

Program Review Summary Page
For Academic & Student Support Programs

Support Program(s) under Review: Puente

Term/Year of Review: Fall 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

While weathering major adjustments with AB705 implementation—including two curricular redesigns—as well as Covid-19 emergency Distance Education implementation, the Puente Program has remained a successful program for first-year Latinx students. The Puente Program serves its students throughout their educational paths at NVC, supporting the college role as an HSI. The Puente Program maintains high levels of retention, success, and completion—especially in comparison to general college rates. The Puente Program is poised to expand, developing a second cohort to serve the district’s Latinx community as an HSI. The Puente Program provides a community and sense of connection for its students.

2. Areas for Improvement:

- The program continues to explore promoting increased transfer rates for all students in the program, though success rates exceed overall institution rates.
- While transfer is a primary goal for Puente Program statewide, we want to honor different career and educational paths in Certificate and AA Programs.
- Build institutional supports for second cohort, including dedicated FT Counselors and English faculty is an ongoing project.
- Maintaining retention when engaged in distance-education instructional formats is an ongoing challenge in the Covid19 era.
- Re-invigorating Mentor pool and engaging Mentors in community outreach to cultivate mentor candidates is a challenge in wake of Covid19 restrictions
- Review PLOs for possible revision, especially after AB705 curricular changes
- A stable and consistent budget which reflects the MOU developed for the program (currently \$7,000)

3. Projected Growth, Stability, or Viability:

Growth

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Puente Project is a learning community and academic preparation program whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges; earn college degree; and return to the community as mentors and leaders for future generations. The learning community classes focus on GE, transfer-level English composition courses to develop basic writing skills; and college success Counseling courses that work on student skills and guide students into educational pathways. The program and courses highlight materials specific to Mexican-American and Latinx literature and culture, serving NVC's role as an HSI. The program is open to all students.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The NVC Puente Program directly supports the college's mission to support completion of career and educational goals. It is open to all students, and its primary direction is to support transfer and career paths through Counseling students in Pathways and GE composition requirements.

The Puente Program prepares students for evolving roles in a diverse, dynamic, and interdependent world by providing fundamental English composition instruction in reading and writing to prepare students for transfer. It also exposes students to career possibilities through its Mentorship program, connecting participants with local professionals who can advise them on their paths.

The Puente Program is a high-quality program that is committed to student achievement by providing support through Counseling courses aimed at student success skills and navigating pathways. Puente is geared to supporting students through transfer—its primary operation is through incoming student retention and retention through GE English courses, it supports students through their academic paths as part of its Phase 3 program.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The Puente program engages the Counseling Division to work with district high schools to recruit students into its program. It highlights the Program's efforts to prepare students for college through its Counseling courses and help students meet GE and transfer requirements.

The Puente Program helps students develop Educational Plans and guides them to completion of transfer English requirements.

In enabling transfer English completion, Counseling connections, and supporting students in Phase 3, The Puente program supports students along their educational path to transfer and/or completion of Degree/Certificate outcomes.

The Puente program supports the Chicanx/Latinx student population in Napa, serving NVC's role as a Hispanic Serving Institution. While open to all students, Puente engages texts and issues speaking to Latinx culture and history and addresses issues surrounding Latinx education.

The Puente program enhances collaboration between NVC and community through its Mentorship element. Mentorship is a core element of Puente, connecting students with local professionals to help them understand potential career paths and give them guidance on their academic journeys.

C. New Objectives/Goals:

Create a mentor council to assist students and promote the Puente program in the community. The Mentor Council would be formed by existing Puente mentors and provide an additional professional and supportive resource for the students in our program. The council would be instrumental in keeping students in school by guiding them on a job path and providing training in professionalism. Additionally, the council would network in the community to fundraise scholarships, cultivate future mentors (especially as we build to expand a second cohort), and support students with a wider range of opportunities through networking.

Use the Phase Three students in more of a peer-mentoring and tutoring capacity, helping with supplemental instruction in the classroom and with socialization of each year's new Puente students into the program as a whole.

Adjust to the repercussions of AB705 on curricular design.

Understand the limitations of Distance Education and Virtual Programming for this program and determine new paths for engaging the cohort and community supports.

Continue to build toward second Puente cohort, including recruitment of new Counseling and English faculty coordinators.

D. Description of Process Used to Ensure "Inclusive Program Review"

Providing Draft to current Puente faculty and staff, recent faculty, and adjacent Coordinators and Deans for review/reflection.

I. PROGRAM DATA

A. Number of Students Served by Program

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount	27	22	22	-18.5%
Enrollments in Puente Courses	102	71	110	7.8%
<i>Source: SQL Enrollment Files</i>				
<i>RPIE Analysis: The number of students participating in the Puente program decreased by 18.5% over the last three years and ranged from 22 to 27 students. The number of enrollments within Puente-associated courses increased by 7.8% over the same period.</i>				

Program Reflection:

Section A Program Data will be inflected by two major institutional adjustments over the 3-year review period: 1) curricular re-design mandated by AB705; 2) Distance Education mandates/adjustments due to Covid-19

Program Headcounts dropped from 27 in 2018-19 to 22 in the following years due to curriculum adjustments mandated by AB705. Prior to Fall 2019, headcounts were controlled by enrollment caps in English 90, which were set at 28 students. Chancellor’s Office recommendations for AB705 made transfer-level English 120 courses the new 1st semester Puente English entry course, which has a class cap of 25. Program numbers fluctuate around class caps; nevertheless, the AB705 transition to English 120 courses plays a major factor in headcount reduction.

Other headcount reductions from 2019-2021 reflect decreased enrollments and Emergency Withdrawals (EW) over this same period in response to Covid-19 and emergency distance education adjustments.

Enrollments, however, “increased” --or rather remained relatively stable—when comparing 2018-19 and 2020-21 because of curricular changes from AB705. A new co-requisite course for English (English 95 for Fall 19 and Fall 20; English 96 for Spring 20) was introduced which added an additional enrollment requirement for the Program.

The additional co-requisite requirement may also have influenced the decreased enrollment headcounts in 2019-20 and 2020-21, with some students opting not to enroll because of the increased curricular demands.

Despite being structurally driven by AB705 curriculum change and class caps, Puente headcount decreases reflect institutional trends in headcounts. Because of structurally driven by AB705 curriculum changes, enrollments have increased in contrast to institutional enrollments.

Headcounts prior to AB705 had ranged between 27-32, promoting a push to add a second cohort to accommodate student interest. The structural change because of AB705 encourages this demand for a second cohort because of the lower cap space for English 120 and 125.

B. Demographics of Students Served by Program

	2018-2019	2019-2020	2020-2021	Three-Year Proportion	Three-Year Proportion
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				of the Program	at the Institutional Level
Number of Students	27	22	22	71	13,827
Gender					
Male	22.2%	--	13.6%	13.2%	43.0%
Female	77.8%	100%	86.4%	86.9%	57.0%
Race/Ethnicity					
Asian	--	--	--	--	3.4%
African-American Black	--	--	--	--	5.3%
Filipino	--	--	--	--	8.5%
Latinx/Hispanic	100%	95.5%	100%	98.6%	42.0%
Multiple Race/Other	--	--	--	--	6.6%
Native American	--	--	--	--	0.3%
Other	--	4.5%	--	1.4%	3.1%
Pacific Islander	--	--	--	--	0.6%
White	--	--	--	--	30.2%
Age					
19 or less	50.0%	45.5%	31.8%	42.9%	38.8%
20 to 24	15.4%	22.7%	45.5%	27.1%	33.8%
25 to 29	19.3%	18.2%	18.2%	18.7%	12.4%
30 to 34	7.7%	13.6%	--	7.1%	5.2%
35 to 39	--	--	4.5%	1.4%	3.2%
40 to 54	3.8%	--	--	1.4%	4.2%
55 and older	3.8%	--	--	1.4%	2.4%
First Generation	74.1%	63.6%	59.1%	66.2%	39.3%
<i>Source: Student roster data provided by Puente, NVC enrollment data</i>					

RPIE Analysis: This section describes the demographics among Puente students over the past three years, based on NVC records associated with the student identification numbers of program participants. The following demographic groups accounted for a majority or plurality of Puente students during that period:

- *Females (86.9%)*
- *Latinx/Hispanics (98.6%)*
- *Students 19 or younger (42.9%)*
- *First Generation (66.2%; the remaining 33.8% includes students that were not first generation as well as students without information reported)*

The following demographic groups claimed a significantly lower proportion of the population share among Puente students than they did among the population of NVC credit students over the past three years:

- *Males (population share 29.8% lower than share among NVC credit students)*

*Females, Latinx/Hispanics, and first-generation students claimed a significantly higher proportion of the population share among Puente students compared to the population of NVC credit students. (Statistically significant differences are denoted in **bold italics** in the table above.)*

Program Reflection:

The Puente program is based on Latinx & Mexican-American curriculum and texts to support the Napa Hispanic student community; thus, the vast majority of our students is Latinx, and confirms why the number is higher than the college’s number.

A parallel program emphasis is to encourage first-generation college students, particularly from the local Hispanic community. The program is a Gateway into NVC educational Pathways.

First generation students had additional burdens from Spring 2020 to Spring 2021 adjusting to Covid-19 circumstances. Many report mental health concerns adjusting to the pandemic and the educational adjustments.

The slightly lower age rate reflects the Puente Program design for incoming students to meet GE composition transfer requirements. Also, Program outreach targets community students incoming from NVUSD high schools. Recruitment also welcomes career-oriented non-traditional students, which is shown in the data.

Female participation in the program has traditionally been greater than male participation in the program. Despite recognition of levels of male participation ranging 37%-23% in the 2014-17 Program Review cycle, these levels of participation decreased further. The program continues to address this, including Coordinator transition which brings more male Team-members on board for representation and outreach adjustments. Fall 2021 data indicates male enrollments more in line with institutional levels.

The Puente Program has maintained high rates of retention and success among Latinx, Female, and First-Year equity groups, and is ready to improve already high rights of economically disadvantaged groups. This has driven support for a second Puente cohort at the college.

C. Retention/Persistence of Students in Program

	Number of Puente Course Enrollments *	Number Retained among Puente Course Enrollments	Retention Rate*	Number of Successful Course Completions among Puente Course Enrollments	Successful Course Completion Rate*
2018-2019	102	102	100%	92	90.2%
2019-2020	106	103	97.2%	82	77.4%
2020-2021	110	92	83.6%	78	70.9%
Three-Year Rate Program Level	318	297	93.4%	252	79.2%
Institutional Level	--	--	90.3%		75.6%

Source: SQL Enrollment Files

**Includes Puente-associated sections of COUN-100, COUN-105, ENGL-90, ENGL-95, ENGL-97, ENGL-120, ENGL-120A, ENGL-120B, and ENGL-123.*

Bold italics denote a statistically significant difference between rates at the program and institutional levels.

RPIE Analysis: The retention rate of students within Puente-associated sections ranged from 84% and 100% over the past three years. The successful course completion rate ranged from 71% to 90% over the same period. The three-year retention and successful course completion rates among Puente-associated sections exceeded the institutional rates (by 3.1% and 3.6%, respectively). The successful course completion rate within the Puente Program is significantly higher than the institutional rate. Over the past three years, the difference between retention and successful course completion at the program level (14.2%) was lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

Program Reflection:

Section B Program Data will be inflected by two major institutional adjustments over the 3-year review period: 1) curricular re-design mandated by AB705; 2) Distance Education mandates/adjustments due to Covid-19. English Instructor team-member transitions in 2019 and 2020 may also impact Retention management.

Program Retention and Success rates continue to exceed Institutional rates, demonstrating the success of the Puente Program.

2019 –20 and 2020-21 decreases can be primarily attributed to adjustments to online Distance Education and the challenges of adapting program elements in the midst of the Covid-19 pandemic emergency conditions.

An increase in the number of courses required for student enrollment with AB705 (i.e., the additional English 95/96 co-req with English120A/120B in 2019-20 and English 120 for Fall 2020) affects the Successful Course Completion percentage more significantly when an individual student does not meet Program curriculum expectations.

Although the difference between retention and successful course completion at the program level (13.7%) and at the institutional level (14.7%) shows the strength of the program, we suggest the difference is even more significant given the status of these students as first-year gateway students, the struggles with AB705 changes, and Covid emergency withdrawal elements.

Our success rates demonstrate the success of the program, especially as geared to incoming students and success rates.

Success rates may also reflect staffing transitions, as new Counseling and English instructors have rotated in over the last 2 years. As the program seeks to expand for NVC as an HSI, having dedicated Counselors and English instructors could serve to reinvigorate and stabilize rates (especially in the wake of AB705). Continuity in coordinators would help serve Phase 3 students and provide a strong foundation for expansion with regular rotations of second path instructors.

D. Transfer Rate of Students in Program

Cohort	Size of Cohort	Number of Transfers	Rate of Transfer
2015-2016 Cohort	30	14	46.7%
2016-2017 Cohort	28	16	57.1%
2017-2018 Cohort	28	11	39.3%
Three-Year Rate	86	41	47.7%
<i>Sources: SQL Enrollment Files, National Student Clearinghouse</i>			

RPIE Analysis: The figures reported in the table above reflect Puente student transfers to four-year institutions within (at least) three years following their Puente participation. Students in the three cohorts were tracked from the year following Puente participation through fall 2021. Over the past three Puente cohorts, 47.7% of program participants have transferred to four-year institutions.

Program Reflection:

Three-year rate of transfer of 47.7% demonstrates the success of this program in guiding students on transfer path, especially given the equity group focus on Latinx/Hispanic, First-Generation, and Economically Disadvantaged students.

Tracking students after their 1-year participation in the Puente Program can be complicated. Rates here include transfer from 2015-18 showing transfer *within* three years. Our students typically adjust goals and remediate some coursework, which often delays their transfer for one to two years and may transfer outside of this three-year window.

While transfer is a main objective of the Program, some students have career/technical paths (e.g., Nursing) with paths outside of transfer. Tracking of educational success via certificate and AA degree as well should be monitored, even as transfer remains a Program goal.

Our students typically have work and have other family obligations that also impede their progress—some having to discontinue college altogether for a portion of time until they return. We hope to extend the window for observing transfer success to account for the nuances of this population.

E. Successful Course Completion of English Puente Sections vs. Non-Puente Sections

	2018-2019	2019-2020		2020-2021
Puente	90.0%	80.0%		72.7%
		Fall (78.3%)	Spring (83.3%)	
Non-Puente	70.7%	65.9%		59.7%
		Fall (65.2%)	Spring (67.0%)	
<i>Source: SQL Enrollment Files</i> Bold italics denote a statistically significant difference between rates at the program and institutional levels. <i>Includes the following comparisons:</i> 2018-2019: Puente ENGL-90/120 versus non-Puente ENGL-90/120				

2019-2020: 120A versus non-Puente ENGL-90 (fall); 120B versus non-Puente ENGL-120 (spring)
 2020-2021: Puente ENGL-120+95 versus non-Puente ENGL-120+95; ENGL-123 versus non-Puente ENGL-123

RPIE Analysis: The successful course completion rates among Puente-associated sections of English exceeded the successful course completion rates among non-Puente sections across the three-year period. (The differences were not significantly significant.) The difference between the successful course completion rate among Puente-associated sections and the rate among non-Puente sections was at least 13% each year.

Program Reflection:

The Puente Program most demonstrates the success of its program design as a Learning Community in comparison to comparable English course offerings. Students follow NVC’s Composition sequence with Counseling support to complete GE requirements and develop transfer skills and academic/career goals.

Successful retention, development of Educational Plans, and completion of the English Composition is a primary goal of the Puente Program. Each year’s Completion data demonstrates a >10% rate over non-Puente students in similar curriculum, demonstrating the strength of the Learning Community model.

The 2018-19 year reflects the adoption of a “stretch” English model of English 120A and 120B to conform with AB705 mandates that students complete basic transfer-level composition requirement within one year and allowing students to enter directly into transfer-level courses (English 90, part of the previous Puente model completed 2017-18, was not a transfer level course). English 120A & 120B completed the transfer level curriculum of English 120 over two semesters.

F. Student Equity

	Three-Year Successful Course Completion Rates	
	Rate of Group within Program	Institutional-Level
Female	75.5%	76.0%
Latinx/Hispanic	74.2%	72.6%
First-Generation	74.8%	74.4%
Economically Disadvantaged	70.3%	75.1%
<i>SQL Enrollment Files</i> <i>Bold italics</i> denote a statistically significant difference between rates at the program and institutional levels. Successful course completion rates are based on overall performance in courses even outside of those that are Puente-associated.		

RPIE Analysis: The three-year successful course completion rates among economically disadvantaged students within the Puente Program was significantly lower than the rate for economically disadvantaged students at the institutional level. The successful course completion rate among Latinx/Hispanic students within the Puente Program

was higher than the rate of Latinx/Hispanic students at the institutional level. (The difference was not statistically significant.) The successful course completion rates among female students and first-generation students within the Puente Program mirrored the rates for the two groups at the institutional level.

Program Reflection:

Success rates among equity groups are in line with the institution. The slightly higher rates for Latinx/Hispanic students reflect the Programs focus on this population.

The lower success rates among Economically Disadvantaged students are an area for further improvement. Puente does work through its Counseling area to direct students to Campus support services, yet our student population often navigates between academic coursework and full- and part-time jobs. Student commitment to family economic needs within this cohort often take precedence over educational goals, a situation exacerbated by the pandemic lockdown.

Working with a Financial Aid specialist who can learn about and address the specific needs of this cohort would be a boon for this program and others.

Though important to recognize that given our small headcount size, this difference in rate may be a matter of 1-2 students, this is an area we can continue to develop, especially in connecting with campus offices (Financial Aid, EOPS, ASNVC, Food Pantry).

Economically disadvantaged students often reported stress, anxiety and other mental health concerns. Counseling and English faculty are also aware of these mental health issues across equity groups and encourage more institutional supports for student well-being and retention.

II. CURRICULUM

This section does not apply to Puente.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Program Level

Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
4	3	3	75%	75%

*Include all areas of study, degrees, and certificates associated with the program on the table.

Program Reflection:

Puente had not designed PLOs before the Previous Program review. The program has successfully created and assessed 75% of PLOs since then.

Puente can work toward 100% PLO assessment, and should consider regular cycle of assessment, which would include mapping relevant PLOs to associated Course Level Outcomes.

CLOs are more determined by Counseling and English disciplines rather than Puente Program. Program Review should encourage reflection on PLOs after first 'cycle' and consideration of alignment with courses and overall program objectives under advisement of NVC Assessment Coordinator.

B. Summary of Learning Outcomes Assessment Findings and Actions

PLO 1 Students participating in the Puente program will have an educational goal that they are working toward.

--Every student meets with Puente Counselor and develops an Ed Pan in Fall semester.

PLO 3 Students will understand the unique features of Latino and Mexican American cultural identities

--Submission of "I Am Puente" poem in Coun 100 in Fall 2019.

--Active students submitted poems entitled "I Am Puente" that asked them to reflect on their identification with and connection to their ancestors, the community, their current identity, and their future goals. We modeled the poem after "I Am Joaquin" by Rodolfo "Corky" Gonzales, an activist in the Chicano Movement of the 1960s after reading about him in one of our required textbooks "The Chicano Movement for Beginners." The assignment informed students about the legacy of the Chicano Movement and Latinx expressions of identity. It also encouraged participation in this expression of Latinx identity and motivated them toward goal setting and academic success in the future. Activity also modeled creative writing and expression.

Assignments like this introduce Latinx/Hispanic cultural history, encourage self-exploration and awareness of cultural and identity, and enable practice of writing skills

PLO 4: Students will create a relationship with a mentor or leader as part of the Puente experience.

--Students created and presented collages about their mentors after interviewing them in Fall 2019.

Active students submitted the Mentor Collage assignments, with each collage including at least 3 items that represented 3 meaningful qualities or life experiences and milestones from the mentors' lives. The students learned about these items and more about their mentors by interviewing them and meeting with them regularly on their own or by attending program events. Assignments like this encourage student engagement with Mentors that lead to stronger connections and supports.

Program Reflection:

Though assessments are recent, PLOs are due for consideration next two-years. This would be an opportunity to consider and revise PLOs as needed, especially as these are recently established PLOs. PLO 2 is still in need of assessment.

PLOs may need different assessment methods to provide look at program level.

Program Coordinators should discuss PLOs in conjunction with scheduling course CLOs—these are not aligned as CLOS are driven by department and “mapping” may not directly connect to CLOs.

		adjustments. Advocate for NVC to hire at least 1 dedicated FT Counseling and 1 dedicated FT English faculty for program.	
Support hiring of dedicated Puente Counselor and English instructor as program grows	I.A, I.B, I.C, I.D, I.E. I.F	Dependent on hiring process and Administrative support. Encouraged in 3-4 years	Dedicated Puente hires in Counseling and English
Assess PLOs, revise as needed	III.A, III.B	PLOs are stable but due for review; PLOs do not map directly with CLOs because course level outcomes designed to Dept/Div outcomes and not program PLOs but can be considered in curriculum development	Review/Update of PLOs for next Program Review, including “soft” mapping of CLOs
Develop supports for Economically Disadvantaged students; Cultivate relationship with Financial Aid specialist who understands the cohort and can aid students with FA applications and scholarships	III.B, III.E, III.F	Continue to engage with NVC offices (EOPS, Financial Aid, ASNVC, to support student retention. Rates influenced by online/digital access during covid—encourage further NVC digital access supports. Encourage training of Financial Aid specialist to work with cohort.	Meet campus rates for supports—ongoing.
Ongoing cultivation of Mentor Pool	Summary B3, BC; III.B	Mentor Pool development disrupted significantly by Covid19. While funding available, opportunities for Mentor organization hampered by ongoing Covid conditions; SP 22 will provide renewed connections, re-building through 2022-23	Re-invigorate mentor pool in Covid era to establish closer 1-to-1 ratio with students by 2022. Work to increase “pool” for 2 nd cohort by SP 2023.
Cultivate supports for Mental Health Services for students	I.B, I.F	Work to introduce cohort to campus Mental Health services early in Fall semester. Encourage Administration and Campus to prioritize	Invite campus Mental Health professionals to classroom. Ongoing—institutional

		Mental Health services and build more direct supports	commitment to student mental health services
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Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Puente Program is financially supported by MOU between NVC and Statewide Puente Program. Current funding levels help to maintain basic program functions, but financing may need reconsideration as we adjust from Covid restrictions into opportunities to UC campus visits and other program field trips.

Other costs (in-person events) may be impacted by the return to campus post Covid restrictions and inflationary elements.

NVC supported development of an office center for students and support staff in the pre-Covid period; the office is established but operational costs may increase in the post-Covid period.

The Puente Program pursues funding to develop a second cohort at NVC. The college administration has indicated Workforce funding available for this cohort, but as a pilot and running from Spring-to-Fall, which is not aligned with Puentes normal Fall-to-Spring flow.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

Reconfiguration of English course sequence in response to state-law AB705 mandates. This includes two curricular overhauls over three years: from the original English 90 and English 120 model in 2018-19 to the 'stretch' English 120A+95 and English 120B+96 in 2019-20; to the English 120+95 and English 125 (or 123) of 2020-21 and beyond.

Managing Distance Education developments and innovating for online Program events and online.

Developing Puente Office for students to do work and gather—a significant space that is useful now during Covid and will continue to be when in-person instruction returns.

Hiring a Program Administrative Assistant to help with planning, organizing, and monitoring students.

Ongoing promotion of 2nd Puente Cohort, including potential funding approval from Workforce funds.

The Puente Program model remains a highly successful curricular design for incoming students and can address the needs of a variety of equity groups. We support program expansion for more Latinx students as part of our HSI directive, and also encourage consideration of this Learning Community model for all incoming students.

B. Effective Practices

Establishing Educational Plan through Counseling Course.

Developing student skills for retention and persistence

Supporting Puente Programs (Mentorship, Conferences, etc.) for student retention and persistence.

Efforts to develop "community" of support, especially during Covid 19.

Developing English curriculum for transfer-level success.

Mentorship connections for student support, connections that improve retention, and community involvement.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Sr. Dean Maria L. Villagomez

Date:

11/10/21

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Program Strengths and Effective Practices

- Student retention, successful course completion, and fill rates are very strong overall, despite challenges brought to the program by mandates and the pandemic.
- The Puente Program continues to maintain high levels of retention, success, and completion at above-average rates compared to the college.
- Due to the great success of this model program, the Puente team has proactively sought the creation of a second cohort.

Innovation and Potential

- The Puente program staff is engaging in innovative ways by which to meet student needs, particularly as it related to equity gaps.
- The transition to online synchronous tutoring has been seamless, effective, and accessible to students.

Student-Focused

- Through deep reflection and analysis, the Puente program remains focused on supporting students to reach their transfer goals.

Bravo to the Puente Team! I commend the Puente team for their outstanding diligence and their dedication to our students.

Areas of concern, if any:

None identified.

Recommendations for improvement:

Areas for Improvement

- As Puente moves forward with a second cohort, the team will need to build institutional support to include dedicated FT Counselors and English faculty is an ongoing project.
- Building institutional supports for the second cohort, including dedicated FT Counselors and English faculty is an ongoing project.

As the area supervisor, I look forward to supporting the department to ensure it meets its areas for improvement goals.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	In the event of adding a second Puente cohort, the team might need support to hire additional faculty whose areas of expertise align with the emerging needs of our students.
Personnel: Classified	None identified.
Personnel: Admin/Confidential	None identified.
Instructional Equipment	Updated technology in general classrooms
Instructional Technology	Updated technology in general classrooms
Facilities	Maintain clean classrooms
Operating Budget	Continue to fund outreach and communication efforts
Professional Development/ Training	Some funds for continued professional development support and continued support to maintain a robust Mentor group
Library & Learning Materials	Some funds to support activities and events, a crucial component to successful learning communities.