that only 24% of them wanted a stand-alone EWRT1A; the other 76% wanted either an 8-unit or 10-unit option, and they cited the desire for more support for academic skills and for building confidence as some of the main reasons for more units.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: While the percentage for 2017-18 of Latinx students enrolled at De Anza was 25% of the campus’s student population, the Puente program’s enrollment was 100%. The program is open to students of all ethnicities, but with its focus on Latinx topics and culture, it tends to attract more Latinx students.

III.A.2 Targeted Student Populations: Growth and Decline: The program has seen steady enrollment for targeted (Latinx) populations over the past five years although the student demand for the program continues to be high. There continues to be a pressing need for programs and services that address the needs of Latino/a students. Though it cannot possibly serve all the students who need assistance, given the high interest, adding a second Puente cohort would assist in closing the equity gap.

III.B.1 Closing the Student Equity Gap: Success Rates: As can be seen in the comprehensive program review, the Puente Program significantly reduces the equity gap and, indeed, even shows that students in the Puente Program exceed success rates of targeted and non-targeted populations. The program had only Latinx students enrolled. The success rate for those students was 95%.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates: The program only had Latinx students enrolled. The withdraw rate for those students was 0%.

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: Year Non-targeted* Targeted .

Year	Non-targeted*	Targeted .
2013-14 . 80% .	No data on sheet	Unknown
2014-15 . 80% .	No data on sheet .	Unknown
2015-16 . 81% .	No data on sheet .	Unknown
2016-17 . 81% .	96% .	Puente outperformed by 15 pts.
2017-18 . 82% .	95% .	Puente outperformed by 13pts.

* Since there were so few students enrolled in the Puente Program who were from non-targeted groups, the campus-wide success rates were used.

English department comparison -- The program review sheet did not contain data for Puente prior to

2016, so success rates were compiled using the Puente EWRT211 EWRT1A, and EWRT2 course grades.

Year	English Dept. Non-targeted	English Dept. Targeted .	Puente Targeted	Gap
2013-14	82% .	71% .	91% .	Puente Outperformed by 9pts.
2014-15 .	82% .	72% .	95% .	Puente Outperformed by 13pts
2015-16 .	82% .	73% .	92% .	Puente Outperformed by 10pts.
2016-17 .	81% .	71% .	95% .	Puente Outperformed by 14pts.
2017-18 .	83% .	71% .	94% .	Puente Outperformed by 11pts.

When compared with targeted students across all English classes, Puente students outperformed non-Puente targeted groups by an average of over 20 percentage points. When compared with non-targeted students across all English classes, Puente students outperformed non-targeted groups by an average of over 11 percentage points. Furthermore, the EWRT211 portfolios are also read by non-Puente instructors to increase objectivity when assessing skill level and preparedness for EWRT1A.

III.C Action Plan for Targeted Group(s): The Puente Project model is precisely designed to increase the college success of students that come from educationally disadvantaged backgrounds by:

1. Providing personal, educational and career counseling, both within the classroom and individually - Counselor
2. Offering academic support through English instruction and tutoring services - English faculty and program tutors
3. Coordinating a mentor component, which matches each student with a community mentor for the academic year
4. Planning special events designed to support the college success of first-generation college students (e.g., mentor socials, university tours, author visits etc.) - Puente Team
4. Assessing students' needs throughout the academic year to ensure referrals are made to appropriate campus resources (e.g., DSS, financial aid, tutoring services etc.)

- III.D Departmental Equity Planning and Progress:**
1. Participate in professional development opportunities to link curriculum for Puente courses - Counselor and other instructional faculty.
 2. Provide college materials (e.g., computers and books) to students who demonstrate a financial need to ensure all students have the resources needed to succeed academically.
 3. Collaboration with other departments to train and support all students (e.g., All Peer Equity Training).
 4. Develop partnership with Disability Support Services (DSS) to ensure students are able to access services in a timely manner.
 5. Continue working with Math Performance Success (MPS) to increase success rates in math courses.

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan: 5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): To date Puente has achieved an 99% success rate in completing this outcome, in comparison to other targeted groups whose outcome is 72% and

non-targeted is 83%. (Student Services Program Review Data) 3/15/18.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): In 2014-15 97% successfully completed EWRT1A In 2015-16 96% successfully completed EWRT1A In 2016-2017 93% successfully completed EWRT1A In 2017-18 an estimated 90%-100% will successfully complete EWRT 1A.

V.A Budget Trends: As noted earlier, the amount of available funds from DASB is decreasing; thus, many of our expenses particularly as they relate to peer tutor salaries, printing of anthologies, and visiting speaker costs have been reduced or eliminated altogether. The program needs stable funding in the event that the DASB funding continues to decrease or become unavailable.

V.B Funding Impact on Enrollment Trends: While there have not been any significant funding changes that have impacted our ability to help students achieve the success levels that they have consistently achieved over the past five years, we anticipate that next year will be a significant year because of AB705 not only for the Puente Program but for the campus as a whole. If the campus-wide equity gap for Latinx students widens as a result of AB705 implementation, we strongly urge the campus to expand special program offerings such as adding a second Puente cohort per year. The effective practices used in Puente are working, and they need to be expanded to more students.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): Growth

If we add a second cohort, either an additional counselor (1 FTEF) is needed or 100% of the current counselor's time needs to be dedicated solely to the Puente Program. Also, the program will need a minimum of .5 FTEF (teaching and released time) for an English instructor to teach and help co-ordinate the second cohort.

V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s):: Mentor Coordinator

Coordinating, recruiting and training 30+ mentors per year, is very critical aspect of the success of the Puente's mission and it is very time consuming for the counselor of the program. The program needs a staff position for a mentor coordinator that would also include the FYE and Umoja program. The mentor coordinator would identifying mentors, follow up, organizing mentor activities, help with trainings of mentors and evaluation of mentoring activities. Other Puente programs have hired a Mentor coordinator to develop this component freeing the counselor to work more directly with students individually or in the classroom.

V.E.1 Equipment Requests: No Equipment Requested

V.E.2 Equipment Title, Description, and Quantity: N/A

V.E.3 Equipment Justification: N/A

V.F.1 Facility Request: If an additional cohort is added we would need a larger space and laptops for use in the SSRS center.

V.G Equity Planning and Support: Working with first generation college students requires more funding because the students do not have access to visit college in southern California, conferences and participate in industry visits. We need more resources in our budget to achieve equity for our students.

V.H.1 Other Needed Resources: Assistance is needed to help build closer partnerships with other campus resources such as DSS/EDC. We have students who we have identified as possibly needing

evaluation and guidance as it relates to learning disabilities, but there is often a long wait time to get the process started. Having a more direct path to and through the DSS/EDC services would be quite helpful.

We anticipate engaging in more assessment projects than usual over the next couple of years because of AB705. We may need to study our student success rates and the effect of AB705 if our rates drop.

V.H.2 Other Needed Resources Justification: In order to provide these opportunities for students we need funding for the bus transportation and meals. Previous industry visits include LinkedIN, Yahoo, and YELP.

V.J. "B" Budget Augmentation: As mentioned earlier, part of our funding comes from DASB. As DASB funding decreases, we hope to see a proportionate increase in our B budget to cover the lost funding.

V.K.1 Staff Development Needs: We attend two statewide training and a summer institute every year.

V.K.2 Staff Development Needs Justification: N/A

V.L Closing the Loop: We will reassess outcomes by looking at our student success, retention, and persistence rates. If the rates end up dropping, we will reevaluate our effective practices in the classroom, the structure of our course offerings, and the services we offer to the students to see if any adjustments are needed as a result of external mandates or of shifting student needs.

Last Updated: 03/13/2019