

# Hiring Justification for Puente Program English Instructor

**Hiring Division/Department:** English Department                      **Position Title:** English Instructor  
Puente Co-Coord.

## Classification

Position type: Permanent X                      Full Time \_\_\_\_\_ # of months \_\_\_\_\_  
Part Time \_\_\_\_\_ % of Full Time 20                      # of months 9

Position: General Funds X  
Allocation: External Funds\* \_\_\_\_\_ Expiration Date \_\_\_\_\_

## Budget Information

Grade 4                      Step 14                      Annual Salary \$19,471

### **A. Department/Discipline/Program Criteria**

Under the Puente Program, a full-time English professor would be trained to teach a Latino-themed integrated course of Reading 836 and English 836 in the fall semester and a Latino-themed section of English 100 in the spring semester. Within these courses, Puente's goal is to increase retention and success rates of mainly Hispanic students.

Data that is specific to our current sections of Reading 836, English 836 and English 100 shows that our Hispanic students enrolled in these courses at Cañada College have not met our institutional goals in regards to success and retention during the past five years. Cañada College's institutional goal for success is 70% and 84% for retention. In other words, in the stand-alone version of these three courses Hispanics have had a success rate lower than 70% and a retention rate lower than 84% for five years in a row. Only a new integrated and accelerated version of Reading 836 and English 836, which is known as English 847, has met these institutional goals for Hispanic students during the past two years. In a similar fashion, our Puente English class would also be an integrated and possibly an accelerated version of Reading 836 and English 836, which we think will help students meet the institutional goals as English 847 has. Fortunately, the UC Berkeley team of trainers and researchers monitor the success and retention rates of the Puente students so that the cohort does not experience a decline, which, unfortunately, English 847 is starting to experience. See the Power Point slide for this data.

In order for the English professor to meet the demands of the Puente program, Cañada College would need to support the program by giving a full-time English instructor 20% release time to teach an integrated Reading 836 and English 836 class of 30 students. See the Power Point slide for a detailed budget.

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The English professor would use this reassigned time to work with the Puente counselor to recruit and interview students and mentors so that these participants understand the time commitment that Puente requires. In addition to these responsibilities, the English professor and counselor will attend all of the group activities on and off campus. The UC Berkeley Puente model requires that the English professor and counselor be full-time so they can attend activities and field trips 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.

### **B. College Mission and Goals Criteria**

#### ***Cañada College's Strategic Enrollment Plan***

Student Success Goals:

- 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.*

The Puente Project addresses the student achievement gap among Latinos and other student populations. Student success is a college institutional priority supported by the Puente 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 community colleges without Puente.

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## *Cañada College's Educational Master Plan (EMP)*

Our Puente 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: The 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 having Puente students participate 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, 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

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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.

### ***Retention, Success, Completion and Transfer at the College Level***

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. See the Cañada College Student Performance and Equity Dashboard and the Student Success Scorecard for this data.

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

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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 more recent data, which is apparently showing an increase in persistence levels for Puente students.

### **C. Historical Data Criteria Supporting Request**

Enrollment in Reading 836, English 836 and English 100 has been consistent for many years at Cañada College. Puente's target population, which has been the Hispanic population, has been well represented in these courses, so we should be able to recruit a substantial number of Hispanics for our cohort of 30 students every fall semester.