



Puente

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

Puente is a nationally recognized, transfer support program. Its mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to help future generations. The program is interdisciplinary in approach, with writing, counseling, and mentoring components. Puente was founded in 1981 to address the low rate of academic achievement among Latino community college students. The program currently serves 7 middle schools, 36 high schools, and over 65 community colleges in the state of California, it also serves 3 community colleges in Texas, and 2 in Washington. Puente is sponsored by the University of California and the California Community Colleges and is open to all students.

a. How many students are served by your program?

100

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

The Puente program at Cañada College is aligned with and supports our college mission and value statements, as well as the solidarity statement because we focus on fostering success, creating equitable opportunities for students, celebrating the intersectionality of our students' identities, enhancing students' leadership skills, and providing a space where they can critically reflect/analyze the problematic institutionalized policies and practices that exist towards BIPOC, as well as so much more. We are also aligned with every aspect of our EMP priorities. In addition, during the past three years, most of the curriculum taught in English 105 focuses on the theme of antiracism. Students read and write about the history of racism and how to be an antiracist.

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

According to the college-wide statistics presented for 2020-2021, Cañada serves around 38% of Latinx students, the majority of them being first-generation college students. There continues to be a pressing need for programs and services that address the needs of Latinx students. While the Puente Project serves ALL under-represented students, we have a specific focus on Latinx culture, identity, literature, and experiences. However, we cannot possibly serve all Latinx students who might need our specific guidance and support. In addition, data about our Puente cohorts, which was provided by the Puente State Office and Cañada College's Planning, Research and Institutional Effectiveness (Office of PRIE) demonstrates that the Puente Project at Cañada College is achieving significant success in assisting mainly Latinx (Hispanic) students, an underrepresented group in higher education, with their academic goals by providing strong and culturally relevant instruction, academic counseling, and equitable access to other appropriate and comprehensive student services.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

Restarting In-Person Events: In spring 2023, we hosted our first in-person End-of-Year Celebration since the pandemic began. We had over 30+ Puente students, mentors, and administrative leaders attend. This fall 2023, we have already had an active event calendar that included the following events: Puente Bienvenida, Puente Mentor Training, Red Door Escape Room Field Trip. We also hosted our largest in-person Noche de Familia (Family Night) to date with over 90+ guests in attendance. Later this fall 2023 semester, we will be hosting a Mentor/Mentee Mixer and taking the current cohort to UC Davis for the Transfer Motivational Conference.

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Summer 2023 Counseling Hours: Coordinating, recruiting and registering 26+ students per year is a very critical aspect of the success of Puente's mission, and it is very time consuming for the counselor of the program. Recruitment occurs every spring semester when the counselor is also helping Phase II students register for fall classes, Phase III students submit their paperwork for transfer, all active Puente students obtain scholarship recommendations and complete scholarship applications, and the Puente English Instructor coordinates spring events. Fortunately, we were able to fund 40 summer counseling hours for the Puente Program during summer 2023, which helped our program recruit 30 new Puente students for Fall 2023.

Priority Registration: At Cañada College, we have strived to reach this goal since we launched in 2015, yet we had not been successful. Encouraged by the fact that our Umoja Program was approved for priority registration on January 7, 2022, the Puente Counselor submitted the necessary paperwork to ESC and met with the CSM and Skyline Puente teams to get this process started. As a result, our Puente Programs district wide (CSM and Skyline) were successful in getting Priority Registration for our students effective Fall 2022.

In late Spring 2023 and early Summer 2023, the organizational reporting line transitioned from Puente reporting through the Counseling Division to reporting directly to the Office of the Vice President of Student Services. This transition included permanent Office Assistant support for the program from the Executive Assistant to the Office of the VP of Student Services.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

Although English 105 has a maximum of 26 students, the Puente English Instructor enrolled 30 Puente students in fall 2023 in an effort to have as many Puente students as possible benefit from the extra support that the Puente Program offers. These 30 students have had the opportunity to build a strong community amongst themselves by attending a required field trip to the Red Door Escape Room. They have learned how to be successful college students from the previous Puente students (Phase III students) who were part of a panel during the required event titled "Puente Bienvenida." The Puente students have also been paired with their professional Puente Mentors who are now sharing their wisdom and support to this new cohort. Noche de Familia as a required event also gave the Puente students' families an opportunity to learn about the Puente Program and other support services on campus so that parents and other relatives could also advise these students about the support that these students could use to complete their higher education.

3- Describe major challenges since the last program review cycle.

This fall 2023, we have received the administrative assistance that we have needed and requested by having a temporary Puente Office Assistant. This administrative assistance has been a huge support, making it possible to bring back all of the in-person events and field trips that we used to offer before the COVID pandemic. By the end of the fall 2023 semester, we hope to have a more permanent Puente Office Assistant who will help us end this school year. We hope to train this person by the end of this fall 2023 semester or by the beginning of the spring 2024 semester because we are planning a very active spring 2024 semester for this program.

Impact of Resource Allocations Process (250 word limit)

4- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

We requested 40 summer counseling hours in fall 2022 and they were funded for summer 2023. These hours helped the Puente Program recruit and enroll 30 new Puente students this fall 2023. Our main request in this current fall annual program review is that these 40 summer counseling hours be funded once again for the Puente Program in summer 2024. In addition, our temporary Puente Office Assistant under the Vice President of Student Services Office has provided important administrative support during fall 2023, making it possible to bring back all of the Puente Program's in-person field trips and on-campus events. Further more, we have also been given funds to carry out a Southern California University Tour. At the moment, we are trying to find a program on campus or a Puente Program in the same district, who can partner with us to coordinate this

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Southern California University Tour for spring 2024. The two Puente Co-Coordinators at Cañada College have never coordinated this type of overnight tour, so we will need a couple of more experienced coordinators to plan and attend this tour.

a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?

Students have enjoyed and appreciated the Puente field trips and on-campus events. During Noche de Familia, many parents expressed gratitude for the extra support that their children were receiving and were impressed with all of support program on campus.

b. What have you been unable to accomplish due to resource requests that were not approved?

We were not given our own Pro-Card, but, luckily, our temporary Puente Office Assistant already had a Pro-Card, which she has had to use for certain purchases. We hope that our future Puente Office Assistant will also have their own Pro-Card to assist us with some purchases.

c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

As mentioned in the previous answer, our temporary Puente Office Assistant already had a Pro-Card, which she has had to use for certain purchases.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success

The Puente Program at Cañada College is an antiracist program because its main goal continues to be to combat the racial inequity in higher education. Part of this racial inequity is that Latinx students are not transferring and graduating in higher education at the same rate that White students are. Although the Puente Program is open to everyone, it mainly targets the Latinx students in an effort to give this community more support so that they can improve their retention, success, and transfer rates. By supporting the Puente Program as an antiracist program with sufficient staffing year round (i.e., a summer Puente Counselor who works 40-80 hours per summer and a Puente Office assistant who works 10 hours each week all year round) and sufficient resources, Cañada College's leadership would be strengthening this program and its antiracism work. The staffing support in particular would also protect the existing Puente Co-Coordinators from burn out and inspire a new team of Puente Co-Coordinators to rotate with the existing Puente Co-Coordinators. Having other programs and counselors on campus send student referrals (potentially new Puente students) to the Puente Counselor in significant numbers would also demonstrate that these other programs support our program's antiracist work for the Latinx community. In addition, by offering more support to English 105 faculty and students, the Puente cohort of students could also experience more academic support in English 105, which is a course that they enroll in during their first semester in the Puente Program. This fall 2023, the full-time English faculty are working with administrative leaders on campus to decide how to best use funding from AB 1705 to provide strong and consistent support to English 105 faculty and students (e.g., embedded tutors, trainer for embedded tutors, retention specialist focused on only 105/100 sections).

6- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

There is room for improvement in the Puente students' success rates for English 105. As a program, we will continue to work with the English Department faculty, retention specialists, Writing Center tutors, the Disability Resource Center, Personal Counseling, SparkPoint, the Financial Aid Office, and other student services to address our students' academic and all-round human needs in an effort to help them learn more effectively and succeed in English 105.

The summer Puente Counselor also recommended that the Puente Co-Coordinators meet with the leaders of certain programs and services (e.g., EOPS, Promise, Admissions and Records, Financial Aid) to help these leaders understand the Puente Program's culturally-relevant curriculum and transfer goals, to encourage them to help recruit students for the Puente Program, to explain to them the steps needed to register new Puente students, and to explain to them how to receive new Puente students who seek their assistance. During the summer of 2022, the Puente Counselor did not receive any referrals from any other program, which surprised

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her given that we are an HSI where many students have a Latinx background. The summer Puente Counselor also recommended that we design cards indicating the steps for applying to the Puente Program for high school students to attend the PEP sessions.

The Puente Co-Coordinators also plan to continue meeting with the Dean of Humanities and Social Sciences, the Dean of Counseling, and the Vice President of Student Services to revisit the possibilities of sharing a new position (Program Service Coordinator) with Umoja and obtaining a ProCard. If a new position is not possible, we still need an Puente Office Assistant who can dedicate 10 hours of administrative support each week.

a. What additional antiracism training do you/your program need in the upcoming year?

As Puente Co-Coordinators, we are fortunate to have ongoing antiracism training through the Puente State Office in-person and on Zoom. In addition to the two-day Puente Regional Trainings every semester, throughout the year the Puente State Office holds multiple workshops and retreats related to antiracism work and holistic teaching that help instructors and students learn and stay healthy during these difficult times.

Other possible professional development opportunities that the Puente English Instructor and Puente Counselor can benefit from include attending additional conferences that focus on antiracism and equity, such as Colegas Conferences, The Chief Student Services Officers Association (CSSO) conferences, and the National Conference on Race & Ethnicity (NCORE). Our new MIS data collection will also offer new opportunities to receive training on how to interpret MIS data to better assess student success, student retention, and student equity for Phase I, Phase II, and Phase III Puente students in our district. We hope to get further training in MIS data interpretation from our Puente State Office (UCOP) and our California Community Colleges Chancellor's Office (CCCCO).

b. What research or training will you need to accomplish these plans?

The Puente Co-Coordinators will continue reaching out to the PRIE office for research needs.

c. What supplies, equipment, or facilities improvements do you need?

We are not requesting equipment or facility improvements.

If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there.

Non-Personnel Item (2023 - 2024)

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Program Requesting Resources

Puente Project

Item Requested

Funding for Puente summer counseling 2024

Item Description

50 hours of Puente summer counselor to help recruit for 2024-25 and support of 100+ continuing students.

Program Goals this Request Supports

The Puente Program's goals include offering more support to students especially Latinx students so they can have more academic success and transfer to a four-year university. A summer Puente counselor supports the recruitment of new Puente student who can benefit from the program support systems and supports continuing Puente students who are getting ready to transfer.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

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

Critical Question: How does this resource request support Latinx and AANAPISI students?

Over 90% of Puente students identify as Latinx.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Accessible Infrastructure and Innovation, Student Access, Success, and Completion, Equity-Minded and Antiracist College Culture, Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Make registration easier, Connect students to the academic program(s) and classes they need, Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Support innovative teaching that creates more equitable and antiracist learning environments, Create and sustain an inclusive, antiracist, and equity-minded campus culture, Better share what Cañada offers, Strengthen K-16 pathways and transfer, Help meet the basic needs of Cañada students and other community members, Help students explore and find employment in fields of their choice