

2018-2019 Program Review Cycle



Student Services Programs

CAN Program Review (Student Services) - Puente (Odd Year)

Program Review Narratives

2018-2019

Student Services Program Review (SSPR)

Lead Contact Person: Sandra Mendez

Writing Team: Sandra Mendez and Yolanda Valenzuela

Executive Summary

0. Executive Summary: The Puente Project is a nationally recognized program that is co-sponsored by the University of California Office of the President (UCOP) and the California Community Colleges (CCC). The mission of Puente is to increase the number of educationally underrepresented students who enroll in four-year universities, earn degrees, and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.

At Cañada College, we welcomed our first Puente cohort during the 2015 - 2016 academic year. The program has two full-time faculty members (English professor and General Counselor). At its inception at Cañada, the Puente Project began with 20 students; currently, the program has 79 students. To date, the program has accomplished the program goals outlined in the implementation plan. In the fifth year (i.e., 2019 - 2020), the focus will be on strengthening the mentoring component and providing opportunities for Phase III students.

Program Context

1. Mission: Cañada College's mission includes the intention of offering students of diverse backgrounds equitable opportunities to learn effectively so that they may earn certificates, AA/AS degrees, and/or transfer to four-year universities. For a long time, Hispanics have been underrepresented at four-year colleges, and 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 community." In other words, the Puente Project at Cañada College provides students with strong academic preparation and additional resources so that more students, especially Hispanics, succeed in their classes and complete their educational goals, which includes transferring to a four-year university.

2. Program Description: 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.

If students are interested in joining Puente, they submit an interest form online 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.

3. Community & Labor Needs: The rising cost of living in the Peninsula is driving students and their families out of the area. This means our students are working more hours to support themselves and their families, which means they are enrolling in less units or not enrolling in classes. Beginning the spring 2017 semester, the Puente Team has begun to seek out sources of income (i.e., additional equity funding) to help defray the cost of education for its students in the form of books, supplies, meals and transportation, yet our team has not been successful in receiving additional funding.

4. Equity & Access: The Puente Project is open to all students. However, the curriculum does emphasize issues that have a strong impact on Latino communities, so most of the students in the program are members of Latino communities. By enrolling Puente students in a learning community that links their required English classes and career classes for two consecutive

semesters, the program is creating a consistent and supportive community of peers of instructors.

Research data on our campus has shown that, in general, students have more success in their overall courses if they complete their English and math requirements at the beginning of their college careers. Our program makes sure that the Puente students complete two English requirements within one year. In a similar fashion, the two career classes expose students to different majors and fields so that they may make informed decisions about their academic paths sooner in their academic careers. The instructor of the career courses is also the Puente Counselor for these students for several years until the Puente students successfully transfer to a four-year university. The consistent and proactive counseling that the Puente counselor provides helps the Puente students navigate our local community college system and the greater UC, CSU and private school transfer systems. This consistent counseling component is key to the transfer of all of our Puente students.

Our program also trains mentors who have earned a college degree to provide support to our students. The Puente English instructor and the Puente counselor coordinate events for two consecutive semesters for the mentors to attend so that they may build a trusting relationship with the students and their parents. The Puente English instructor and Puente counselor also offer assistance to the mentors during their one-year commitment. Each student (mentee) is matched with a mentor in the fall semester, and this mentor/mentee relationship continues through the spring semester.

Looking Back

4. Major Accomplishments: Puente at Cañada College

Yolanda Valenzuela and Sandra Mendez were excited to announce that Cañada College would be welcoming its first Puente Cohort during the fall 2015 semester. As members of the Puente writing team, they were both actively involved in making this goal a reality for two years.

It all started in the fall 2013 semester when Yolanda Valenzuela presented the Puente Program to the Student Equity Committee. Her goal was to show how Puente would greatly benefit our students at Cañada College. Ann Romero, the UC Berkeley Puente representative, came to the campus that same semester to do a Puente presentation for faculty, staff, other administrative leaders and potential mentors.

After the presentation, Yolanda Valenzuela 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, yet there was a lot of work to be done. The first step was to write a Puente proposal. During the spring 2014 and fall 2014 semesters a Puente writing team was formed to create the proposal that was shared at all of the planning councils and committees on campus.

On April 6, 2015, the contract between the Puente Statewide office and Cañada College was officially signed. Yolanda and Sandra soon started to recruit students for their first Puente cohort. They are definitely proud to be serving as the first Puente Program Co-Coordinator at Cañada College. The Puente Program at Cañada College updated this contract with the Puente Statewide Office in 2018 after the first three years of the program. The only major difference in the newest contract is that the Puente Statewide office is recommending that Cañada College contribute more funding for the required events outside of class. In other words, this contribution would go from \$5,000 to \$7,000.

Professional Development

Our MOU with the Puente Statewide office encourages and supports ongoing professional development opportunities. Each semester, the Puente Co-Coordinator attend the regional trainings to learn how to run an effective program that includes instruction and effective student support services. The cost of these professional development opportunities is paid by the Puente Statewide office. This means our campus saves on the cost of the flights and hotel each year. Moreover, the Puente Co-Coordinator serve various roles on campus where they work with non-Puente students who benefit from having culturally-training faculty members on campus.

Transferring to Four-Year Universities

During the spring 2018 semester, three of our students transferred to four year universities (i.e., UC San Diego, CSU East Bay, and Santa Clara University). These students were eligible to receive their Associate Degrees as well as many on campus and off campus scholarships. This example demonstrates that the Puente model works in successfully working to improve Latino graduation rates. We expect to have more students transfer during the spring 2019 semester.

Puente Club

During the spring 2016 semester, students from the 2015-2016 Puente class founded the first Puente Club on campus. The goals of the Puente Club are the following: 1. increase transfer opportunities within the Puente community; 2. foster ongoing development of our educational and personal growth; 3. develop our leadership skills as we begin to give back to our communities; 4. inform club members of academic, social and community activities.

Due to the strong student leadership and support of the club co-advisors, the Puente club was awarded the “Outstanding New Club” award during the 2015 -2016 ASCC Leadership Awards ceremony. The Puente Club president was also awarded the “Emerging Leader of the Year.” In 2016-17 one of the Puente Club members was awarded the “Most Involved Leader” award during the 2016-2017 ASCC Leadership Awards ceremony. During the 2017-2018 our Puente Club was awarded the “Outstanding Club Event of the Year” for working collaboratively with other clubs on campus (GSA, Dreamers, Black Student Union, and Latinx), plus our new Puente Club President also received the “Emerging Leader of the Year” Award. These experiences demonstrate that Puente Program is developing new leaders on campus.

The Puente Club also provides an avenue for students in Phase 3 of Puente (i.e., those students who have completed the required two-semester counseling course and English course sequence) to remain connected to Puente. The club is also open to all students. This means non-Puente Program students can participate and connect with the faculty advisors and their fellow peers. The Puente Club leaders are actively involved with the Associated Students of Cañada College (ASCC) activities and they learn leadership skills.

Puente Events

In addition to the academics, there are multiple out-of-class events, activities, and field trips that make the Puente Project experience a unique and holistic program for our Puentistas. These activities serve to strengthen the interpersonal skills, create the ‘familia’ environment, and to expand the knowledge and horizons of our Puente students. While field trips, events, and activities may change from year-to-year, there are a few staple, cornerstone Puente Project activities that are part of the Puente Project tradition statewide. These events are well attended by Puente students, mentors and campus administrators.

Fall Semester Activities:

- Fort Miley ropes course
- Mentor Mixers
- Transfer motivational conference
- Noche de Familia

Spring Semester Activities:

- Mentor mixers
- University campus tours
- End-of-the-Year Celebration

Phase III

The Puente Program is comprised of three phases: Phase I: students are enrolled in English 847 and Career 137 during the fall semester; Phase II: students are enrolled in English 100 and Career 110 during the spring semester; and, Phase III: these are students who have completed Phase I and Phase II. Students in Phase III continue to receive academic, career, personal, and transfer counseling until they transfer to a four-year college or university. As a result, these students are highly encouraged and supported to take on campus leadership roles, apply for scholarship opportunities, take honors-level courses, and take part in transfer, career and outreach opportunities.

The information below shows the leadership roles our Puente students have taken on campus.

2015 - 2016:

- Puente Club President
- Puente Club Secretary
- Puente Club Treasurer
- Puente Club Inter-Club Council Liaison (ICC) representative
- Dreamers Club Secretary

5 Puente students were awarded a scholarship and recognized at the Scholarship and Transfer Recognition achievement ceremony

2016 - 2017:

- ASCC Commissioner of Publicity (spring 2017) formerly served as ASCC senator (fall 2016)
- Dreamers Club President
- Puente Club President

Puente Club Secretary
Puente Club Treasurer
2 Puente Club Inter-Club Council Liaison (ICC) representatives
12 Puente students were awarded a scholarship and recognized at the Scholarship and Transfer Recognition achievement ceremony

2017 - 2018:

Puente Club President
Puente Club Secretary
Puente Club Treasurer
2 Puente Club Inter-Club Council Liaison (ICC) representatives
ASCC Senator
Dreamers Club Secretary
9 Puente students were awarded a scholarship and recognized at the Scholarship and Transfer Recognition achievement ceremony

2018 - 2019:

Puente Club President
Puente Club Secretary
Puente Club Treasurer
2 Puente Club Inter-Club Council Liaison (ICC) representatives
ASCC Vice President
ASCC Commissioner of Marketing and Design

UC Riverside Puente Leadership Conference

Each year Puente students statewide get the opportunity to apply to attend the week-long UCR Puente Leadership Conference (UCRP). This conference is held during the summer at the University of California, Riverside. This has been an incredibly powerful program and many of the alumni have successfully transferred to several four-year universities, becoming highly active on the campuses and in their communities, while creating lifelong networks with their fellow alum.

Students from our 2015-2016, 2016-2017, and 2017-18 Puente cohorts successfully applied and represented our Puente Program at the UC Riverside Puente Leadership conference during the summer semesters. After doing so, they came back equipped to take on various leadership projects on campus. Some of these leadership roles include the President of the Dreamers Club, several positions in the Puente Club, and the ASCC Commissioner of Marketing and Design. These students have also motivated their fellow peers to get involved on campus and take advantage of campus programs and resources.

Attendance of Cañada College Puente Students at the UC Riverside Leadership Conference:

Spring 2016

1 student was selected to represent the Cañada College Puente Program at UC Riverside

Spring 2017

2 students were selected to represent the Cañada College Puente Program at UC Riverside

Spring 2018

2 students were selected to represent the Cañada College Puente Program at UC Riverside

Honors Transfer Program

Given that 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 community,” our goal as Puente Co-Coordinator was to expose our Puente students to honors-level curriculum. As a result, each spring semester Puente Phase II students automatically earn one unit of honors-level credit upon successful completion of the Career 110 Honors Colloquium in Career and Personal Development: Transfer Essentials and Planning course. They also get the opportunity to work with their English professor to create an Honors Contract that will allow them to earn honors credit for their English 100 course.

During the 2015-2016 academic year, one of our Puente students earned 4 honors-level units, and she continued to take honors-level courses during the semesters that followed. Before she transferred to a four-year university last spring 2018, she had accumulated enough honors-level units to graduate from the Cañada College Honors Program. In spring 2018, three additional Puente students were enrolled in honors-level courses. These experiences demonstrate the need to provide our Puente students with high level expectations as well as high level support.

5. Impact of Resource Applications: Office Assistant II Puente Position

In fall 2015, the Puente program was implemented at Cañada College and required, per the Regents of the University of California contract, clerical assistance of at least 10 hours a week; however, our Puente team was not successful in getting this position funded during the fall 2015, spring 2016 and fall 2016 semesters. As a result, the Puente Co-Coordinator/Counselor took on the additional administrative duties below to support the services in our program:

1. Be the first point of contact for the Puente program and begin the special enrollment process
2. Exchange information with college staff and others regarding Puente program services
3. Organize paperwork related to Puente field trips (e.g., Ropes Course and Motivational Conference) and on-campus group activities
4. Assist with implementing Puente program events (e.g., Noche de Familia, Mentor/Mentee mixers, End of the year celebrations).
5. Screen calls, visitors and electronic inquiries to provide policy and procedural information about the Puente Program
6. Set up and track budget expenditures and files
7. Use a database and a variety of computer software to set up, track and maintain a wide variety of data and electronic and manual files and to perform data entry and retrieval
8. Compose and prepare correspondence, memoranda, report narratives, forms, publicity materials and other materials from copy
9. Prepare correspondence and reports, agendas and meeting minutes, and spreadsheets

The Puente Office Assistant II is essential to providing consistent, professional Student Services support for the program year-round that is housed in the Counseling Department (Building 9-floor 1); therefore, we were fortunate to have Yesenia Haro, Welcome Center OAll (existing college position), assigned to provide the much needed 10 hours a week of administrative support to our program effective Spring 2017 to Summer 2018.

These 10 hours a week of administrative support allowed our team to complete the following tasks: scheduling and following up on SARS counseling appointments, phoning mentors or students to remind them of orientation events or mixers, organizing student intake forms throughout the year to track applicants, updating mentor-student information so our records are current, managing mentor applications, creating and organizing materials for events. As a result, the Puente co-coordinators had more hours to provide direct student support that greatly impacts student success.

Recently, the Welcome Center OAll took a different position in a different program during the fall 2018 semester. This means our program has not been able to receive any administrative support for fall 2018. Consequently, the Puente English instructor and the Puente Counselor are doing the administrative work that the office assistant was responsible for during the three semesters. This shortage in staffing is making the coordination of this program more challenging this fall 2018 semester. They are also not able to focus on the goals mentioned earlier: strengthening the mentoring component and providing opportunities for Phase III students.

Puente Funding

The Puente Program at Cañada College is funded using two funding sources: Equity and University of California Office of the President (UCOP). The UCOP funds \$1,500 each year for Puente mentor expenses. Equity funds the required \$7,000 for Puente program events and pays the 20 percent release time for the full-time English instructor to teach the two sequenced English courses and co-coordinate Puente activities. One of the main challenges that our program has each year is running an effective program for over 79 students on a total budget of \$8,500. The cost of meals for each our events and transportation consumes

most of this budget. This also takes a lot of coordination time on behalf of the co-coordinators since they need to spend time researching cost effective options to meet the program needs, plus the rising cost of these expenses (food and transportation) places an added challenge. For example, this fall 2018 semester our team was not able to fund the Rope Course field trip.

Another challenge our program faces is not being able to provide our students with direct student aid (e.g., books, supplies, calculators, transportation). Although we do everything possible to refer our students to on campus support services and programs, not all of our students are eligible for these services. Many of our students work full-time, so they are not eligible to receive services from programs like EOPS, TRiO and Promise which require students to be enrolled full-time. Given that we serve the most at-risk students it would be great to be able to provide these services as needed.

Current State of the Program

6A. State of the Program - Observation: The Puente Program has experienced growth in the number of Phase I, Phase II and Phase III students that it serves. From the 2015-2016 academic year to the 2018-2019 academic year the Puente Program significantly increased in student enrollment. We currently serve 79 Puente students on campus and coordinate a mentoring program that consists of thirty mentors. Each year the number of Puente students on the Puente counselor's caseload will increase since the program serves each Puente student until they successfully transfer to a four-year university. This added growth does not come without its share of challenges. The increase in student counseling appointments, follow up appointments, and early alert intervention is at the core of our student's success and retention. We also expect to add more students during spring 2019 which will add to the number of Puente students who will need direct services (academic counseling).

Additional challenges involve receiving sufficient funding to cover for office supplies that the Puente co-coordinators need to promote and facilitate Puente events, the school supplies that at least 10% of our Puente students struggle to purchase, and an overnight tour of universities for Phase III Puente students. See the attachment titled "Puente Supplies and University Tour that Need Additional Funding" for a list of these supplies and travelling costs. Our action plan would involve officially requesting additional funding from the Equity Committee and teaming up with another program on campus with an experienced staff to coordinate an overnight tour of universities.

Most currently, not having a Welcome Center OAI (assigned 10 hours a week to Puente) is a real challenge. There are many administrative duties that the office assistant used to complete and that the Puente English instructor and Puente counselor must now find time to complete. We also have to recruit more students to join our Puente Program during the spring 2019 semester due to low fall 2018 enrollment. This was the first time we have been faced with this situation due to our district using High School transcripts for English placement. This means our team has also had to create a plan to accelerate our English curriculum (see section 6B).

6B. State of the Program - Evaluation: Once our campus hires the Welcome Center OAI replacement position, this person will need to be trained on Welcome Center duties before helping us 10 hours a week with Puente Program administrative tasks. This means our Puente Co-Coordinators will need to continue to find time to complete these administrative tasks. This means that many of the projects that were aimed to grow the program will be put on hold. These activities include: providing opportunities for Phase III students, maintaining the Canada College Puente website, maintaining an active social media presence, and creating an effective outreach plan to ensure that our Puente Program fills every year.

We were not able to recruit 30 students for our 2018-19 cohort. This was the first semester we were not able to meet this goal due to our district using High School transcripts for English placement. We received permission from our Puente Statewide office to tailor our Puente curriculum to meet the needs of the college.

We are planning to accelerate the Puente Project at Cañada College starting in fall 2019. Instead of having the Puente students begin with English 847 in the fall semester and continue on to English 100 in the spring semester, we are planning to have the Puente students begin with English 105 (which is equivalent to English 100) in the fall and continue on to English 110 in the spring semester. We are making this change because it appears that many students who were interested in enrolling into the Puente Project this school year did not because they placed into English 100 and were, therefore, not eligible for the Puente Project. As a result, our cohort this fall semester was half the size of earlier cohorts. The newest multiple measures used to place students into English courses are accelerating many more of our new Cañada College students and placing them directly into English 100 (college-level composition). However, the English Department has seen a significant recent overall decline in success and persistence in English 100. The English Department is aware that more students who are now placing directly into English 100 need much more instructional support during class and outside of class to succeed in English 100 (three-unit college-level composition class). This is the reason that the Puente English instructor believes that a five-unit model of English 100, which is called English 105, is a better model for the Puente students. English 105 will provide students with more instructional support during class. Skyline College's and the College of San Mateo's Puente Projects have already made this change to English 105 for their fall semesters. At the moment, the Puente English instructor is working with the Cañada College Curriculum

Committee to get this new course approved on campus and for the UC, CSU and private colleges to give the new course a transferrability status.

- 7A. Current SAOs & SLOs:**
1. Success rates in English: Student will successfully complete English 847
 2. Success rates in English: Student will successfully complete English 100
 3. Success rates in Career: Student will successfully complete Career 137
 4. Success rates in Career: Student will successfully complete Career 110
 5. Retention: Program will retain students for the duration of academic portion of the program (i.e. one year)
 6. Persistence: Student will persist in three consecutive terms

English 847 and English 100 SLOs:

Student Learning Outcome for English 847 in fall semester: "Students will write a compelling thesis statement that controls the argument of the essay"

Over 70% of the Puente students successfully met this student learning outcome in fall 2017.

Student Learning Outcome for English 100 in spring semester: "Students will draft an essay that conforms to MLA format."

Over 70% of the Puente students successfully met this student learning outcome in spring 2017.

Career 137 and Career 110 SLOs:

Student Learning Outcome for Career 137 in fall semester: "Students will conduct an informational interview and write a report summarizing their experience."

92% of the Puente students successfully met this student learning outcome in spring 2018. These skills are measured using an informational interview rubric that listed evaluative criteria in four different areas.

Student Learning Outcome for Career 110 in spring semester: "Students will write a paper that evaluates coursework for transfer requirements."

100% of the Puente students successfully met this student learning outcome in spring 2018.

7B. SAO Assessment Plan: We are currently working with the Research Office (PRIE) to interpret data about our first three cohorts of students that is relevant to our SAO. Once we reach a better understanding of this data, we will be able to design an SAO Assessment Plan that can address desired improvements.

7C. SAO Assessment Results & Impact: One of our goals is to work more closely with the Research Office to collect data about our last three cohorts.

7D. SLO Assessment Plan: English Courses SLO Assessment Plan

By the end of the fall and spring semesters, most Puente students are successfully meeting the SLOs for English 847 and English 100. The English Department's goal is to have at least 70% of our students achieve these learning outcomes, which the Puente students are accomplishing. To improve these results, a greater percentage of the Puente students can strive to meet these student learning outcomes.

By the end of the fall and spring semesters, the majority of the Puente students are successfully meeting the SLOs for Career 137 and Career 110. These results also demonstrate that the counseling courses are impacting students in a positive way. 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: 1. Supportive peer group; 2. careful monitoring by a counselor; 3. academic and social support learning community; and 4. Puente trained faculty members.

7E. SLO Assessment Results & Impact: As previously reported, the first, second, and third Puente cohorts have been successful in meeting the English Department's expectations for the SLOs that have been designated for English 847 and English 100 during the past three years. They have also met the Counseling Department's expectations for the SLOs assigned to the Career 137 and Career 110 courses.

Looking Ahead

7F. SAOs & SLOs for the Next Review Cycle: The 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.” The Puente students are required to meet with their Puente counselor at least once every semester until they transfer to a four-year university. The counseling component includes educational planning to include course selection, choice of major and transfer to four-year institutions. Students are encouraged to take part in volunteer opportunities, visits to four-year universities, and community and cultural-based activities throughout the academic year.

English SLOs for the Next Review Cycle

The same SLOs for English 847 and English 100 will be evaluated in the future fall and spring semesters.

Although Professor Valenzuela gives students early feedback about their theses, some students do not address the feedback in their revised essays. This could be because students do not understand the feedback or do not know how to clarify their theses. Professor Valenzuela is now requiring that all of her students meet with her and with tutors to complete two tutor forms that require students to develop two writing skills that were identified in Professor Valenzuela’s feedback.

Career SLOs for the Next Review Cycle

Career 137 SLO for Fall 2018: “Students will conduct an informational interview and write a report summarizing their experience.”

Career 110 SLO for Spring 2019: “Students will write a paper that evaluates coursework for transfer requirements.”

Counseling, mentoring and instruction are the three main components of the program. This means the students are benefiting from the material covered in the career courses and they are developing critical thinking skills.

9. Program Improvement Initiatives: * See objectives and action plans to view list of requested supplies.

Program Review Narrative Status: Complete

Objective: Academic Supplies for Ten Percent of Puente Cohort

By supplying school materials, which include books, to the most needy Puente students, the Puente Program would be helping them begin the semester strong with sufficient academic materials

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021, 2021-2022

Estimated Start Date: 08/01/2019

Estimated Completion Date: 05/31/2022

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - To provide academic supplies to our most needy students in the Puente Program (Active)

Who's Responsible for Completing this Action Plan?: Sandra Mendez and Yolanda Valenzuela

Estimated Completion Date: May 2022

Resource Requests

Career Kits - These Career Kits would be given to our neediest students who are not able to afford the costs of the course materials for their Career 137 course. Access to these items would remove obstacles for them to help them achieve better outcomes in the class. This would also show them how committed everyone at the college is to their success.

Type of Resource: Supplies (Items less than \$5000)

Cost: 425.1

Graphic Calculators for Loan - These graphic calculators would be given to our neediest 10 students who are not able to afford the costs of the course materials for their math courses. Our Puente students are counseled to complete their English and math

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requirements at the beginning of their college careers. Access to these items would remove obstacles for them to help them achieve better outcomes in the class. This would also show them how committed everyone at the college is to their success.

Type of Resource: Supplies (Items less than \$5000)

Cost: 1270.49

Laptop Computers for Loan - These laptop computers would be given to our neediest 10 students who are not able to afford computers to complete their on-line Canvas assignments and typed essays. Access to these items would remove obstacles for them to help them achieve better outcomes in the class. This would also show them how committed everyone at the college is to their success. The price include computer model Dell Latitude E7470, carrying case, adapter, and five-year warranty.

Type of Resource: Equipment (Items Over \$5000)

Cost: 12430.69

Office Supplies for Students - These office supplies would be given to our neediest 10 students who are not able to afford the costs of necessary office supplies. These office supplies include pencils, pens, paper clips, small post-its, erasers, composition notebooks, small staplers, highlighters, and small flashdrives. Access to these items would remove obstacles for them to help them achieve better outcomes in the class. This would also show them how committed everyone at the college is to their success.

Type of Resource: Supplies (Items less than \$5000)

Cost: 268

Textbooks for English 847 and English 100 Puente Students - These textbooks for Puente English classes would be given to our neediest 10 students who are not able to afford the costs of the required books. Access to these items would remove obstacles for them to help them achieve better outcomes in the class. This would also show them how committed everyone at the college is to their success.

Type of Resource: Supplies (Items less than \$5000)

Cost: 1460

Objective: Office Supplies for Required Events

Each semester, the Puente State Office requires that the two Puente Program Co-ordinators facilitate for the Puente students and mentors certain required events. Some of these required events include a mentor training, Family Night, social mixers for the mentors and mentees, and an end-of-the-year celebration where students and mentors receive certificates. In other words, the co-ordinators need these supplies to offer these required events so that our Puente Program can achieve compliance.

Objective Status: 2 - Continuing (PR)

Objective Year: 2019-2020, 2020-2021, 2021-2022

Estimated Start Date: 08/01/2019

Estimated Completion Date: 05/31/2022

Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Resource Requests

Office Supplies for Required Events - Each semester, the Puente State Office requires that the two Puente Program Co-ordinators facilitate for the Puente students and mentors certain required events. Some of these required events include a mentor training, Family Night, social mixers for the mentors and mentees, and an end-of-the-year celebration where students and mentors receive certificates.

Type of Resource: Supplies (Items less than \$5000)

Cost: 546.57

Objective: Overnight University Tour

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We would like to take 30 Phase II and Phase III Puente students to three four-year universities so that they may get a full tour of each campus. This would require an overnight stay in a city in California. We believe this type of university tour will inform our students about more universities and motivate them to transfer at higher rates.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021, 2021-2022

Estimated Start Date: 08/01/2019

Estimated Completion Date: 05/31/2022

Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

Please select the district goals with which this objective aligns.: District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County

Resource Requests

Overnight University Tour - We would like to take 30 Phase II and Phase III Puente students to three four-year universities so that they may get a full tour of each campus. This would require an overnight stay in a city in California. We believe this type of university tour will inform our students about more universities and motivate them to transfer at higher rates.

Type of Resource: Other

Cost: 5000