



## **Puente** **Student Services**

### **Vision/Narrative**

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

Our program is comprised of three components: English, Counseling, and Mentoring.

In the Puente Program, students commit to the program for a full year in which they are obligated to take two consecutive English and Guidance classes with the same team of instructors. In the English classes, students write focused and well-developed essays, with an emphasis on research. Mexican American/Latino literature is incorporated into these English courses. In Guidance classes, the emphasis is on giving students a strong foundation for academic success by focusing on career development and student learning skills. The Counselor outside of the Guidance class, works with the students: Phase I (first semester Fall), Phase 2 (second semester Spring), and Phase 3 (continuing beyond the first year). The counselor provides all students with academic, career, and personal counseling. Throughout the semester, the Counselor and the English instructor have weekly meetings to assess the needs of Puente students and to coordinate Puente events. Upon completion of the first year, the counselor continues to meet with the students (Phase 3) about their academic progress, transfer process, career development, and personal counseling until they graduate and/or transfer.

Puente has created a successful mentoring program. Every student participating in the Phase I and Phase 2 semesters have been matched with a mentor from the service area. This has been done through training, ongoing correspondence, as well as by facilitating numerous mentor/student social events, both on and off campus. The goal is to match a student with a mentor who reflects that student's cultural identity.

Students in the Puente Program have scheduled visits to nearby college/university campuses once per semester. The goal is to help students visualize themselves on the campus, make connections, and develop socializing skills. Students are required to attend a Motivational Transfer Conference in which they meet with representatives from colleges throughout California and attend other college success workshops. By implementing such networking opportunities and transfer-oriented activities, Puente aims to create a strong community-building foundation in our students. Support and Community building are key factors to student retention and transfer rates.

The Puente Statewide Office provides professional development for the counselor and English instructor. In terms of statewide and regional training, ongoing support through program websites, phone/e-mail consultations, as well as access to regional coordinators, trainers, and researchers.

### **Feedback from Supervisor / Dean**



**Program Objective 1: Increase student outreach**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

**IEC Program Review:**

No: The High School CalSoap Program eliminated the Gavilan College high school outreach program.

**Progress:**

No: This past year the Puente Counselor recruited through mid-August using flex time.

**Activity 1: Contact each comprehensive high school department in Gilroy and surrounding service areas to inform and promote Puente Program**

**Personnel Request - *none***

**Non-Personnel Request**

Specific Item(s) Needed	Amount Requested (\$)	Fund Source / Type
Lunch at each site (6 sites)	\$ 1200.00	Equity / On-Going
<i>Total Requested</i>	<i>\$ 1200.00</i>	

**Activity 2: Facilitate Panel presentations using current and Phase III Puente students to address potential incoming high school students.**

**Personnel Request - *none***

**Non-Personnel Request - *none***

**Rankings:**

Ranker	Comments	Rank
Dean	Outreach is important in building the program.	9
Vice-President		
Budget Committee		
President's Council		





**Program Objective 2: Examine the prospect of expanding the program to double the students who can participate in this model approach.**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

**IEC Program Review:**

Yes, this Objective is based from the last IEC Program Review.

**Progress:**

No: This is still in discussion for this academic year.

**Rankings:**

Ranker	Comments	Rank
Dean	This dialogue should continue as the Puente model is highly successful.	9
Vice-President		
Budget Committee		
President's Council		



**Program Objective 3: Support the creation of a STEM cohort as one of two Beta sites.**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

**IEC Program Review:**

No: This is new.

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. According to the National Science Board, “63% of science and engineering degrees awarded in 2011 went to white students compared with roughly 10% to Hispanics and 9% to blacks.” According to the 2013 U.S. Census Bureau, Hispanics only hold 7% of jobs related to STEM fields.

Because Hispanic students are so vastly underrepresented in the STEM fields, we believe that we have an opportunity to address these gaps through our successful transfer rates. According to the Hispanic Association of Colleges and Universities (July 2012), “Minority Serving Institutions (MSI’s) have been identified as key intermediaries to improve the availability, quality and diversity of the STEM pipeline (IHEP, 2010). Hispanic Serving Institutions (HSI’s) in particular, have the potential to increase the number of STEM degrees awarded to Hispanic students, as about half of all Hispanic undergraduate students currently attend Hispanic Serving Institutions (Dowd, Malcolm, & Bensimon, 2009) and 40 percent of the undergraduate degrees awarded to Hispanics are granted by HSI’s (Dowd, Malcolm & Macias, 2010).

**Progress:**

No: This is still in discussion for this upcoming academic year.

**Activity 1: Explore partnerships with STEM grant for implementing STEM Puente cohort.**

**Personnel Request - *none***

**Non-Personnel Request - *none***

**Activity 2: Identify resource and space needs.**

**Personnel Request - *none***

**Non-Personnel Request - *none***

**Activity 3: Develop outreach strategies for creating a viable cohort and recruitment stream.**

**Personnel Request - *none***

**Non-Personnel Request - *none***



**Rankings:**

Ranker	Comments	Rank
Dean	Adding a STEM cohort is highly desirable and will depend on resources.	10
Vice-President		
Budget Committee		
President's Council		



**Program Objective 4: Provide consistent and continued clerical support for the Puente Program**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

**IEC Program Review:**

Yes, this Objective is based from the last IEC Program Review.

**Progress:**

Yes: Currently we have 1 Work Study student, who is minimally utilized due to confidentiality and space issues, which is not beneficial for the program. In addition, we have 10 hours a week of clerical support. This support needs to be guaranteed on a consistent basis according to the MOU that was agreed upon with the state office.

**Rankings:**

Ranker	Comments	Rank
Dean	While desirable, present conditions do not support the addition of staff.	4
Vice-President		
Budget Committee		
President's Council		



**Program Objective 5: To move from a part-time to full-time Puente counselor position**

**Strategy and Goal(s):**

Strategy #2: Increase student completion and meet institutional goals, improve student services and enhance curriculum and programs.

Goal #1: Increase student, institutional and programmatic outcomes as defined by Institutional Effectiveness, Equity, and other college benchmarks.

Strategy #5: Foster a college culture of engagement and excellence through integrated planning, improved communication, coordination, collaboration, and participation.

Goal #3: Improve integration of instruction, student services, and college operations to build collaboration at every level and meet student achievement objectives.

**IEC Program Review:**

No: During the last IEC report, Puente had a full-time counselor, with 40% assigned to Puente. This semester, our Puente Counselor is part-time. She is having to use personal time to provide oversight in order to ensure that students are receiving the full benefits of the program. Additionally, she is having to conduct student and mentor outreach. A full-time counselor would have greater availability for the students, more time to coordinate high school visits and outreach, more time to tend to the recruiting process, and time to work actively with Phase III students. In the current MOU, it is recommended that Puente have a full time counselor with a 50% assignment to Puente.

**Progress:**

No: This is a new objective.

**Rankings:**

Ranker	Comments	Rank
Dean	This change would benefit the program and the Puente students.	12
Vice-President		
Budget Committee		
President's Council		