

Search Standards By User

Source: SSPR

Cycle: Student Services Program Review 2016-17

User Name: Lead Faculty, Counseling

Response Types: All Responses Types

1 Executive Summary

0 Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information may be presented to the Board of Trustees. [200 Word Limit]

Response Detail

No Response Information to Display

Narrative

The Puente Project is a nationally recognized program that is co-sponsored by the University of California Office of the President (UCOP) and the California Community Colleges (CCC). The mission of Puente is to increase the number of educationally underrepresented students who enroll in four-year universities, earn degrees, and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.

At Cañada College, we welcomed our first Puente cohort during the 2015 - 2016 academic year. The program has two full-time faculty members (English professor and General Counselor). At its inception at Cañada, the Puente Project began with 20 students; currently, the program has 46 students. To date, the program has accomplished the program goals outlined in the implementation plan. In the second year (i.e., 2016 - 2017), the focus is on strengthening the mentoring component and providing opportunities for Phase III students.

Suggested Follow Ups

| Date | Suggested Follow Up |
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No Suggested Follow Ups to Display

2 Program Context

1 Mission

How does your program align with the college's mission? If your program has a mission statement, include it here.

Response Detail

No Response Information to Display

Narrative

One of Cañada College's mission and strategic goals is to help students in our communities who are underrepresented in four-year colleges succeed in higher education. For a long time, Hispanics have been underrepresented at four-year colleges, and the mission of the Puente Project is "to prepare educationally disadvantaged students for college admission and success through its combination of accelerated instruction, intensive academic counseling, and mentoring by members of the community."

Suggested Follow Ups

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2 Program Description

Program Description

Response Detail

No Response Information to Display

Narrative

Puente means "bridge" in Spanish. The Puente Project is a national-award winning program that has helped tens of thousands of educationally disadvantaged students, who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations for over 30 years. The program was founded in 1981 at Chabot College in Hayward, California, and has since expanded to 60+ programs throughout the state of California.

As part of the program, Puente students take English 847 and Career 137 in the fall semester. They then take English 100 and Career 110 in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and they also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year college or university.

Suggested Follow Ups

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No Suggested Follow Ups to Display

3 Community and Labor Needs

Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

Response Detail

No Response Information to Display

Narrative

The Puente Project team members participate in college and counseling program outreach activities and efforts. As a result, we maintain a close connection with on-campus and off-campus community partnerships. During the spring 2016 semester, the Puente Club, a student-led campus club was founded to focus on providing community service within our community.

Suggested Follow Ups

| Date | Suggested Follow Up |
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No Suggested Follow Ups to Display

3 Looking Back

4 Major Accomplishments

Describe major accomplishments.

Response Detail

No Response Information to Display

Narrative

Puente at Cañada College

Yolanda Valenzuela and Sandra Mendez were excited to announce that Cañada College would be welcoming its first Puente Cohort during the fall 2015 semester. As members of the Puente writing team, they were both actively involved in making this goal a reality for the past two years.

It all started in the fall 2013 semester when Yolanda Valenzuela presented the Puente Program to the Student Equity Committee. Her goal was to show how Puente would greatly benefit our students at Cañada College. Ann Romero, the UC Berkeley Puente

representative, came to the campus that same semester to do a Puente presentation for faculty, staff, other administrative leaders and potential mentors.

After the presentation, Yolanda received very strong support for Puente from all full-time English faculty, some adjunct English faculty, Student Equity Committee members, counselors, and potential mentors on campus, yet there was a lot of work to be done. The first step was to write a Puente proposal. During the spring 2014 and fall 2014 semesters a Puente writing team was formed to create the proposal that was shared at all of the planning councils and committees on campus.

On April 6, 2015, the contract between the Puente Statewide office and Cañada College was officially signed. Yolanda and Sandra soon started to recruit students for their first Puente cohort. They are definitely proud to be serving as the first Puente Program Co-Coordinator at Cañada College.

Puente Club

During the spring 2016 semester, students from the 2015-2016 Puente class founded the first Puente Club on campus. The goal of the Puente Club is to help students develop a sense of community, responsibility, and leadership by volunteering and collaborating with other clubs and programs for events around campus. Due to the strong student leadership and support of the club co-advisors, the Puente club was awarded the "Outstanding New Club" award during the 2015 -2016 ASCC leadership awards. The Puente Club president was also awarded the "Emerging Leader of the Year." Most importantly, the Puente Club provides an avenue for students in Phase 3 of Puente (i.e., those students who have completed the required two-semester counseling course and English course sequence) to remain connected to Puente.

Puente Events

In addition to the academics, there are multiple out-of-class events, activities, and field trips that make the Puente Project experience a unique and holistic program for our Puentistas. These activities serve to strengthen the interpersonal skills, create the 'familia' environment, and to expand the knowledge and horizons of our Puente students. While field trips, events, and activities may change from year-to-year, there are a few staple, cornerstone Puente Project activities that are part of the Puente Project tradition statewide. These events are well attended by Puente students, mentors and campus administrators.

Fall Semester Spring Semester

Fort Miley ropes course Mentor mixer

Transfer motivational conference University campus tours

Noche de Familia End-of-the-Year Celebration

Phase III

The Puente Program is comprised of three phases: Phase I: students are enrolled in English 847 and Career 137 the fall semester; Phase II: students are enrolled in English 100 and Career 110 in the spring semester; and, Phase III: all students who have completed Phase I and Phase II. Students in Phase III continue to receive academic, career, personal, and transfer counseling until they transfer to a four-year college or university. As a result, these students are highly encouraged and supported to take on campus leadership roles, apply for scholarship opportunities, take Honors-level courses, and take part in transfer, career and outreach opportunities.

The chart below shows the leadership roles our Puente students have taken on campus.

2015 -2016 2016 – 2017

Puente Club President ASCC Commissioner of Publicity (spring 2017) formerly served as ASCC senator (fall 2016)

Puente Club Secretary Dreamers Club President

Puente Club Treasurer Puente Club President

Puente Club Inter-Club Council Liaison Puente Club Secretary

Dreamers Club Secretary Puente Club Treasurer

5 Puente students were awarded a scholarship and recognized at the Scholarship and Transfer Recognition achievement ceremony Puente Club Inter-Club Council Liaison

UC Riverside Puente Leadership conference

Each year Puente students statewide get the opportunity to apply to attend the weeklong UCR Puente Leadership Conference (UCRP). This conference is held during the summer at the University of California, Riverside. This has been an incredibly powerful program and many of the alumni have successfully transferred to several four-year universities, becoming highly active on the campuses and in their communities, while creating lifelong networks with their fellow alum.

One of the students from our 2015-2016 Puente cohort successfully applied and represented our Puente Program at the UC Riverside Puente Leadership conference during the summer 2016 semester. In doing so, she came back equipped to take on various leadership projects on campus. She is now the President of the Dreamers Club and the Secretary of the Puente Club. She also motivates her fellow peers to get involved on campus and take advantage of campus programs and resources.

Honors Transfer Program

Given that the mission of the Puente Project is "to prepare educationally disadvantaged students for college admission and success through its combination of accelerated instruction, intensive academic counseling, and mentoring by members of the community," our goal as Puente Co-Coordinator was to expose our Puente students to honors-level curriculum. As a result, each spring semester Puente Phase II students automatically earn one unit of honors-level credit upon successful completion of the Career 110 Honors Colloquium in Career and Personal Development: Transfer Essentials and Planning course. They also get the opportunity to work with their English professor to create an Honors Contracts that will allow them to earn honors credit for their English 100 course.

During the 2015-2016 academic year, one of our Puente students earned 4 honors-level units and she continued to take honors-level courses during the fall 2016 and spring 2017 semesters. She is now one unit away from completing from the Honors Transfer Program. At the present moment, three of our Puente students are attempting to complete 4 honors-level units during the spring 2017. These experiences demonstrate the need to provide our Puente with high level expectations as well as high level support.

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Suggested Follow Ups

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No Suggested Follow Ups to Display

5 Impact of Resource Allocations

Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.

Response Detail

No Response Information to Display

Narrative

OAll Puente position

In fall 2015, the Puente program was implemented at Cañada College and required, per the Regents of the University of California contract, clerical assistance of at least 10 hours a week; however, our Puente team was not successful in getting this position funded during the fall 2015, spring 2016 and fall 2016 semesters. As a result, the Puente Co-Coordinator/Counselor took on the additional administrative duties below to support the services in our program:

- Be the first point of contact for the Puente program and begin the special enrollment process
- Exchange information with college staff and others regarding Puente program services
- Organize paperwork related to Puente field trips (e.g., Ropes Course and Motivational Conference) and on-campus group activities
- Assist with implementing Puente program events (e.g., Noche de Familia, Mentor/Mentee mixers, End of the year celebrations).
- Screen calls, visitors and electronic inquiries to provide policy and procedural information about the Puente Program
- Set up and track budget expenditures and files
- Use a database and a variety of computer software to set up, track and maintain a wide variety of data and electronic and manual files and to perform data entry and retrieval
- Compose and prepare correspondence, memoranda, report narratives, forms, publicity materials and other materials from copy
- Prepare correspondence and reports, agendas and meeting minutes, and spreadsheets

The Puente Office Assistant II is essential to providing consistent, professional Student Services support for the program year-round that is housed in the Counseling Department (Building 9-floor 1); therefore, we were fortunate to have Yesenia Haro, Welcome Center OAll, assigned to provide the much needed 10 hours a week of administrative support to our program effective October 2016.

We anticipate that this new position will take on the following tasks that include: scheduling and following up on SARS counseling appointments, phoning mentors or students to remind them of orientation events or mixers, organizing student intake forms throughout the year to track applicants, updating mentor-student information so our records are current, managing scholarship applications, managing mentor applications, creating and organizing materials for events. As a result, the Puente counselor will have more hours to provide direct student support that greatly impacts student success.

Puente funding

The Puente Program at Cañada College is funded using two funding sources: Equity and UCOP. The UCOP funds \$1,500 each year for Puente mentor expenses. Equity funds the required \$5,000 for Puente program events and pays the 20 percent release time for the full-time English instructor to teach the two sequenced English courses and co-coordinate Puente activities. One of the challenges our program faces is not being able to provide our students with direct student aid (e.g., books, supplies, calculators, transportation). Although we do everything possible to refer our students to on campus support services and programs, not all of our students are eligible for these services. Given that we serve the most at-risk students it would be great to be able to provide these services as needed.

Suggested Follow Ups

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4 Current State of the Program

6.A. State of the Program - Observation

Describe the current state of the program (include strengths and challenges).

Response Detail

No Response Information to Display

Narrative

The Puente Program is currently experiencing growth as we continue with our second year. From the 2015-2016 academic year to the 2016-2017 academic year the Puente Program has doubled in student enrollment. We currently serve about forty-five Puente students and coordinate a mentoring program that consists of thirty mentors. Each year the number of Puente students on the Puente counselor's caseload will increase since the program serves each Puente student until they successful transfer to a four-year university. This added growth does not come without its share of challenges. The increase in student counseling appointments, follow up appointments, and early alert intervention is at the core of our student's success and retention. Additional challenges involve receiving sufficient funding to cover for office supplies that the Puente co-coordinators need to promote and facilitate Puente events, the school supplies that at least 10% of our Puente students struggle to purchase, and an overnight tour of universities for Phase III Puente students. See the attachment titled "Puente Supplies and University Tour that Need Additional Funding" for a list of these supplies and travelling costs. Our action plan would involve officially requesting additional funding from the Equity Committee and teaming up with another program on campus with an experienced staff to coordinate an overnight tour of universities.

Suggested Follow Ups

| Date | Suggested Follow Up |
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No Suggested Follow Ups to Display

6.B. State of the Program - Evaluation

What changes could be implemented to improve your program?

Response Detail

No Response Information to Display

Narrative

Once our Puente OAll hire (i.e., Yesenia Haro) becomes fully trained with our Puente program year-round tasks, we can start implementing a system that relieves the Puente Counselor from many of the program administrative duties. Our goal is for the Puente students to get the timely counseling support they need every semester.

Suggested Follow Ups

| Date | Suggested Follow Up |
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No Suggested Follow Ups to Display

7.A. Current SAOs and SLOs

State your current year Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs).

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Response Detail

No Response Information to Display

Narrative

A. Success rates in English: Student will successfully complete English 847.

The retention rate in English 847 for the first Puente cohort (2015-2016) was 70% while its success rate was 70%. The overall retention rate in English 847 for the non-Puente sections for the same school year (2015-2016) was 82.24% while their overall success rate was 63.55%. Comparatively, the students in the Puente section had about 6-7% more success in passing English 847.

The retention rate in English 847 for the second Puente cohort (2016-2017) was 87.88% while its success rate was 75.76%. The overall retention rate in English 847 for the non-Puente sections for the same school year (2016-2017) was 77.67% while their overall success rate was 61.17%. Comparatively, the students in the Puente section had about 10% more success in retention and about 14% more success in passing English 847.

B. Persistence: Students will persist in two consecutive terms in the English sequence.

The persistence rate from English 847 to English 100 for the first Puente cohort (2015-2016) was 95%. The overall persistence rate from English 847 to English 100 for the non-Puente sections for the same school year (2015-2016) was 66%. Comparatively, the students in the Puente section had about 29% more success in enrolling into English 100 the following semester after having passed English 847.

The persistence rate from English 847 to English 100 for the second Puente cohort (2016-2017) was 100%. The overall persistence rate from English 847 to English 100 for the non-Puente sections for the same school year (2016-2017) was 65%. Comparatively, the students in the Puente section had about 35% more success in enrolling into English 100 the following semester after having passed English 847.

C. Success rates in English: Student will successfully complete English 100.

The success rate in English 100 for the first Puente cohort (2015-2016) was 90%, which was a very strong result. At the moment, we are still working with our Research Department to do more comparative analysis of the retention and success rates in English 100 between the Puente and non-Puente sections. After completing this second year of the Puente Program, we will be able to complete a full two-year comparative analysis.

The two Puente coordinators believe that the three component of Puente Program (English courses, Career courses and Mentorship) have created an effective learning community, which includes many required counseling appointments for the students and out-of-class Puente activities, which have also created a special bond and support system between students and their professional mentors. It is this design of Puente and the academic support offered outside of class by the instructors that appear to be making a noticeable difference in the final academic success of the Puente students.

English 847 and English 100 SLOs

Student Learning Outcome for English 847 in Fall 2015: "Students will write a compelling thesis statement that controls the argument of the essay"

Over 70% of the Puente students successfully met this student learning outcome in fall 2015.

Student Learning Outcome for English 100 in Spring 2016: "Students will draft an essay that conforms to MLA format."

Over 70% of the Puente students successfully met this student learning outcome in spring 2016.

Student Learning Outcome for English 847 in Fall 2016: "Students will create an essay with ample supporting arguments."

Over 70% of the Puente students successfully met this student learning outcome in fall 2016.

Suggested Follow Ups

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7.B. SAO Assessment Plan

Describe your program's SAO Assessment Plan.

Response Detail

No Response Information to Display

Narrative

We are currently working with the Research Department to interpret data about our first cohort of students that is relevant to our SAO. We are waiting to begin our data analysis for our second cohort. Once we have more complete data for both of our cohorts, we can begin looking for more complete patterns in retention, success and persistence. These patterns will, hopefully, help us design a useful SAO Assessment plan specific to the Puente Program in the near future.

Suggested Follow Ups

| Date | Suggested Follow Up |
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No Suggested Follow Ups to Display

7.C. SAO Assessment Results and Impact

Summarize the findings of your program's SAO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

Response Detail

No Response Information to Display

Narrative

We will be able to answer this question in the near future after we collect more data about our new program and design an appropriate SAO Assessment.

Suggested Follow Ups

| Date | Suggested Follow Up |
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No Suggested Follow Ups to Display

7.D. SLO Assessment Plan

Describe your program's SLO Assessment Plan.

Response Detail

No Response Information to Display

Narrative

English Courses SLO Assessment Plan:

By the end of the fall and spring semesters, most Puente students are successfully meeting the SLOs for English 847 and English 100. The English Department's goal is to have at least 70% of our students achieve these learning outcomes, which the Puente students are accomplishing. To improve these results, a greater percentage of the Puente students can strive to meet these student learning outcomes.

Suggested Follow Ups

| Date | Suggested Follow Up |
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No Suggested Follow Ups to Display

7.E. SLO Assessment Results and Impact

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Summarize the findings of your program's SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SLO Assessment?

Response Detail

No Response Information to Display

Narrative

As previously reported, the first and second Puente cohorts have been successful in meeting the English Department's expectations for the SLOs that have been designated for English 847 and English 100 during the past three semesters. Sandra Mendez and Yolanda Valenzuela are experimenting with a required Puente Study Hour in spring 2017 to help all Puente students have more success in their English and career courses. Both will be available to help students complete their assignments for both courses during the hour. The required study hour is held in a computer lab where students can work on their career on-line assignments and English essays. The instructors expect the weaker students to mostly benefit because they tend to be the ones who do not seek assistance during their professors' regular office hours. There is also an additional and optional Puente Study Hour held at the Learning Center every week by the Puente English professor.

Suggested Follow Ups

| Date | Suggested Follow Up |
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No Suggested Follow Ups to Display

| 5 | Looking Ahead |
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| 7.F. | SAOs and SLOs for the Next Review Cycle |
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State your SAOs and SLOs for the next review cycle. Describe how you will you address identified opportunities for improvement.

Response Detail

No Response Information to Display

Narrative

English SLOs for the Next Review Cycle:

English 100 SLO for spring 2017: "Students will write a compelling thesis statement that controls the argument of the essay." During the experimental required Puente Study Hour, the Puente English Professor will have more time to help students develop the most important part of an essay, a clear thesis. When students do not have a clear thesis, they produce an essay that is usually unfocused, disorganized and not well supported. Although Professor Valenzuela gives students early feedback about their theses, some students do not address the feedback in their revised essay. This could be because students do not understand the feedback or do not know how to clarify their theses. Professor Valenzuela can work with student one-on-one to help them understand her feedback and clarify their theses at the required Puente Study Hour.

Suggested Follow Ups

| Date | Suggested Follow Up |
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No Suggested Follow Ups to Display