

Student Services Planning Committee
PROGRAM/OFFICE: Puente Project

#	Section	Feedback	Response
0	Executive Summary	<p>1. Nice summary of the program of what its mission and goals are for next upcoming year. Maybe a little more of the rich history of PUENTE and how many students so far nationwide it has served to show that you have a legacy program.</p> <p>2. Great summary, clear and concise</p> <p>3. Concise and to the point</p> <p>6. Very thorough yet concise executive summary!</p> <p>10. Future goals include strengthening mentoring component and providing more opportunities for Phase III students.</p> <p>12. Are there any challenges that the program faces?</p> <p>13. You may also include the feedback from the first cohort on their experience with PUENTE</p>	<p>1. We kept our executive summary concise (i.e., 200 words max); however, we could provide a link to the Puente Project statewide website, so our readers can get the most up-to-date information about the Puente Project. The Puente Project has been serving students for 30 years throughout at least 60 community colleges in California and most recently in two colleges in Texas.</p> <p>2. Thank you.</p> <p>3. Thank you.</p> <p>6. Thank you.</p> <p>10. Yes. These are the future goals that we listed.</p> <p>12. Challenges would include not having enough funds to provide our most needy students with school supplies and not having sufficient time and staff to recruit new students during the spring semester and summer.</p> <p>13. This is good advice. We can definitely request written feedback from this most current cohort at the end of the spring 2017 since we still have them in class. If possible, we can contact Phase III students to give us feedback as well.</p>
1	Mission (Program Context)	<p>4. The mission suggests that it helps students in 4-year colleges. Does the program also support students who are at community colleges?</p>	<p>4. The mission of the Puente Project is “to prepare educationally disadvantaged students for college admission and success through its combination of accelerated instruction, intensive academic counseling, and mentoring by members of the</p>

		<p>6. Nice connection between the Puente Mission and the college mission.</p> <p>12. Clear and concise</p> <p>14. Clear; nice overview</p>	<p>community.” This statement suggests that the students start out at a community college or high school before continuing their educational paths at a four year institution.</p> <p>6. Thank you.</p> <p>12. Thank you.</p> <p>14. Thank you.</p>
2	Program Description (Program Context)	<p>4. Consider emphasizing that this is a learning community and explain how students join Puente.</p> <p>7. While the background information was interesting it didn't describe how our Puente is</p>	<p>4 & 7. Puente is a learning community that involves linking an English course to a career course and having the English Professor and career Professor reinforce each other's curriculum. However, the program also offers additional support that our previous learning communities on campus were not able to offer. Puente also links Puente students to a professional mentor and links the students' parents to our campus culture and services through an event called Family Night (Noche de Familia). Puente students are also required to attend three events outside the scheduled classes per semester to learn more about transferring to a four-year college, to create professional relationships with their mentors and to develop leadership skills.</p> <p>If students are interested in joining Puente, they submit an interest form on-line to express their reasons for wanting to join Puente. The Puente counselor reads these interests forms and contacts the students for an informational meeting. Interested students meet with a counselor to learn about the program and understand the time commitment in class and outside of class. Once they commit to the time commitment through a signed contract, the Puente counselor works with Admissions to electronically send these students a special code to sign up for the Puente Program.</p> <p>7. We listed this information under section 4 “Major accomplishments.”</p>

		<p>unique or much detail on program activities and opportunities.</p> <p>8. I learned two things; bridge means Puente and that Chabot College is where Puente began.</p> <p>12. Clear and concise</p>	<p>8. This information is correct.</p> <p>12. Thank you.</p>
3	Community and Labor Needs (Program Context)	<p>1. Perhaps mention a few activities Puente has participated in or mention a few of the specific community and employment needs, etc..</p> <p>3. Not sure if the description answers the question about community and labor needs.</p> <p>4. Unclear how the changing community needs affected your program.</p> <p>7. Did our changing political climate and local protests affect your program or students? How have community changes impacted Puente?</p>	<p>1 & 3. In an effort to develop the leadership skills of Puente students, Puente professors have directed Puente student volunteers to the following events on campus: Proactive Registration, Majors to Career, Internship Fair, College Connection and tours for high school students. This spring semester, 2017, we are also encouraging them to volunteer at PEP and the OYE conference. It is through these events that the Puente students are sharing information about college and career opportunities with other college students, high school students and parents of younger children in our larger community.</p> <p>4. We would need to research how changing community needs might be affecting our program. At the moment, we do not have research available to us about the changing needs of our community. We have learned that many of our Puente students and their parents are struggling to remain in this area due to rising rent prices. We would need to research how many lower-income families continue to leave this school district due to rising rent prices and analyze whether it could be affecting our recruitment of students.</p> <p>7. The political climate has frightened our DACA students in the Puente program. The entire class has received helpful information that the Dreamers Task Force has compiled for our campus. This information includes manuals and red cards that list the rights that everyone in this country has regardless of immigration status and handouts with names of legal clinics or</p>

		<p>8. Do you help students with employment needs, and technology.</p> <p>9. Would there be any examples that you could list?</p> <p>12. In these outreach activities, is this where students are recruited?</p>	<p>non-profit organizations that offer free or inexpensive legal advice on campus and off campus.</p> <p>8. Students are provided with career counseling through their participation in their Life and Career Planning course (i.e., Career 137). Additionally, we have a strong partnership with our Career Center on campus. Our students receive resume feedback through a workshop and they take part in the career and internship fairs every semester.</p> <p>9 & 12. One example of an counseling program outreach activity would be the Proactive Registration Event that occurs during the fall and spring semester. The Puente counselor always participates at this event and works with Puente and non-Puente students. The Puente counselor also informs new students about Puente during her sessions. Meanwhile, the English professor and available Puente students table for new recruits at the same event. Last year, the Puente professors and Puente students also promoted the Puente Program at College Connection. This year we hope to promote the program at PEP and the OYE conference.</p>
4	Major Accomplishment (Looking back)	<p>1. Nice layout of Puente accomplishments and all the different moving pieces that make up Puente now.</p> <p>2. Amazing! With such a young program and limited personnel resource, Sandra and Yolanda have done so much for Puente students. I also like the idea of linking students with Honor Transfer Program. Wonderful activities and club. Wonderful work :)</p> <p>4. Fantastic accomplishments! It's thorough and shows the holistic approach to Puente. Congrats to Puente and your student leaders!</p>	<p>1. Thank you.</p> <p>2. Thank you for the feedback.</p> <p>4. Thank you. We are very proud of our Puente student leaders.</p>

		<p>5. What a great program! Great to see such growth in the students.</p> <p>6. Lots of accomplishments in such a short time! We are so lucky to have Puente!</p> <p>8. Can you expand to include more students? How do you recruit students?</p> <p>9. Superb description. Great examples. Visible impact.</p> <p>10. Thorough description of Puente activities and accomplishments.</p> <p>12. Good job! Are there funds to expand the program?</p> <p>14. Good work; student seem to enjoy this experience and the support Outreach efforts – great job</p>	<p>5. Thank you for the feedback.</p> <p>6. Thank you.</p> <p>8. Each year our Puente Program brings in a cohort of 30 students.</p> <p>9. Thank you.</p> <p>10. Thank you.</p> <p>12. Thank you. The Puente State Office has asked the campus to fund the Puente Program’s activities/events with at least \$5,000.</p> <p>14. Thank you.</p>
5	Impact of Resource Allocations (Looking back)	<p>1. Good rationale for the need for the OA II position and explanation of Puente funding</p> <p>2. Great analysis. If you can provide a class roster to Jose/EOPS, he can do a quick evaluation and let you know which students might be qualified for EOPS. Do TRIO have a book loan service? Have Puente students been using bus token from ASCC?</p> <p>3. The description states the need for OA II</p>	<p>1. Thank you.</p> <p>2. Thank you. We work closely with the EOPS team to best support our Puente students. We also strongly promote TLC in the fall semester when all of our students still qualify for free loaned programs as basic skills students. It appears that most of our students drive to school or are driven to school. We could add a question about the students’ means of transportation in their initial student questionnaire to identify students who could benefit from the ASCC bus tokens.</p> <p>3. Per the Regents of the University of California contract,</p>

	<p>position and lack of funding for direct student aid. However, it does not state the impact to date on how each new resources has had on the program.</p> <p>5. Are there ever any grants that can help with books etc? Could a team be formed to help write one if so?</p> <p>8. How can you get more funding? The narrative may need to in a different area. What ios UCOP?</p> <p>10. Success at securing needed clerical assistance.</p> <p>11. My understanding is that Equity funding isn't a stable funding source so has Puente looked into additional sources for longer term funding?</p> <p>12. If the program expands will you receive additional funding from UCOP?</p>	<p>clerical assistance of at least 10 hours per week is required (i.e., OAI); however, our Puente team was not successful in getting this position funded during the fall 2015, spring 2016 and fall 2016 semesters.</p> <p>As a result, the Puente Co-Coordinator/Counselor took on many of administrative duties (e.g., see section 5 of our program review for details) to support the services in our program. We were fortunate to have Yesenia Haro, Welcome Center OAI, assigned to provide the much needed 10 hours a week of administrative support to our program effective October 2016. We can anticipate that having this added administrative support will help us run an effective program.</p> <p>5. Good question. The Puente English Professor is more than interested in joining others to create a writing team to apply for additional grants. We would first need to identify grants that would be relevant.</p> <p>8. UCOP stands for the University of California Office of the President.</p> <p>10. Yes. We were fortunate to have Yesenia Haro, Welcome Center OAI, assigned to provide the much needed 10 hours a week of administrative support to our program effective October 2016.</p> <p>11. Our Puente Program is currently funded using Equity and UCOP funds. We plan to have this program long term. Our goal is for our program to be institutionalized, so it can be funded through fund 1.</p> <p>12. Each year the Puente program brings in a new cohort of 30 students. These 30 students experience Phase I and Phase II when they complete English 847 and Career 137 in the fall semester and English 100 and Career 110 in the spring semester, participate in the mentorship program both semesters, and attend several counseling appointments with their Puente</p>
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			<p>counselor (career professor). When students enter Phase III, they must meet with the same Puente Counselor many times until they transfer to the university. Therefore, the number of students that the Puente Counselor must meet increases every time a cohort of students enters Phase III. The Puente Counselor is also expected to track these students' success and share this data with the Puente State Office. This is how the number of Puente students that the Puente Counselor serves directly increases every year. UCOP provides the amount of \$1,500 each year to support Puente mentor activities.</p>
<p>6 A</p>	<p>State of the Program - Observation</p>	<p>2. Since the college will start the Promise Program, not sure if it can help the students with supplies issue. As the program continues to grow, Puente counselor will need more help and time for counseling. And looks like we will need a full-time Puente Counselor? Do you have the information about the staff/personnel structure that other colleges have for comparison?</p> <p>7. Please describe "challenges" involved in Puente program growth. Also, there were no attachments in this section even though it was indicated in the narrative.</p>	<p>2. This comment regarding a full-time counselor is a very important one. The campuses that are most successful in taking care of their Puente counselors so that these counselors do not burn out and leave the Puente program are those that are most flexible with how the Puente counselor uses her/his Puente hours/load. Every campus has its own unique blend of demands on counselors, so as a general and Puente counselor, the Puente counselor must create a unique balance to serve in both capacities. It would, therefore, be best if each Puente counselor on each campus have an opportunity to express to her/his dean what they would consider to be an ideal balance to serve in both capacities. During our future question and answer session, we can also share more specific examples of how a couple of other Puente counselors on other campuses manage a continuously growing number of Phase III Puente students within a limited amount of Puente hours.</p> <p>7. The Puente Project is limited in funding (\$5,000 per year) and in the number of students allowed to enroll each year (maximum 30); however, in reviewing the data in all of the categories, it is clear the project is successful and the formula works. The learning community model gives the students consistency, stability and a planned pattern for their "first year" college experience. The students are also supported beyond their first year in college, which makes the Puente Project unique.</p> <p>The original attachments had to be re-formatted for the SPOL module, so you can find the same information under SPOL.</p>

	<p>8. Do you fill out field trip forms? If so, who do you give them to?</p> <p>9. I couldn't see the attachment. Would a budget be helpful? I know there are more achievements so could these be highlighted?</p> <p>10. Identifies growth of program and impact of counseling time and funding needed for school supplies and textbook and laptop rentals</p> <p>12. Could you go into greater detail regarding the needs for the overnight tour? What happens at this event?</p>	<p>8. Yes. The Puente Co-Coordinator's coordinate all of the student field trip paperwork every semester.</p> <p>9. We have a program expenditure budget that we update every year.</p> <p>We can definitely write more about additional achievements that would fall under the category of qualitative results. For our first Puente Program review we wanted to highlight the achievements that could be supported by quantitative data, like retention and success rates. We plan to work more consistently with our Research Department to continue assessing these different types of achievements.</p> <p>10. As previously mentioned, the number of Puente students that the Puente Counselor advises increases every school year because the Puente Counselor is responsible for counseling the Puente students from the day they enroll in Puente til the day they transfer to a four year college.</p> <p>By supplying the most needy students in Puente (10%) with required office supplies and books, our campus would make sure that these students are ready to work on their assignments starting on day one. Students fall behind right away in our classes when they are waiting to have the money to purchase their supplies and books one to three weeks later.</p> <p>12. On an overnight university tour, students would visit at least three universities that are not too far away from each other. We would travel in a large bus and find economical lodging. We would have people at those universities receive us and give our group a tour of the campus, and, if possible, a session about the programs and services in those campuses. The Puente Network would provide us with names of key people at those campuses as</p>
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<p>6 B</p>	<p>State of the Program - Evaluation</p>	<p>7. What other changes could be made? Could you partner with programs to help support mentor/mentee relationships? What about students who stop out/drop out? Programmatic changes?</p> <p>8. Should be clearer that the OAI (Yesenia) is not full time. Since earlier you said you did not hire an OA II.</p> <p>9. Fantastic job on sections A & B. Congratulations!</p> <p>10. More information could be included in this section</p> <p>12. Should you add in this section that this position only covers 10 hours a week or the percentage of coverage reiterating the need for the position?</p> <p>13. Recommend to include a plan to identify tasks</p>	<p>7. We will continue to ask feedback from Puente mentors so that we may continue to develop our mentorship program and support the mentor/mentee relationships even more. We can definitely begin to dedicate some time to contacting students who dropped out of Puente to ask them why they dropped out. These reasons can be recorded and analyzed, especially if there is a pattern. Our OAI can be a great help with this new project.</p> <p>8. Correct. Yesenia Haro, Welcome Center OAI, was assigned to provide the much needed 10 hours a week of administrative support to our program effective October 2016.</p> <p>9. Thank you.</p> <p>10. Be specific. What additional information should we include?</p> <p>12. Great idea. Yesenia Haro, Welcome Center OAI, was assigned to provide the much needed 10 hours a week of administrative support to our program effective October 2016; however, she is supporting multiple programs already. In addition, the big Puente events (orientation, registration, family night) take place during peak times when these office assistants are helping with campus wide orientations and registration. It would be great to have a non-shared position to avoid burnout.</p> <p>13. We listed the specific OAI tasks in section 5.</p>

		<p>that will be assigned to AOII. If there are no changes in the program (activities , courses, mentorship, etc.), you may state it here.</p>	
<p>7 A</p>	<p>Current Service Area Outcomes (SAOs) Assessment and Student Learning Outcomes (SLOs) Assessment</p>	<p>2. Great analysis and data</p> <p>4. Great comparative data of success rates between Puente and non-Puente students.</p> <p>5. Great data and success!</p> <p>6. Did not Puente students pass ENGL 847 at a higher rate? Is that 82.24% success rate correct? SLO's look good but I can't quite read the chart :(</p> <p>7. Retention rates probably should be in 6B. Were there counseling SLOs? Are there none for Career 137? What is the SAO, retention?</p>	<p>2. Thank you.</p> <p>4. Thank you.</p> <p>5. Thank you.</p> <p>6. 82.25% represents the retention rate for the non-Puente sections of English 847 in 2015-2016.</p> <p>7. Yes. All courses have SLOs. The SLOs for Career 137 will be included in the Instructional Program review along with the results from the rest of our Career courses. These results are entered into TracDat.</p> <p>Career 137 SLOs</p> <p>Upon successful completion of this course, a student will be able to:</p> <ul style="list-style-type: none"> ● Evaluate career assessment results (i.e. interests, satisfying work skills, values and personality) ● Create an effective resume to be used for career-related opportunities ● Demonstrate knowledge of informational interviewing skills <p>Career 110 SLOs</p> <p>Upon successful completion of this course, a student will be able to:</p>

		<p>8. This shows how well your students are doing well with retention and success. Good SAOs and SLOs</p> <p>10. Comprehensive SLO information is included. SAO's are missing.</p> <p>12. Great job! The program is making a difference.</p> <p>14. Nice work. Success in working with these students</p>	<ul style="list-style-type: none"> • Evaluate coursework for transfer requirements • Use a four-year institution catalog to develop a Student Educational Plan for a program at that institution <p>8. Thank you.</p> <p>10. Thank you. Our SAO for Puente statewide is “through participation in the Puente Project, a student will develop a Student Educational Plan (SEP) with the goal to transfer to a four year college or university.”</p> <p>12. Thank you.</p> <p>14. Thank you.</p>
7 B	SAO Assessment Plan	<p>3. Is the Research Department referred in 7B PRIE? If so, it may be better to state that.</p> <p>7. SAO planning is necessary even if you don't have back up for them yet.</p> <p>10. To be included once more data is collected.</p> <p>12. Good job!</p>	<p>3. Yes, we are referring to the same research team at Cañada College.</p> <p>7 & 10 We are interested in learning from our colleagues how Puente's structure and goals could fall within the Counseling Department's SAOs and/or other relevant SAOs on campus.</p> <p>12. Thank you.</p>
7 C	SAO Assessment Results and Impact	<p>3. It states that the findings will be answered in the future but don't some of the data on 7A answer the findings?</p> <p>12. Good job!</p>	<p>3. During our future question and answer session, we hope to get some more clarity about SAOs and Puente's connection to them.</p> <p>12. Thank you.</p>

7 D	SLO Assessment Plan	<p>2. Great idea about the required Puente Study hour</p> <p>6. Did Professor Valenzuela individual assess the students for SLO completion, or was there some sort of pre/post survey?</p> <p>7. Where are the SLOs for Career 137? How is counseling impacting Puente students?</p> <p>9. Would it be possible to identify how much a “greater percentage” might be?</p>	<p>2. Thank you. We look forward to providing an update on the required Puente Study hour.</p> <p>6. Professor Valenzuela evaluated how well students completed each SLO when she evaluated the skill related to the SLO in one of their student essays.</p> <p>7. The SLOs for Career 137 will be included in the Instructional Program review along with the results from the rest of our Career courses. These results are entered into TracDat.</p> <p>The Career courses taught on our campus are meant to influence personal development and help students develop lifelong goals that support student persistence and retention; however, unlike the English courses: they are not sequenced. For example, Career 137 (i.e., fall Puente course) is not a prerequisite for Career 110 (i.e., spring Puente course). In addition, these Puente Career courses have been infused by the Puente model that has been articulated by various researchers, including Patricia Gandara, UC Director of the Education Policy Center, Linguistic Minority Research Institute and current faculty at UCLA and \author of various books and articles on Latino Higher Education Needs. Among the more salient features of the Puente model are: Supportive peer group, careful monitoring by a counselor, academic and social support learning community, and Puente trained faculty members.</p> <p>9. At the moment, the English Department needs to discuss SLOs results more. Some professors believe that the minimum expected percentages should be lower for certain basic skills reading and English classes while the minimum expected</p>

		<p>10. What can the instructors do to assist in improving SLO results?</p> <p>12. Good Job!</p>	<p>percentages should be higher for the transfer-level English classes. The discussion continues in the English Department.</p> <p>10. Instructors can encourage office hours and tutoring hours more. Often, students who do not learn the SLOs need more one-on-one assistance due to learning challenges and missed instruction due to absences.</p> <p>12. Thank you.</p>
7 E	SLO Assessment Results and Impact	<p>4. Could the Puente Study Hour be considered as part of an SAO?</p> <p>8. I'm looking forward to seeing the analysis of the study hour.</p> <p>10. Study hour is being piloted this semester in an attempt to assist students improve their success.</p> <p>12. The study session is a good addition and should help students achieve their goals.</p>	<p>4. We would be interested in learning how to tie in the study hour to an SAO.</p> <p>8. Yes, we will have our preliminary reflections. More causal research for the study hour will be done after the semester ends.</p> <p>10. You are are correct.</p> <p>12. Thank you.</p>
7 F	SAOs and SLOs for the Next Review Cycle	<p>4. Only reported SLO and is waiting for data to determine SAO</p> <p>6. Are the SAOs staying the same?</p> <p>8. How will you assess this SLO?</p>	<p>4. At the time we submitted our program we were unclear about the SAO. Essentially, our SAO for Puente statewide is "through participation in the Puente Project, a student will develop a Student Educational Plan (SEP) with the goal to transfer to a four year college or university."</p> <p>6. Our SAO for Puente statewide is "through participation in the Puente Project, a student will develop a Student Educational Plan (SEP) with the goal to transfer to a four year college or university."</p> <p>8. Professor Valenzuela evaluated how well students completed each SLO when she evaluated the skill related to the SLO in one</p>

		<p>10. SAO missing.</p> <p>12. How is the SLO assessed?</p> <p>13. I recommend to also include a SLO to reflects students Learning from the entire program including all courses, mentorship, counseling and other activities.</p>	<p>of their student essays.</p> <p>10. At the time we submitted our program we were unclear about the SAO. Essentially, our SAO for Puente statewide is “through participation in the Puente Project, a student will develop a Student Educational Plan (SEP) with the goal to transfer to a four year college or university.”</p> <p>12. Professor Valenzuela evaluated how well students completed each SLO when she evaluated the skill related to the SLO in one of their student essays.</p> <p>13. This is an interesting concept. The English professor is familiar only with SLOs that instructors record into Tracdat. She is not certain as to how the non-instructional component of this new type of SLO would be evaluated.</p>
8	Equipment, technology, and facilities requests	<p>7. Computers requested but not detailed in the narrative sections (i.e. 6B or 7F).</p> <p>10. Specific information on textbooks, equipment and supplies is needed to determine total cost.</p>	<p>7. We included the computer’s model and name brand recommended to us by our ITS Department.</p> <p>10. This information was provided.</p>
9	Strategic Action plans	<p>7. Supplies were indicated as needed in the narrative, but not detailed. Please explain how career kits will support SLOs and SAOs for student success.</p> <p>9. I didn’t see any narrative entered for this area.</p> <p>13. Did not provide any information.</p>	<p>7. The name brands, quantities and prices were included for office supplies, books and technology. Perhaps some information did not transfer well into SPOL.</p> <p>9. We had a very difficult time navigating through SPOL. We could not make it work before the deadline. Gloria Darafshi helped us a lot by transferring the information in our original attachments to SPOL soon after our first deadline. We did not have a chance to write any more information in the SPOL module.</p> <p>13. We were unable to successfully work with SPOL.</p>

Overall Commendations:

2. Very impressed with the work that Sandra and Yolanda have done for Puente. It is a young program and clearly focused and provided a valuable impact on students. Thank you for your dedication and hard-work.
3. Strong Executive Summary, Mission, Program Description; It's concise yet answers the question. Great to see how the program grew in the second year.
4. Congrats on all the great work! The data you presented was very thorough and providing a holistic analysis indicating the success of Puente.
7. Very clearly written and good use of charts when applicable. It is good to see such high numbers for retention and student success. It gives you a very clear picture of what is happening in the English courses and with the student club.
9. Tremendous Program. Clear impact! Very well written. I'm eager to see how the program grows and its impact over the next program reviews.
10. Strengths include description of major accomplishments, SLO results and potential impact of new OAI support.
11. A great start to a much needed program here at Cañada. For a program that is so new I'm impressed by how much has been accomplished. I have had the privilege of working with some of the Puente students and am very impressed by their drive. I hope they continue to get great support
14. Congratulations for implementing Puente at Cañada!

Overall Recommendations:

3. Some sections are in first person. It would be more effective if the voice is consistent.
4. I'd be interested in learning more about the impact of the professional mentors of Puente's students success, motivation, and career choices.
7. It would be good to see more analysis on SLOs, since we can see success and would like to analyze why to help other programs. Puente is a 2 pronged approach to student success, it was surprising that there were no counseling or Career 137 SLOs. Additionally, having a SAO helps with program direction, even if it will be rewritten in the future. Evidence of success was indicated (like mentorship), but isn't analyzed in program narrative.
9. Build narrative to sections 6A/6B.

10. SAO's need to be included so that program improvements are clearly articulated and can be measured. For example, how much counselor time is needed per student outside of class? Perhaps a student survey can be incorporated into the PR.

11. I believe you already mentioned this but looking into long term funding for Puente and continued collaboration with other student services such as the library.

Overall Program Effectiveness:

We received a mixture of responses that stated the Puente Project at Cañada College was either "effective" or "highly effective."

- Highly effective: 4
- Effective: 4
- Responses left blank: 6

Other:

On Friday, March 17, 2017 the Puente Co-Coordinator received feedback forms from fourteen Student Services Planning Council (SSPC) members. The responses listed above correspond to the comments that each SSPC member made for each of the sections.

Below you will find the list of all of the participating SSPC members for reference purposes.

1. Alforja, M.
2. Aranyakul, S.
3. Choi, S.
4. Guevarra, T.
5. Haick, B.
6. Hartman, M.
7. Huning, M.
8. Joy, D.
9. Leiva, A.
10. Lopez, K.
11. Luna, C.
12. Miller, R.
13. Sohrabi, S.
14. Stalker, J.