

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



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



▼  Dept AS - (SSRS) PUENTE 

For 2017-18 Submitted by:: Yolanda Johnson

APRU Complete for: 2017-18

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.

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.

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: 0

I.B.2 Number Certif of Achievement-Advanced Awarded: 0

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 21

I.B.4 # AA and/or AS Degrees Awarded: 17

I.C.1. CTE Programs: Impact of External Trends: N/A

I.C.2 CTE Programs: Advisory Board Input: N/A

I.D.1 Academic Services & Learning Resources: #Faculty served: 0

I.D.2 Academic Services & Learning Resources: #Students served: 95

I.D.3 Academic Services & Learning Resources: #Staff Served: 0

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

I.E.2 #Student Employees: 5

I.E.3 % Full-time : 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.1 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.B.2 Plan if Success Rate of Program is Below 60%: N/A

II.C Changes Imposed by Internal/External Regulations: The implementation of State-mandated registration policies have continued to impact the students in the program negatively. The students need to take classes in the Puente program, and without early registration as they previously had, they have very few options available to take other classes such as their Math and science courses. Puente students pass Reading and Writing courses with a 93-100% success rate and compared to Latino/as who have a 71% success rate.

If the implementation of multiple measures for the placement test were mandated based on a high school gpa that was too low (e.g. 2.6) the result could be that students who would typically be eligible for Puente would not be able to join the program; their placement into EWRT1A would disqualify them from the program, which requires a READ/EWRT211 placement. Although this might seem like a pathway to transferring more rapidly, it could most likely be a barrier because the Puente Program not only takes them through the 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. Though the students might be placed higher initially, their success rates in college overall might not be as high because of the lack of support, which would no longer be available to them. Puente students have often remarked that one of the main factors of their success is the

navigational capital they gain while being a part of Puente.

III.A Growth and Decline of Targeted Student Populations: Although the Puente Project has shown continuous success there is still a high need to close the equity gaps for our targeted populations. 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. As stated above, Puente students pass Reading and Writing courses with a 93-100% success rate and compared to Latino/as who have a 71% success rate.

III.B Closing the Student Equity Gap: 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.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: Yes, the program far exceeds success rates above 60%.

III.D Departmental Equity Planning and Progress: The program continues to implement its mission, which closes the equity gap for students in the program. The reports from MISP have helped prioritize student counseling services to meet the SSSP state mandates as of Fall 2017, 99% of Puente students have a comprehensive educational plan.

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: Since the inception of the Puente Project at De Anza College, its operating budget has remained relatively small. While program demands and student needs have increased proportionately, the budget has not. The program relies on the B budget for its primary funding source. While it is small, the funding is expected to yield large results. The B budget is used to coordinate activities such a workshops, university and industry tours; participation in the Puente Annual Motivational Conference; family informational sessions; mentor recruitment, training, and communication; peer assistance and tutoring; and office supplies for daily operations.

V.B Funding Impact on Enrollment Trends: Since the inception of the Puente Project in 2001, we have operated on a \$5,000 B budget while other Puente programs budgets have been augmented to \$10,000. The limited funding has resulted in the program not being able to provide as many university/industry tours as we would like to or more parent/family and mentoring events. In order to comply and to successfully meet the mandates of the 3SP it will be imperative to augment the B budget to include transportation costs to universities, industry visits, to buy career assessment inventories, to buy a set of counseling course books, to buy stoles for graduation/transfer celebration, to pay for the cost of publishing the students anthology book, stipend for reading instructor, to purchase a set of English





course books. To expose our students to as many opportunities as possible, we would like to organize a Southern CA university trip like many of the Puente campuses. These services will help facilitate the major and career exploration process for a student early on so they can make a realistic educational and career goal that is reflected in a comprehensive student educational plan and will assist us in achieving the 3SP mandates. An augmented budget is also required to help with future professional development needs as we work to develop a pool of faculty who are trained to meet the needs of this population of students. In order to meet the rising funding needs we have had to seek out funding from Equity funds and the SSRS B budget.

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

V.C.2 Justification for Faculty Position(s): Reading Instructor – Need faculty compensation (\$1000) for Reading Instructor, for the coordination and assessment of programs and curriculum with the Puente English Instructor.

. 250 FTE Reassigned Time for dedicated Writing Instructor and
1 FTE Counselor (for 2nd cohort)

Every school year Puente receives interest from over 200 students who want to be in the program but the cohort is limited to 30-32 students. Since 2004 the Latino student population has doubled in size, yet we still only have one cohort, a second cohort will help meet the increasing need of the increasing population.

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

V.D.2 Justification for Staff Position(s): Mentor Coordinator-Faculty Additional Pay \$1,000 per academic term (\$3000 annual)

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: Career industry visits increase students awareness and preparation for the work place.



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: To increase the B budget to at least \$10,000.

PLO – Puente students will develop and adjust comprehensive Student Education Plan (SEP), in accordance to SSSP which provides a path to transfer to a four-year college or university.

The money requested would help meet the increasing costs to provide access activities to our target populations. It is challenging to provide up to date support for our most needy students on a budget that has not been augmented since the inception of the program in 2001.

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

V.K.2 Staff Development Needs Justification: Sustaining the success rates as reported throughout this review.

V.L Closing the Loop: We would assess the outcomes through increase in transfer rates and shortening the pathway to transfer.

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