

Program Proposal for Puente

Background Information: During the fall semester of 2013, I presented the Puente Program to Cañada College's Student Equity Committee as a strategy to improve the retention and success rate of Hispanic students. I believe that Cañada College, as a Hispanic Serving Institution, can better serve this large student body, which makes up 36% of our student population (but 39% of students who intend to transfer), by having Puente on campus. Puente has had much recorded success with this population for 30 years. The Student Equity Committee and I invited Ann Romero, the UC Berkeley Puente representative, to do a Puente presentation for faculty, staff, other administrative leaders and potential mentors. After the presentation, I 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.

Mission of Puente: The main mission of Puente at the community college level is to improve the retention of Hispanic students and increase their transfer rates to four-year colleges and universities. Puente has made this their mission because Hispanics are underrepresented at these four-year institutions. A second goal of the program is to have Puente graduates return to their communities as professionals and contribute to their communities.

Relevance to Cañada College: According to the Cañada College Student Performance and Equity Dashboard, the retention rate and success rate for Hispanics at Cañada College is one of the lowest when compared to other groups on campus. In 2011-2012, the fall-to-spring persistence rate for first-time Hispanic students was 54.4%, the fall-to-fall persistence rates for first-time Hispanic students was 41.4%, and the college success rate for first-time Hispanic students was 58.8%. According to the Student Success Scorecard, the percentage of degree and/or transfer-seeking Hispanic students tracked for six years through 2011-2012 who completed a degree, certificate or transfer-related outcomes was 35.6%. The "transfer cohort" data shows that Cañada College's transfer rate to CSUs, UCs or private colleges for Hispanic students is 30% while it is 31.5% statewide for the same Hispanic population. This data also shows that the overall transfer rate for all of Cañada College's students is 48% while it is 41.01% statewide.

Research shows that at California community colleges where Puente is operational, persistence and transfer rates for Puente students were much higher. In 2008-2009, the fall-to-fall persistence rate for Hispanic Puente students was 81%. From 2005 to 2009, the overall transfer rate for Hispanic students was 56%; the transfer rate to the CSU system was 60%, to the UC system 16%, and to private and out-of-state universities 23%. The university graduation rates for the 2005 Puente transfers at the CSUs was 68% and at the UCs it was 85%.

This data suggests that Cañada College can eventually increase fall-to-fall persistence rates of Hispanics by at least 39% and increase transfer rates of Hispanics by 26% through the Puente Program. The Puente staff at UC Berkeley is currently gathering

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more recent data; this data shows that the Puente persistence levels appear to be increasing.

Three Major Components of Puente: The three major components of Puente are integrated instruction, counseling and mentorship. An English professor teaches an integrated reading and composition course one level below English 100 (college-level English) and English 100 within two consecutive semesters, and a faculty member from the Counseling Department teaches a linked year-long career class. The Mentorship Program is coordinated by the English professor, Counseling professor and an office assistant hired to work 10 hours a week.

The English professor and Counseling professor will be trained at UC Berkeley during the summer for 10 days to learn how to better meet the needs of Hispanic community college students, many of whom are first-generation college students. For example, the English professor will learn how to re-design parts his/her reading and English curriculum to make it more relevant and motivational through Hispanic themes and Hispanic writers. The counselor, for example, will be trained in how to continuously update Student Educational Plans for Puente students when they are enrolled in the program and after they finish the program to better assure their transfer to a four-year college or university.

The UC Berkeley Puente staff will train the mentors on our campus so that they are ready to meet their students by mid semester in the fall. Each student will have a mentor, which means we would have 30 mentors for a cohort of 30 students. Additional cohorts of students would require additional mentors. These mentors would come from our campus and the broader community. The mentors would serve as professional role models and use their own college experience to advise their mentees. The mentors would also participate in group activities with the Puente Team from UC Berkeley and Cañada College and all 30 students. Noches de Familia (family nights) is an example of one of these activities; activity goals range from building family literacy about college expectations to building relationships between parents and mentors. Building trusting relationships between parents, mentors and professors is especially important for the female Hispanic students, who need extra encouragement to join their classmates in field trips to universities and other educational events.

In addition to the training of professors and mentors, the Puente Team at UC Berkeley will be constantly evaluating the program and collecting and analyzing data to assure the retention and success of Puente students.

Cañada College's Investment in Puente: In order for the three major components to work effectively, Cañada College would need to support the program by giving a full-time English instructor 20% release time and a full-time counselor 50% release time, by funding a 10-hour/week office assistant with strong administrative skills and by allotting a \$5,000 activities budget for a cohort of 30 students.

In addition to recruiting for and sustaining the mentorship program, the English professor, counselor and office assistant will attend all the activities that students will be encouraged to attend, many of which are held after class hours. Release time and an

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office assistant are needed to make these time commitments possible. The UC Berkeley Puente model recommends that the English professor and counselor be full-time so they can attend activities and field trip that take place during different times of the day. Full-time Puente faculty members are also more available to students and to each other when coordinating the program.

Furthermore, Sandra Mendez and I have submitted our Hispanic-Serving-Institution (HSI) Grant proposal for Puente to Cañada College's Vice President of Instruction. In this HSI proposal we describe our plan to increase the size of the cohort of students in the course of five years. In the first year we would start with 30 students, in the second year we would double the cohort to 60 students, in the third year we would triple the cohort to 90 students, in the fourth year we would quadruple the cohort to 120 students and in the fifth year we would stabilize the cohort to 120 students. If we do receive the H.S.I. Grant for Puente, we will be able to expand this very effective program very quickly and serve a great deal of students.

An itemized budget proposal for Puente for a five-year period has been attached.

Puente Graduates at Cañada College: We are fortunate to have two Puente graduates in Cañada College's Counseling Department: Sandra Mendez and Nadya Sigona. Sandra Mendez is very interested in being the first counselor for Puente. Based on her experience as a Puente community college student, she thinks that linking Career 137: Life and Career Planning to the reading/ English course would be ideal. Nadya Sigona is currently our Basic Skills counselor but can also be a wonderful asset to our Puente students.

We also have the opportunity to receive the support of Mission College's previous Puente English instructor, Lucia Olson, and Skyline College's previous Puente counselor, Sandra Rodriguez, who are now both faculty here at Cañada College. Both have already met with me to offer their advice and are interested in continuing to be advisors because they believe Puente would serve Cañada College students very well.

Next Steps: Although I have received advice and other types of support from the Puente Teams at Skyline College and College of San Mateo via e-mail, Sandra Mendez and I are still planning to visit College of San Mateo's Puente Team (English Professor Jon Kitamura and Counselor Lorena Gonzalez) to learn from their recent experience in re-establishing Puente. We have also begun recruiting mentors by approaching many of our colleagues who we think would be great mentors. If Cañada College is interested and able to make an investment in the Puente Program, we will help complete the official Puente application provided by the Puente Team at UC Berkeley and will collect the required signatures.

Written by Yolanda Valenzuela

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| Puente Support | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|-----------------|-----------------|-------------------|-----------------|----------------|
| PERSONNEL | | | | | |
| English Instructor - .20 FTE (Grade 4, Step 14) | \$19,341 | 20,888 | 22,559 | 24,364 | 26,3 |
| Counselor - .5 FTE (Grade 4, Step 7) | 41,851 | 45,199 | 48,815 | 52,720 | 56,9 |
| Office Assistant II (Grade 18, Step 3 19.37/hr x 10 hrs/wk x 42) | \$8,135 | \$8,786 | \$9,489 | \$10,248 | \$11,0 |
| FRINGE BENEFITS | | | | | |
| Fringe Benefits - Faculty @ 28.8% | \$1,738 | \$1,877 | \$2,027 | \$2,189 | \$2,3 |
| Fringe Benefits - Office Asst II @ 9.5% | \$773 | \$835 | \$901 | \$974 | \$1,0 |
| TOTAL SALARY AND BENEFITS | \$71,838 | \$77,585 | \$83,792 | \$90,495 | \$97,7 |
| Events | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,0 |
| TOTAL BUDGET | \$76,838 | \$82,585 | \$88,792 | \$95,495 | \$102,7 |
| Includes 3% COLA & 5% Step increase for Yr 2-5 | | | | | |
| Cohort size doubles in year two (60 students) | | x2 | | | |
| Cohort size triples in year three (90 students) | | | x3 | | |
| Cohort size quadruples in year four (120 students) | | | | x4 | |
| Cohort size stabilizes at 120 students | | | | | |
| GRAND TOTAL | \$76,838 | 165,170 | \$266, 376 | 381,980 | 410,9 |

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Hispanic-Serving Institute (HSI) Program Grant and the Puente Project Spring 2014

A. A General Description of the Project

The Puente Project, a retention and transfer program sponsored by the University of California Office of the President and California Community College Chancellors Office serves ALL students interested in transferring to a 4-year university. The program provides the students three components consisting of: English and Career Development-Counseling courses, Counseling and Mentoring for their first year and Counselor follow-up until the student transfers. For over 30 years the Puente Project has successfully helped thousands of students to achieve the college success they deserve. The mission of the program is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders of future generations.

The Puente Project initially starts with a cohort of thirty (30) students, yet it expands exponentially each semester as the current cohort stay on campus after completing their first semester. In the area of retention, Puente has averaged an 85% retention rate statewide. Moreover, Puente's success is not limited to the student's first year as it greatly impacts continuous enrollment of its participants. The Puente Project also increases access and growth by actively participating in various community and campus events. Students are the best recruiters and retention specialists because they can speak to the realities of being a student and they are a living testament of being successful in college.

To intensify even more the long-lasting effect that one cohort of thirty (30) students can have on the entire campus, we are proposing to double the cohort to 60 students in the second year, triple the cohort to 90 students in the third year, quadruple the cohort to 120 students in the fourth year and stabilize the cohort at 120 the fifth year. This grant would allow us to expand quickly and take major steps toward improving the retention and success of Hispanic students.

B. Key Connections to College Planning Documents

Based on a careful review of the Strategic Enrollment Plan, Student Engagement Plan, Educational Master Plan, and the Student Equity Plan the Puente Project addresses the main goals of these documents.

Student Success Goals: (Strategic Enrollment Plan)

- 1. Focus on initiatives that will increase the success of our Black and Hispanic students.*
- 2. Focus on initiatives that will increase the percentage of students who enroll in basic skills courses who place into them and increase the success rates for students who are enrolled in these courses.*

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The Puente Project addresses the student achievement gap among Latino and other student populations. Student success is a college institutional priority, supported by the Mission and a variety of institutional data illustrate the need. It is structured around a statewide model with more than 60 college programs.

Key Puente Project Facts (Source: <http://www.puente.net/>)

- Over 5,500 students have enrolled in the Puente community college program.
- Over 2,000 professionals donate over 18,000 hours annually to Puente students.
- An estimated 200,000 non-Puente students have benefited from Puente's staff development programs.
- Community colleges with Puente programs transfer 44 percent more Latino students to the University of California than colleges without Puente.

Student Engagement Plan Goals

CONNECTED: 1. Every student makes significant connection with another person as soon as possible upon arriving at the college.

Students in Puente work closely with their counselor, English instructor and Mentor to prepare for transfer to four-year colleges and universities.

ENGAGED: 2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory

Puente students will take two English classes, one each semester. These classes stimulate and build Puente students' confidence in reading, critical thinking, and writing skills through an exploration of the Mexican American/Latino experience. Students will also take a Life and Career Planning course (CRER 137) that will help them explore majors, careers and equip them with decision-making tools.

DIRECTED: 3. Every student will be placed in a "Program of Study" from Day 1; undecided students will be placed in a mandatory "Program of Study" designed to help them decide.

Puente students take one Counseling class and work closely with their Puente counselor until they graduate, exploring career options, developing an academic educational plan and identifying lifetime goals. Students visit University of California and California State University campuses and attend a statewide annual Puente Student Motivational and Transfer Conference.

FOCUSED: 4. Every student who enrolls to pursue a certificate, degree, or who plans to transfer will work with college personnel to create a Student Success Pathway – A Roadmap to Completion.

Students are required to meet with the Puente counselor on a regular basis to create and update their Student Educational Plan (SEP).

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VALUED: 5. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.

Puente students will develop relationships with their counselor, English professor, and mentor. Through these relationships students will understand the value and importance of higher education. More importantly, students will also create a student network that will serve them well into their future. In Puente the saying goes "Once a Puentista, Always a Puentista" therefore, students will lead the next generation of Puente students.

NURTURED: 6. Students will engage in courses and experiences designed to broaden and deepen their learning

The Puente Challenge is to be a successful student by learning about yourself, your priorities and goals, and learning how to develop critical thinking and reading skills so you can express your ideas. Meeting this challenge will allow students to fulfill the mission of the Puente Project.

Educational Master Plan (EMP)

Our proposal also addresses the four main strategic directions of the college for the next five years.

1. Teaching and Learning

Teaching and Learning Objective 1.3: Puente counselor and Puente English instructor receive ongoing professional development training through the UC Berkeley Puente team. As a result, the counselor and English instructor would share these resources and information with their respective colleagues in the form of mentoring, workshops, and on-going dialogue about effective teaching strategies and learning.

Teaching and Learning Objective 1.4: Students in the Puente program are provided with an engagement plan that centers on student activities that take place both on and off campus.

2. Completion

Completion Objective 2.1: The Puente Project also increases access and growth by actively participating in various community and campus events. Students are the best recruiters and retention specialists because they can speak to the realities of students and are a living testament of being successful in college.

Completion Objective 2.4: Every Puente student meets with the Puente counselor to develop a Student Educational Plan (SEP) to meet his or her academic, career,

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personal, and transfer goals. Additionally, Puente students enroll in a semester-long Life and Career Planning course that facilitates career exploration that assists them with academic and career decision making.

Completion Objective 2.6: Puente students take one Counseling class and work closely with their Puente counselor until they graduate, exploring career options, developing an academic educational plan and identifying lifetime goals. Students visit University of California and California State University campuses and attend a statewide annual Puente Student Motivational and Transfer Conference.

Completion Objective 2.8: Each Puente student is matched with a mentor from the business or professional community of interest. Mentors share with students their personal, academic and career experiences, and thereby provide a window into "real-life" work environments. The network of trained Puente mentors provides many resources for the Puente students, their families, their colleges, and the community.

Completion Objective 2.12: The UC Berkeley Puente Team collects and analyzes student data throughout the year to assure that the Puente Program is achieving success.

3. Community Connections

Community Connections Objective 3.3: Puente students take part in service learning as part of their membership in the Puente program. In the long run, our Puente graduates will return to their community and serve as professionals on and off campus.

4. Global Sustainable

Global and Sustainable Objective 4.1: Puente students are introduced to social justice topics as part of the curriculum in the English Puente course. Additionally, students take part in trips and class activities that center around increasing their awareness on these topics.

Student Equity Plan

The Puente model creates an environment in which students are encouraged to value academic achievement and support for each other's academic goals. The program facilitates parent involvement by providing them with cultural and linguistic information necessary to support their children in their goals for higher education. Some of the key components of the model include instilling a commitment to understand and respect students' cultural differences and adopting a process-driven, portfolio-based approach to writing instruction. The model includes collaboration between instructors, counselors, mentors, families and communities. Puente also has a commitment to staff development and offers instructor and counselor trainings twice a year. These trainings are fully funded by the Puente State Office.

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C. Explanation of How It Fits into Title V Guidelines

Puente improves the academic attainment of Hispanic students by improving their retention and success rate. Puente helps Hispanic students complete of courses, certificates, and AA/AS degrees, transfer to four-year universities and college, and graduate from these four-year institutions.

Puente enables Cañada College, as a Hispanic Serving Institute, to expand and enhance its academic offerings by offering a unique integrated reading, English and Career Learning Community that will highlight Latin American topics and authors and career opportunities. Role modeling and cultural identity, for example, will be explored for analysis, relevance and career planning.

Puente enables Cañada College to expand and enhance program quality by providing on-going teacher training to successfully integrate this unique curriculum. The UC Berkeley Puente Team also collects and analyzes student data throughout the year to assure that the Puente program is achieving success. A network is also created between the Puente alumni, professors, mentors and students nationwide to exchange ideas and provide feedback to improve program quality.

Puente enables Cañada College to expand and enhance institutional stability by securing enrollment and community support. First-generation Puente students bring in new students with similar backgrounds who might otherwise be unsure about enrolling in a college campus. Our research has shown that Cañada College is not attracting a substantial number of students from the high schools in our community. As potential mentors, Puente students can work with high school students to help them bridge high school to college. The UC Berkeley Puente team does something similar with UC college students and Puente community college students through a program called Starting Point Mentoring. In many Puente Programs, students have also been actively involved in workshop and events that promote higher education in the community. In addition, our professional Puente mentors will be from the community. They will have a personal investment in the quality and stability of Cañada College. They may also represent an alumni and private sector that will be contributing to our campus. In the long run, our Puente graduates will return to their community and serve as professionals on and off campus.

Written by Sandra Mendez and Yolanda Valenzuela