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Dept AS - (SSRS) PUENTE

2019-20 Annual Program Review Update Submitted By

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APRU Complete for

2018-19 ?

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

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

Transfer ?

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

Basic skills ?

I.B.1 Number Certificates of Achievement Awarded

0 ?

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

4 ?

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

3 ?

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

11 ?

I.B.5 Trends in # Degrees Awarded

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.B.6 Strategies to Increase Awards

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Now that we have a tenure-track counselor in position, we can build more continuity for Puente students beyond their first year. We hope to institute more directed workshops for applying to transfer as well as scaffolding that pathway with markers along the way such as certificates and 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 5-6 student employees per year, who are funded by DASB.	?
I.E.3 Full Time Load as a %	
The information on the program review sheet is inaccurate because a FT faculty member teaches all Puente	?
I.E.4 # Staff Employees	
0	?
I.E.4 #Staff Employees	
0	?
I.E.5 Changes in Employees/Resources	
Over the past seven years, there are have been six different counselors who have held the Puente counselor/co-coordinator position. This was because the counselor who had previously left the position was in a higher position that was funded by grant money. We needed to hold the position in case the grant funding depleted and the faculty member had to return to the position. Because of this, the position was only interim, and many of the counselors who held the position were hired as permanent counselors in other areas on campus. Once the counselor secured another person that was funded by permanent general fund monies, we were able to release the position as a tenure-track position. This has caused some lack of continuity with Phase III students (those beyond their first year). However, there has been consistency in the EWRT Puente instructor for the past 7 years, so this has helped to assuage some of the	?
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 second cohort would help meet the demand and need.	?
II.B Overall Success Rate	

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We have maintained consistent success rates (above 90% or more) in all categories including success, retention, and persistence due to the family-type connections that students make within the program, the proactive advising/counseling, and asset-based pedagogy.

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II.C Changes Imposed by Internal/External Regulations

Despite our success in the past, this year's experiences with the new AB705 models proves to be much more challenging. Although 28 out of the initial 32 students passed the course (already a drop of about 6 percentage points), a third of the students were barely able to complete the work at an EWRT1A level during their first course in college. They were submitting multiple papers late, sometimes within the last three weeks of the quarter even after multiple warnings. Their attendance was significantly poorer than in previous years, with some students missing up to 1/3 of the number of class meetings. The counselor and instructor were both proactively working with students, but many of the students were simply unprepared for college-level rigor and responsibility. They needed a quarter of developmental writing and reading support to prepare them to be successful for EWRT1A. Accepting multiple late papers was a burden on the instructor, and it is not a sign of effective, deep learning. Many of these students are also struggling during

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III.A Program Success

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.

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Quantitatively, we are proud that over the past five years, Puente students have outperformed in their English classes not only their non-Puente Latinx counterparts by 20-23 percentage points, but they outperform non-targeted students by 9-14 percentages points as well. The students' portfolios are read by other English department faculty to ensure objective assessment of the students' abilities and performance. This is a program that works.

Qualitatively, we are proud of the asset-based curriculum and pedagogy that the program provides. In both the English and Counseling classes, students are encouraged to use their strengths and voice as part of their academic journey. They engage in many activities for personal growth in their Counseling classes, and they write a memoir in their English course, which is then published in an anthology. We've been publishing this anthology for six years, and this year's cohort was the first to use the previous cohort's anthology as

III.B Enrollment Trends - Equity Lens

Except for an occasional student who does not identify as Latinx (the program is open to all students regardless of ethnicity), the program consists basically of 100% Latinx students. This has remained consistent throughout the entirety of the program's existence and is not expected to change in the future. The program focuses on Latinx American issues and curriculum, which then attracts a population of

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III.C Success, Non-Success and Withdraw Rates

N/A. We are a program that crosses 3 divisions, so the tool was not applicable to our programs. However, based on the information and reflection requested, our discussion earlier about success rates compared with targeted and non-targeted populations possibly applies here.

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III.D Equity Planning and Support

Considering that we anticipate AB705 will cause further gaps in equity (more pronounced at the EWRT2 level than the EWRT1A), the need for a second cohort of Puente students is even more pressing. Despite the problems we faced as a result of AB705 this year, Latinx students probably still fared better in Puente than they did outside of Puente where they do not necessarily have the formalized additional support that Puente offers. As noted in our needs sections below, we need the personnel and other resources to have the capacity to add another cohort of students. Furthermore, with a second cohort, we will want to start one cohort at a stretch-EWRT1A level (EWRT1A over two quarters) and one at a bundled-EWRT1A/LART250 level (eight units in one quarter) so that we are not forcing students into a one-size-fits-all model of instruction.

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We also need to be leaders in professional development so that we can take the strategies that do not have significant financial resources attached to them and implement them in our classes to help improve the

III.E Departmental Equity Planning and Progress

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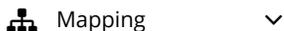
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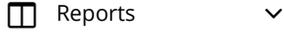
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1. Participate in professional development opportunities to link curriculum for Puente courses - Counselor and other instructional faculty.

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. We also need to consider offering EWRT1A mirroring the MPS model in which students take 5 units of EWRT1A but spend 5 more hours a week with the instructor completing their work. This was by far the biggest obstacle for students who struggled under the new AB705 model.

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.

III.F Assistance Needed to close Equity Gap

Yes ?

IV. A. SLOAC Summary

Puente students regularly meet with the Puente counselor to create SEPs; the program schedules 2-3 campu

IV.B Assessment Planning

We are an instructional support program, so we do not participate in the actual assessment of courses during the SLOAC process.

V.A Budget Trends

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 are no impacts directly affecting the Puente program, as mentioned earlier, AB705 mandates will probably cause a widening of the equity gap for Latinx students. Because of this, we need a second cohort for Puente students. This is a program with proven results and it should be expanded. We also need funding to help provide professional development to the rest of the campus on effective strategies to improve the success of targeted populations.

V.C.1 Faculty Position(s) Needed

Growth ?

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

Although the success rates for Latinx students at an EWRT1A level saw an increase of 1 percentage point between 2018-19 and 2019-20, there was a drop of 9 percentage points (or a 13% drop!) of success rates for Latinx students in EWRT2. This is significant. This means that the gap between Latinx students and the highest performing demographic went from 18 percentage points to 23 percentage points. This is moving in the OPPOSITE direction of closing the equity gap. What does this mean? It means that even though students might be getting through their EWRT1A class "successfully" they might have done so by barely with the lowest passing grade possible, as we witnessed during Fall quarter 2019. With already shaky skills, they

V.D.1 Staff Position(s) Needed

Growth position ?

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

With two full cohorts and a robust mentor component, there would be additional administrative work in tracking students, recruiting and coordinating mentors, and so forth. Currently with no dedicated classified professional staff member, all of this work falls on the co-coordinators who already have a heavy load of administrative work. 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

V.E Equipment Requests

No Equipment Requested ?

V.F Facility Request

See Spreadsheet ?

V.G Other Needed Resources

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V.H.1 Staff Development Needs

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. ?

V.H.2 Staff Development Needs Justification

As mentioned earlier, considering that we anticipate AB705 will cause further gaps in equity (more pronounced at the EWRT2 level than the EWRT1A), we need to be leaders in professional development so that we can take the strategies that do not have significant financial resources attached to them and implement them in our classes to help improve the success rates of all our targeted populations. In other words, we need to determine which strategies can be scaled up at a relatively low cost but maximum impact. To do this, we need more released time for the instructor and counselor so that we can create ?

V.I 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

02/03/2020 ?

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