Program Review All Fields
Program Review: PUENTE Fall 2020

Main

Overview
Academic Year Fall 2020

Originator Sandler, Scott

Division Non-Instructional Service Areas

Department Puente

Program

PUENTE
Program Type

Combination

Co-Contributors

Contributor

- Martinez, Veronica
- Montero, Liliana

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

Puente serves our Gavilan College underrepresented students with a surrounding support system that includes counseling, English instruction, and mentoring. Within the counseling and English components, students build on their academic potential and develop a successful plan for themselves and their career goals. With an increased focus on academic and career planning, students enhance their ability to maximize thier academic and economic potenital as future leaders within their community. Students benefit from the Puente courses they enroll in during their first year in the program where they build a community of their own and build their own peer support system. Furthermore, Puente students have the opportunity to explore their potential career pathways and network with professionals within their own community via the mentoring component. The mentoring component enhances the students' ability to network and develop those relationships that can increase their economic potential in the future. We are planting the seeds to our future leaders and citizens of our community.

On the PIPR website, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Response and follow-up to previous program reviews

1. **2015-2016**

   Generate more parental involvement. Created the Pan Dulce Night

   Examine the prospect of expanding the program to double the students who can participate in this model approach.

   With the new Vice President of Student Services, discuss staffing options for increasing the administrative and clerical support for the program

   Accomplishment

   1) Generate more parental involvement

   We have our annual Parent Pan Dulce where we can connect with families and inform parents of different components of Puente. Parents are encouraged to ask questions. For Spanish-speaking parents, we provide translation. This semester, we did our first Zoom Pan Dulce. Parents and families are also included in end-of-the year celebrations. In the future, we hope to integrate parents into mentoring events. This will

provide families with more familiarity with our mentors and the different components of Puente.

2)   Examine the prospect of expanding the program to double the students who can participate in this model approach:

In expanding our Puente Program, we want to focus on STEM students. This would include seeking STEM professionals to be mentors to our STEM students. This is especially needed because Hispanic students are so vastly underrepresented in the STEM fields. A STEM-based expansion of Puente would be an opportunity to address equity gaps and further increase our successful transfer rates. Conversations around STEM-based Puente are ongoing. We need to consider plans for addressing the needs of our underrepresented STEM students, especially because we are a Hispanic learning institution. That said, there are no immediate plans for expansion.

3) With the new VP of Student Services, discuss staffing options for increasing the administrative and clerical support for the program.

Currently, we have 10 hours of clerical support a week. This support includes helping the counselor to contact mentors, helping counselors build event agendas, helping to prep copies and rosters before the events, sets up counseling appointments through SARS, and coordinates with bus companies to help Puente college tours. We would like to maintain that level of support.

2. **Accomplishment**

3. **Accomplishment**

4. **Accomplishment**

Briefly describe the activities and accomplishments of the program with respect to
   a. **PIPR recommendations; and**
   b. **Each goal since the last program plan and review.**

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Have the services of your program changed over the past three years? Please explain (300 words or less).

The implementation of AB705 required deactivation of pre-transfer levels of reading and writing courses in the English Department. Consequently, English 250 and 260 have been removed. Our current Phase I English course now begins with transfer-level English 1A. Puente students are required to take a support English 210 class. In the Phase II part of Puente English, students are taking Critial Reasoning.

During the 2020-2021 semesters, Puente events, such as our Student Welcome, Parent Pan Dulce, college visits, and Motivational Conference are all occurring virtually through Zoom. Student conferences are also all being conducted through Zoom. We have had to temporarily change our approach to mentoring. We used to connect students with a mentor from their regional area. Due to the fact that students are not able to meet with their mentors face to face, we felt that our traditional approach to mentoring was not feasible. Currently, we are holding our Mentor orientation online, and facilitating Mentor Platicas, a series of Mentor panels.

Due to COVID-related limitations, our approach to high school outreach and recruitment was severely impacted.   Additionally, we were not able to have our Super Saturday event. To address these challenges, we have created an orienation video with counselor, English instructor, and Phase III students.

While Puente had a full-time counselor, with 40% release time, our current Puente Counselor is part-time. This creates challenges in tending to all student needs due to limited availabilty. This is an equity issue for students who are required to meet with their Puente counselor only. In the current MOU, it is recommended that Puente have a full time counselor with a 50% assignment to Puente.

Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the CCCCO Scorecard Completion Rate for Degree and Transfer by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

The English department average success rate for pre-transfer level writing in 2017-18 and 2018-19 ranged between 48% and 51%.   In reading, the average was 54% over the course of 2017-19. Puente data for both pre-transfer writing and reading was significantly higher. In 2017-18, success rate for pre-transfer level writing was slightly over 30% of the department average, and in 2018-19, it was roughly 85%. The Puente success rate for pre-transfer level reading was even higher. In Section #10483, the success rate was 93% and section #10485 was 100%. The Puente pre-transfer level reading success scores were even higher than the pre-transfer level writing percentages.

The Guidance and Counseling department average success rate in Guidance 6 (Skills for Higher Education) in 2017-18 and 2018-19 ranged between 69% and 77% and the department average success rate in Guidance 1 (Self Assessment and Career) ranged between 61% and 70%. The Puente data for Guidance 6 is significantly higher, in 2017-18, sections # 10214/10296 combined had 81% success rate, maintaining a 9-12% above the department's average in both 2017-18 and 2018-19. The Puente Guidance 6 Sections #10490/10491 in 2018-19 had an even higher success rate, with an 86%. The Puente success data for Guidance 1 continues to have a higher average success rate in comparison to the department. In 2017-18, section # 40113 had 79% success rate and an 81% success rate in 2018-19. Puente success data in 2017-18 and 2018-19 was slightly above 11-18% of the department average.

While we were not able to access transfer data through Gav Data, such information was available to us through our Puente statewide office. What was significant was how much higher the transfer rate is for our male students through Puente: 63% male Puente students transferred in comparison to 34% male students campus wide. This aligns with Gav data when comparing the success rate of males in our Puente classes. When looking at transfer rates of Puente students, 64% transferred within their first 4 years. This is as expected due to the fact that Puente is a transfer program. The six-year transfer rate for all students campus wide sits at 36% versus 45% of Puente students.

Because of the wrap-around support services (counselor, mentor, and English instructor), the weekly conferences, the embedded tutor support, and the strong peer support that exists in Puente familias, there is no surprise in the fact that the data is higher than the college average. The fact that the rate is so significantly higher should be an indicator to the rest of the campus of just how strong the Puente model is when it comes to student success.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: GavDAT (https://gavilan.higheredprofiles.com/#!/) - Program Review/ Equity - D2. One Year Persistence Rate

The withdrawal rate for Hispanic students was high department wide in English: 25% in 2017-18 and 19% in 2018-19. In comparison, Puente pre-transfer level reading scores were dramatically higher. In Sections #10483 and #10485, we had a 0% withdrawal rate. In Guidance 6, the overall withdrawal rate was 0% for the 2017-19 semesters. In Guidance 1, there was a 0% withdrawal rate in 2017-18 and a 10% withdrawal rate for Hispanics in 2018-19. The withdrawal rates in both English and Guidance are consistently low, averaging between 90%-100% retention. Because of the wrap-around support services (counselor, mentor, and English instructor), the weekly conferences, the embedded tutor support, and the strong peer support that exists in Puente familias, there is no surprise in the fact that the data is higher than the department average. The fact that the rate is so significantly higher should be an indicator to the rest of the campus of just how strong the Puente model is when it comes to student success. In terms of Puente English 1A data, it is not available through GavData. No data surfaces for section #40010, and the most recent GavData from 2019-20 has not yet been updated.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: GavDATA (http://www.gavilan.edu/about/research/index.php) - Program Review/ Equity - D3. Course Rates by Unit

Our goal in Puente is to maintain the high level of retention, success, and transfer rates that we have been achieving. Due to the AB705 changes that were implemented, Puente has a high throughput rate in English, which allows for consistent success and helps us meet the state mandate. Our rates have been consistently high. Our set goals for our courses is to maintain at least 10% or higher above the college average in both Guidance and English.

Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? Address these initiatives in your Three-Year Program Plan at the end of this document.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

Path: GavData (http://www.gavilan.edu/about/research/index.php) - Program Review/ Equity - D4. Milestone Tracking Summary

Students served:

Fall 2017 served 110 students (85/110 students registered), Phase I - 26 students, Phase III - 84

Fall 2018 served 130 students (87/130 students registered), Phase I - 28 students, Phase III - 102

Fall 2019 served 124 students (87/124 students registered), Phase I - 28 students, Phase III - 96

Puente has been able to maintain a higher transfer rate, success rate, and retention rate in comparison to the wider Gavilan College student population. Because of the wrap-around support services (counselor, mentor, and English instructor), the weekly conferences, the embedded tutor support, and the strong peer support that exists in Puente familias, there is no surprise in the fact that the data is higher than the college average.

Refer to your previous three-year plan (http://www.gavilan.edu/staff/program_planning/Past_Plans.php) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.
1. **What were the measured outcomes of specific initiatives over the past three years?**
2. **What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?**
3. **What indicators are you measuring?**

(300 words or less)

1)   Generate more parental involvement We have our annual Parent Pan Dulce where we can connect with families and inform parents of different components of Puente. Parents are encouraged to ask questions. For Spanish-speaking parents, we provide translation. This semester, we did our first Zoom Pan Dulce. *Parents and families are also included in end-of-the year celebrations. We measure success based on number of events and number of participants.*

2)   Examine the prospect of expanding the program to double the students who can participate in this model approach: In expanding our Puente Program, we want to focus on STEM students. This would include seeking STEM professionals to be mentors to our STEM students. Up to this point, we have not had success. While there have been many conversations between our program, the statewide office, and administration, we have little to no progress. *Success requires coordination between English, Counseling, STEM, the Puente Statewide Office, and Administration. This semester, we are expanding our conversations with STEM.*

3) With the new VP of Student Services, discuss staffing options for increasing the administrative and clerical support for the program. Currently, we have 10 hours of clerical support a week. *We have met this goal. We determine success by the number of hours of clerical support. We would like to maintain our current level of support.*

Equity

Equity
Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: Using the path below, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Path: GavDATA (http://www.gavilan.edu/about/research/index.php)-Program Review/ Equity - D7. Disproportionate Impact with Margin of Error by Year - locate your program - Filter by Year

Contact your support team for any needed assistance in using GavDATA.

In pre-transfer level writing (250P) over the course of 2017-19, Puente students average success rates were higher than the department average: for men (15% increase), women (18% increase), and Hispanics (13.75% increase).   In pre-transfer level reading (260P), the pre-transfer reading success rates were dramatically higher: for men (55.5%), for women (22.5% increase), and Hispanics (37.5%). The withdrawal rate for Hispanics was high department wide between 2017-19: 22%. No Hispanic students withdrew from Puente 260P. There is much to which we can attribute student success in our program. Along with the wrap-around on-campus support, the mentoring component seems especially crucial. 1A data is missing from GavData (section#40010, section #40054, and classes in the 2019-20 semester.

Equal Employment Opportunity:

Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination.

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

To create an inclusive college environment, Puente has had numerous trainings where we learn cultural responsive pedagogy and best practices to support diversity and inclusivity. We choose texts and assignments that help affirm student identity and promote pride in heritage. We have had guest speakers, such as poets, college representatives, and representatives to discuss scholarship opportunities. In our Puente events and motivational conferences, we emphasize networking skills to nurture leadership and to help create a sense of belonging and empowerment. We have had social and community events as part of the Ambassador Clubs.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: GavDATA (http://www.gavilan.edu/about/research/index.php) Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Puente has historically been a face-to-face program (classes, events, outreach). In this year of Shelter-in-Place, however, we shifted from face-to-face to remote learning. While no data yet exists in GavData, we have noticed some gaps in motivation. Before the drop deadline, we have lost three students. We assume that this is still above the college average in terms of retention. To address these gaps, we have created and hosted virtual mentor platicas: interactive mentor panels in which we can discuss issues of self-care during COVID-19, school/work/life balance, and College and Career. We have also been doing support work in our classroom familias. Counselor and Instructor attend Puente support sessions where we can discuss and apply best practices to increase student motivation and retention. Counselor and Instructor also conference with students regularly to support them wherever they are at emotionally and academically. We have hosted virtual welcomes for students and Pan Dulce nights to welcome parents/guardians as part of the Puente support team and to help them understand expectations of the program. There has been a gap in terms of recruitment. We have addressed this by creating a welcome video with counselor, instructor, and phase III students.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires?

Puente faculty participate in hiring committees. Puente faculty help to design questions that would address student acheivement and the student achievement gap. We would encourage Puente student representatives on hiring committees.

curriQunet

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
Are your SAOs mapped in curiQunet?

No
Are your SAOs up to date in curriQunet AND on the reporting website?

No
Have your SAOs been assessed in the last five years?

No
Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

No

If you answered no to any of the above questions, what is your plan to bring SLOs into compliance (200 words or less)?

Puente is developing SAOs for our program. We are reviewing these SAOs with our Dean, as well as with our Puente state-wide office. We will be submitting our SAOs in Spring 2021.

Outcome Assessments

Services Area Outcomes (SAO)
What is your set goal for SAO success for each SAO (200 words or less)?

SAOs will be reviewed on a 3 year cycle. SAOs will be clearly stated and will be verified in observable and measurable ways. The SAOs will be in alignment with our ILOs. Our SAOs are being developed and will be completed and reviewed in Spring 2021. We will look at which SAOs are being met and which ones are not being met. We will continue this work in a systematic way to assess our SAOs.

Once approved, we will be taking at least one SAO a semester and looking at how it is being addressed in course SLOs, activities, assignments, etc. We will look at the findings to develop some best practices in meeting that SAO. Within three years, all SAOs will be assessed.

 Once approved, we will begin mapping SAOs to ILOs.

Institutional Learning Outcomes (ILO)
How do your SAO support the college ILOs? Be specific (200 words or less).

One of our SAOs is to increase transfer rates of educationally underserved students. This is aligned with ILO C (Practice Social Responsibility). Our program and our students collaborate and network in order to reach shared goals of transfer. Networking occurs with mentors, college visits, and our Motivational Conference.

Two of our SAOs are to develop communication skills and leadership identity. These are clearly aligned with ILO B (Communicate Effectively). Students develop their leadership capacity through the Puente Ambassadors Club. Puente students also take leadership roles in helping facilitate mentor/mentee events. Many of our students return as mentors in our program to provide leadership. These goals are also connected to ILO A. Critical thinking is foundational to communication skills and leadership development. Students develop these skills in English and Guidance classes.

One of our SAOs was inspired by ILO D, which is to Cultivate Well Being. We took the language from this ILO: Affirm and promote positive individual and communal identities. This is a tenant of the Puente Program. We do this through culturally responsive assignments and texts, networking events, student panels, and connection with mentors whose shared lived experiences/backgrounds with our students help affirm and promote student identity and self-perception.

Gap Analysis
Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

SAOs were outdated. The Puente team has revisited and updated our SAOs.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

No.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

The state mandate required all first-year pre-transfer English classes to either be deactivated or modified to ensure students get through the transfer-level English pipeline within a single year. Phase I students used to take English 250 and 260. Both of these classes have been eliminated. Puente students now take English 1A in their first semester.   There is additional support in the co-requisite English 210. The phase II class, which once was English 1A is now English 1C. Guidance courses are the same.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Our delivery methods have been historically face to face on the main campus.. Students have been assigned mentors from their own community (or neighboring community). Counseling and English classes have been scheduled in the same block of time so that students can block off that time and we can improve retention. Sequencing has changed in English Puente courses (1A in Phase I and 1C in Phase 2). During COVD-19 classes, Puente classes and events have been offered virtually.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

   Full Time Faculty

   Part Time Faculty

   Full Time Staff

   Part Time Staff

   Full Time Mgr/Admin

   Part Time Mgr/Admin

2. **2017**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   110
   Full Time Faculty

   2
   Part Time Faculty

   0
   Full Time Staff

   0
   Part Time Staff

   1
   Full Time Mgr/Admin

   1.00
   Part Time Mgr/Admin

   0.00

3. **2018**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   130
   Full Time Faculty

   1
   Part Time Faculty

   1
   Full Time Staff

   0
   Part Time Staff

   1
   Full Time Mgr/Admin

   1.00
   Part Time Mgr/Admin

   0.00

4. **2019**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   124
   Full Time Faculty

   1
   Part Time Faculty

   1
   Full Time Staff

   0
   Part Time Staff

   1
   Full Time Mgr/Admin

   1.00
   Part Time Mgr/Admin

0.00

Percentages

Percentage Full to Part Time Faculty

Year:2017
FT = 100.00%
PT = 0%

Year:2018
FT = 50.00%
PT = 50.00%

Year:2019
FT = 50.00%
PT = 50.00%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Reassigned time for Puente will not impact or require any additional personnel or load to the program.

Additional Comments

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2019 - 20**

  Total Number of student contacts

  360
  Total allocated budget

  111187.000
  Total spending

  115069.000
  Total cost per student (Student Contact/ Total Spending)

  319.64

- **2018 - 19**

  Total Number of student contacts

  300
  Total allocated budget

  95548.000
  Total spending

  114194.000
  Total cost per student (Student Contact/ Total Spending)

  380.65

- **2017 - 18**

  Total Number of student contacts

  250
  Total allocated budget

  83884.000
  Total spending

  76261.000
  Total cost per student (Student Contact/ Total Spending)

  305.04

Year and Student count

Year:2017 Count:250
Year:2018 Count:300
Year:2019 Count:360

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **Puente Foundation**

   Funding Source

   Grant
   Academic Year

   2010
   Purpose of Funding

   To enable us to have college visits, mentor events, community building events with students and families, student costs for Puente t-shirts and supplies, and end-of-the-year celebrations.
   Result

   Every semester, we have been able to visit colleges, attend our Motivation Conference, and facilitate events.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

With the vision for a STEM PUENTE cohort, our Puente team has been in touch with STEM instructors, the Dean, and Title V grant managers. There is plan for following-up with both STEM and Title V to discuss possible approaches to support underrepresented students in the STEM fields.

In 2019-20, Puente and TRIO made efforts to collaborate to support college tours. Puente extended invitations to TRIO students to join. There was desire to keep working on cross-collaboration between programs.

 Puente is under the umbrella of both General Counseling and English Departments. Updates and announcements are given in both areas.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan (http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Opportunities:

- Expanding Puente through development of a STEM cohort
- Helping students with their academic path by making Ed plans mandatory.
- Continued efforts to expand community events that involve the whole family interacting with the student's mentors
- Continued efforts to design flexible approaches to student outreach and mentoring events. This semester, we have introduced Mentor Platicas where students, mentor, and faculty talk about such issues as self-care, finding a balance between work/school/home, and transfer and career goals.

   Threats:
- When Counselor is part-time, we risk stability of the program and of individual support, and we risk counselor burn-out when the workload far exceeds the compensation. We are also out of compliance with our MOU.
- Budget cuts can impact our ability to sustain and support college visits, mentoring events, and community events. Budget cuts also impact our ability to afford supplies for mentoring events, End of the Year Celebration, and classroom supplies.

- COVID-19 has impacted courses and programs campus-wide. Without being face to face, there are threats to recruitment and in helping keep students motivated and focused. We continue to work with our Puente colleagues and Statewide office to address such threats.
- Raising class caps could diminish individualized attention

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

The state-wide Puente Program offers PSI (Puente Summer Institute) training, bi-annual regional trainings, component trainings (instruction, counseling, and mentoring), coaching, and individualized team/program coaching.   During this period of shelter-in-place, Puente has also provided a weekly virtual Puente Hour support session for working with students online.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

We need to return to the model of one full-time counselor and one full-time English instructor. In order to help students reach their full academic, social, and economic potential, we have to invest in program leaders and facilitators, who can provide the individualized support that students need. In order to receive the full benefits of the Puente Program, we must adhere to the statewide model that is explicitly stated and recommended in the MOU. In the strategic plan, it talks about equity. Not having a full-time counselor and English instructor is an equity issue for our underrepresented students in Puente.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Both Puente counselor and English Instructor participate in Puente Regional trainings and conference and seek input from our statewide office. This work helps us to be more alert to pedagogies, practices, and principles that will support our underrepresented students. We can use this knowledge to better position us to serve on hiring committees, review applications, and help craft questions.

Professional Learning Opportunities (Partnerships with district)/Regional Trainings
?

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Accomplishments and milestones have been referenced throughout this program plan.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Thank you for the opportunity to provide input. Under "Student and Program Outcomes," there needs to be a reframing of questions to reflect the idea of a program. For instance, "course success" rates and "department success rate trends" were confusing and did not feel program-centered. The purpose of looking at division rates is unclear. It would be helpful to have posted SAO guidelines and mentoring--just as there is for LOs. the Program Productivity tab is new, and the calculations that are being asked for were confusing for us in terms of how to determine the average cost-effectiveness. In terms of data, English 1A information is missing from GavData, which makes it difficult to give a complete picture. We are concerned about the Program Productivity tab, we are unclear in what way filling this out will help us analyze our program.

Goals

Three-Year Program Plan Goal Setting Worksheet

1. **Increase student outreach activities in order to establish full cohort by May**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

   This is to connected to the mission statement which calls upon us to reach out to students of different backgrounds and help set them on a transfer pathway. This is connected to the strategic plan because the more students served by the Puente Project will translate into an increase in both student achivement and equity for Gavilan College.

   Proposed Activity to Achieve Goal**

   Physical and virtual high school outreach, as well as maintain a presence on the annual Super Saturday event.

   Responsible Party

   Puente Counselor, English Instructor

   Fund amount requested. If a collaboration, what % required from each partner?

   1,200 per year

   Total Three Year Resource Allocation Request

   3600

   Timeline to Completion Month / Year

   End of May of each academic year

   How Will You Evaluate Whether You Achieved Your Goal

   Number of students we have recruited by the Spring Semester.

2. **Develop a plan to partner with Math to support the creation of a Puente STEM cohort.**

Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

In our Mission Statement, it states that a goal of our institution is to "empower students of all backgrounds to build their full academic, social, and economic potential." Expanding the vision of Puente and the Math Department to include STEM students is about empowerment, especially since the number of Latinx students in the STEM disciplines and fields are vastly underrepresented. In our Stratregic Plan, it talks about increasing employment, achievement, equity for our students. The STEM cohort would be designed with transfer-level math in mind. It would increase the throughput rate of our students, which is especially important in light of the AB705 mandate, and it would increase the transfer rate of underrepresented students in the STEM fields.

Proposed Activity to Achieve Goal**

Collaborate and network with STEM faculty and train with potential STEM faculty.
Responsible Party

Puente Statewide Office, Puente and STEM faculty
Fund amount requested. If a collaboration, what % required from each partner?

STEM facutly

PUENTE faculty

Total Three Year Resource Allocation Request

300000
Timeline to Completion Month / Year

Fall 2023
How Will You Evaluate Whether You Achieved Your Goal

Having an institutionalized STEM cohort. We will reach out to Administration and STEM to develop short and long term implementation goals.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Student success, retention, and transfer levels of students who have been educationally underserved have dramatically improved through Puente, which can be seen when comparing the success of Puente students with the average college success and retention rates. The emphasis on culturally and community responsive-based pedagogy and assignments has greatly supported Puente students. The continuing professional learning through the Puente Statewide office has been invaluable in helping to develop these practices and methodologies. Community building and networking, socializing, and leadership skills are key factors of student retention and transfer rates. Community building is part of mentor/mentee gatherings, the Student Welcome, the Parent Pan Dulce, the Motivational Conference, the college visits, and the Puente Ambassador Club. Matching a student with a mentor that reflects that student's cultural identity is an invaluable part of our design, and its effectiveness can be seen by Puentistas who graduate and then return to the community as leaders and mentors to future generations. The work that the counselor does with Phase 3 students to monitor and support academic progress, transfer process, career development, and personal counseling until they graduate and/or transfer has been part of our successful transfer and completion rates. The program has adapted well to the state mandated changes of AB705 through the changed sequence of courses. The program has adapted to shelter-in-place changes by creating virtual community building events and outreach. The program works best when we follow the model outlined in our MOU, which includes the need for both counselor and instructor to be full-time. The college is currently not following what is outlined in the MOU. Through collaborations with STEM faculty, Puente will continue efforts to expand the program to benefit more underserved students.

Attach Files

Attached File
Gavilan College_Puente CC SIte Data (1).pdf (/Form/Module/_DownloadFile/29/44788?fileId=61)
Gavilan Puente MOU 2017-20.pdf (/Form/Module/_DownloadFile/29/44788?fileId=63)
PUENTE MOU FY20-23 Gavilan.pdf (/Form/Module/_DownloadFile/29/44788?fileId=64)