



# **Puente**

**Program Review - Comprehensive Review**

2022- 2023

## Program Context

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### Mission

#### **What is your program's mission statement?**

The mission of the Puente Project at Cañada College 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."

#### **How does your program align with the division, college and district 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, Latinx students have been underrepresented at four-year colleges. As equitable opportunities, the Puente Project at Cañada College provides students with strong academic preparation and additional resources so that more students, especially our Latinx students, succeed in their classes and complete their educational goals, which include transferring to a four-year university.

### Program Description

#### **Who does your program serve? How do we serve our student populations as a whole?**

[Puente](#) is a nationally recognized, transfer support program. Its mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to help future generations. The program is interdisciplinary in approach, with writing, counseling, and mentoring components. Puente was founded in 1981 to address the low rate of academic achievement among Latino community college students. The program currently serves 7 middle schools, 36 high schools, and over 65 community colleges in the state of California, it also serves 3 community colleges in Texas, and 2 in Washington. Puente is sponsored by the University of California and the California Community Colleges and is open to all students.

#### **What does your program do for students in helping them reach their goals?**

Puente provides an academic and supportive environment in which students plan and work toward achieving their educational and career goals in partnership with a counselor, culturally sensitive instructors, and community professionals. The program integrates writing instruction, counseling, and mentoring to provide a focused and engaging learning environment for students. An important part of the program is the mentoring component, where students are matched with professionals from the community who provide them with knowledge and guidance about education, careers, and life. Puente recognizes that learning does not just occur within a classroom setting and provides

students with opportunities that focus on Latinx identity to learn outside of the educational institution that allow them to see their lives, experiences, and culture reflected in the academic world. We do this by connecting the students to the community, offering cultural events, going on field trips, and promoting many other events that create a sense of trust, community, and family.

**What are your on and off campus community partnerships?**

On-campus partnerships – EOPS/CalWORKs, Financial Aid, Outreach, Associated Students of Cañada College (ASCC), TRIO, ESO Adelante, Enrollment Services, Transfer Center, Career Center, DRC, Puente Project at CSM, Puente Project at Skyline College.

Off-campus partnerships - Puente Project Statewide Office, Upward Scholars, San Mateo Community College District

**How does your program contribute to anti-racism at Cañada College?**

The Puente program at Cañada College is aligned with and supports our college mission and value statements, as well as the solidarity statement because we focus on fostering success, creating equitable opportunities for students, celebrating the intersectionality of our students' identities, enhancing students' leadership skills, and providing a space where they can critically reflect/analyze the problematic institutionalized policies and practices that exist towards BIPOC, as well as so much more. We are also aligned with every aspect of our [EMP priorities](#). In addition, during the past three years, most of the curriculum taught in English 105 focuses on the theme of antiracism. Students read and write about the history of racism and how to be an antiracist.

**Equity and Access**

**Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students.**

The Puente Program has provided counseling appointments virtually (zoom/phone) since March 2020. These virtual appointments have given students access to their Puente Counselor in a more flexible manner. This allowed students to access their counselor in ways that they previously had not been able to due to time constraints, familial responsibilities, and other factors that kept them from previously attending appointments. There have been less “no show” appointments because of the flexibility of meeting virtually than previous years. For the Puente Counselor, the constant and important follow-up work with these students who came to these appointments was higher than other years. There was definitely an overwhelming amount of students in the current cohorts, as well as Phase 3 Puentistas, who scheduled appointments, reached out for support, and accessed services and asked for resources, more than previous years. The need for Puente transfer support increased as the number of students who requested appointments to get support with UC/CSU/Private college applications increased.

**How does your program work towards eliminating equity gaps? How does your program support marginalized populations? (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented,**

**Veteran, Low-Income, etc.) How does your program support Cañada College as an HSI and ANAPISI designated institution? How does your program take into account location (access and awareness)?**

According to the college-wide statistics presented for 2020-2021, Cañada serves around 38% of Latinx students, the majority of them being first-generation college students. There continues to be a pressing need for programs and services that address the needs of Latinx students. While the Puente Project serves ALL under-represented students, we have a specific focus on Latinx culture, identity, literature, and experiences. However, we cannot possibly serve all Latinx students who might need our specific guidance and support.

In addition, data about our Puente cohorts, which was provided by the Puente State Office and Cañada College's Planning, Research and Institutional Effectiveness (Office of PRIE) demonstrates that the Puente Project at Cañada College is achieving significant success in assisting mainly Latinx (Hispanic) students, an underrepresented group in higher education, with their academic goals by providing strong and culturally relevant instruction, academic counseling, and equitable access to other appropriate and comprehensive student services.

A. Analysis of data in attachment titled "Canada College\_Puente Five-Year Transfer Rate"

California's Community College Chancellor's Office provided the Puente Project's State Office with the data shown under the attachment titled "Puente Community College Program—Cañada College: Five-Year Transfer Rates of all Cañada College Students by Ethnicity and Puente Students, 2015-2016 Cohort Transferring by 2019-2020." This data shows that 45% of our first Puente Cohort, from 2015-2016, transferred to a four-year university or college by 2019-2020. This 45 percentage is larger than the percentage of non-Puente Hispanic students (27%) and the overall percentage of all Cañada College students (37%) who transferred to a four-year university or college in 2019-2020. Our first Puente cohort transferred at a higher rate than non-Puente Hispanics and the overall student population at Cañada College in 2019-2020.

B. Analysis of data in the attachment titled "Canada College\_Number of Students Earning AA Degrees"

The National Student Clearinghouse (NSC) provided the Puente Project's State Office with the data shown under the attachment titled "Cañada College—Puente Program: Number of Puente Students Who Earned Any Associate Degree, 2016-2020." This data shows that over a four-year period, Puente students increased the number of Associate Degrees earned at Cañada College from one Associate Degree in 2016 to seven Associate Degrees by 2020.

C. Analysis of data in the attachment titled "Canada College\_Puente Fall 2019 to Spring 2020 Retention Rates"

California's Community College Chancellor's Office provided the Puente Project's State Office with the data shown under the attachment titled "Percentage of All Cañada College Students by Ethnicity

and Puente Students Retained from Fall 2019 to Spring 2020.” This data shows that 80% of the Puente cohort from 2019-2020 were retained as students from fall 2019 to spring 2020. This 80 percent is larger than the percentage of non-Puente Hispanics (55%) and the overall percentage of all Cañada College students (52%) who persisted as students from fall 2019 to spring 2020. Our Puente cohort from 2019-2020 had a higher retention rate than the non-Puente Hispanics and overall student population at Cañada College from fall 2019 to spring 2020.

D. Analysis of data in the attachment titled “Cañada College Puente Project Research Report: Spring 2022”.

Cañada College’s Planning, Research and Institutional Effectiveness (Office of PRIE) provided the Puente Program at Cañada College the data shown under the attachment titled “Cañada College Puente Project Research Report: Spring 2022.” When the Puente Program began in Fall 2016 and through fall 2018, the Puente cohorts began their English course sequence with a pre-transfer English composition course named English 847 and continued onto the transfer-level composition course named English 100 the following spring semester.

This data shows that during four consecutive fall semesters (fall 2015, fall 2016, fall 2017, and fall 2018), Puente students had a higher percentage of success (74.2%, 73.5%, 74.3% and 60%) in English 847 than non-Puente Hispanic students (62%, 58%, 69.6%, 50%) and the overall percentage of all Cañada College students (62.9%, 63.9%, 60.7%, 54.3%) who also enrolled in English 847. This data also shows that during four consecutive spring semesters (spring 2016, spring 2017, spring 2018, and spring 2019), Puente students had a higher percentage of success in spring 2016 and spring 2019 (90.9% and 80%) in the transfer-level composition course named English 100 than non-Puente Hispanic students (67.9% and 65.4%) and non-Puente non-Hispanic students (86.7% and 65.4%) who also enrolled in English 100.

Starting in Fall 2019, after the legislation called AB 705 was passed, the Puente Program at Cañada College decided to accelerate the English course sequence of the new Puente cohorts, and, therefore, began enrolling the new Puente cohorts into English 105, a new transfer-level composition course that is equivalent to English 100 but has more units and more instructional support. When the Puente students were enrolled in an in-person section of English 105 in fall 2019, their success rate (62.9%) was higher than the success rate of non-Puente Hispanics (50.6%) and non-Puente non-Hispanics (61.5%). However, the COVID pandemic began the following spring 2020 and disrupted all in-person classes and forced all English courses to be taught online. The struggles that this pandemic and mode of instruction caused in our students’ families were many. As a result of these struggles, the success rate of Puente students in the online section of English 110 in spring 2020 (55%) was lower than the success rate online non-Puente Hispanics (70%) and online non-Puente non-Hispanics (76.2%). The COVID pandemic continued into fall 2020 and played a role in creating a lower success rate for Puente students (32.1%) in the online section of English 105. The following spring 2021 semester, our Puente cohort did have a higher success rate (92.3%) in the online section of English

110 than the success rate of online non-Puente Hispanics (59.1%) and the success rate of online non-Puente non-Hispanics (72.2%), but by spring 2021 we had already lost about half of our online Puente cohort in their first semester, which was fall 2020.

In addition, according to the PRIE's data, before the COVID pandemic's disruption, the Puente students' retention rates from fall to fall was consistently higher than the retention rates of non-Puente Hispanics and non-Puente non-Hispanic students at Cañada College. Puente students' fall to fall retention rates from fall 2015 through fall 2019 (80.6%, 79.4%, 60%, 55.5%) were higher than the retention rates of non-Puente Hispanics (54.9%, 49.4%, 57.1%, 41.4%) and non-Puente non-Hispanics (71.4%, 47.2%, 50%, 54.7%). During the first year of the COVID pandemic, the fall-to-fall retention (fall 2019-fall 2020) for Puente students for the first time was lower (51.4%) than the fall-to-fall retention rate for non-Puente non-Hispanics (65.4%), and it was slightly higher than the fall-to-fall retention rate for non-Puente Hispanics (50.6%). Fortunately, during the second year of the COVID pandemic (fall 2020-fall 2021), the Puente students' fall-to-fall retention rate improved (71.4%), and it was significantly higher than the fall-to-fall retention rate of non-Puente Hispanics (54.9%) and non-Puente non-Hispanics (56.3%).

The PRIE Office has also provided data about non-ESL certificates and Associated Degrees earned within a six-year period, 2015-2021. Puente students have earned 10 certificates, non-Puente Hispanics have earned 16 certificates, and non-Puente non-Hispanics have earned 7 certificates during this six-year period at Cañada College. Puente students have earned 20 Associate Degrees, non-Puente Hispanics have earned 40 Associate Degrees, and non-Puente non-Hispanics have earned 12 Associate Degrees.

Overall, the data provided by these multiple sources shows that the Puente Program at Cañada College has had a history of strong student retention from fall to spring and from fall to fall, especially before the COVID pandemic and during the last half of the pandemic-related online classes. The program also had a strong history of very good success rates in pre-transfer composition classes (English 847) and transfer-level composition classes (English 100) before the pandemic. Most recently, however, the Puente Program and the entire English Department faculty is struggling with the success rates in the newest transfer-level composition course, English 105, which is a course that is supposed to make up for the previous pre-transfer composition courses (English 826 and English 847) and still meet the requirements of English 100, its equivalent course. The Puente English Instructor is working closely with other English faculty to develop more effective curriculum and teaching strategies for this challenging course. The Puente English Instructor is also working with the DRC staff and the Writing Center's embedded tutors and peers tutors to offer the Puente students the academic preparation and support that they need to achieve success in English 105.

**How does your program take into account delivery method(s) to best serve students? (ie. marginalized, underserved, underrepresented, disproportionately impacted, etc.)**

The Puente Project is open to all students. However, the curriculum does emphasize issues that have a strong impact on Latinx communities, so most of the students in the program are members of Latinx communities. By enrolling Puente students in a learning community that links their required English classes (English 105 and English 110) and career classes (Career 137 and Career 110) for two consecutive semesters, the program is creating a consistent and supportive community of peers of instructors.

English 105, the Puente students' first transfer-level composition class on campus in the fall semester, can be very challenging. For this reason, in addition to regular instruction from the professor, Puente students are offered the opportunity to receive one-on-one assistance during class. The Puente English Instructor, Professor Valenzuela, always has an embedded Instructional Aide/class tutor who also serves as a tutor at the Writing Center and who is present in class during at least the last hour of class when students are given time to work on drafting outlines and paragraphs for essays. In addition, for the past four semesters, Professor Valenzuela has also worked with the Disability Resource Center (DRC) to have a DRC facilitator provide a weekly study group opportunity for her English 105 students, which include the Puente students. Professor Valenzuela also offers one-on-one assistance to her students at the Writing Center during her office hours and special student appointments. This fall 2022, Professor Valenzuela is going to have the DRC study-group facilitator move her study group to the Writing Center so that she can develop a working relationship with the embedded Instructional Aide/class tutor. As partners, both of them will be able to serve the Puente students more effectively every week at the Writing Center.

For the two English courses that Puente students are enrolled in for fall and spring semester (English 105 and English 110) the Puente Program also provides free loaned copies of the textbook, novels, and other required books to at least 10% of the class. Even during the pandemic, when all English classes were given online/on Zoom, hard copies of these books were provided to the Puente students who had the most financial need because the Puente students found it easier to read and process the required reading materials with printed books.

## **Looking Back**

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### **Major Accomplishments and Challenges (500 word limit)**

**Describe major accomplishments and challenges since the last program review cycle.**

#### **Major Accomplishments**

**Virtual Instruction, Virtual Counseling, and Virtual Events:** Starting in March 2020, due to the COVID pandemic, the Puente Counselor and Puente English Instructor had to quickly develop their online skills as instructors, counselor, and event planners. After a major learning curve, both instructors designed engaging online curriculum, kept constant

communication with Puente students through Zoom instruction, Zoom appointments, and Zoom activities and events (e.g., scholarship workshops, Mentor Pláticas). This transition to virtual learning and virtual services saved our program, allowing our program to enter its 7th year at Cañada College with over 80 active Puente students.

**Restarting In-Person Events:** In spring 2022, we hosted our first in-person Puente Mentor and Mentee Social since the pandemic began. We had over 30+ Puente students, mentors, and administrative leaders attend. This fall 2022, we are planning four in-person mentor/mentee events that involve small-group conversations in English 105 and two art workshops that will lead to a mobile Puente mural. We are also excited to have 22 in-person Puente mentors volunteer their time and support to our students this current school year.

**Priority Registration:** At Cañada College, we have strived to reach this goal since we launched in 2015, yet we had not been successful. Encouraged by the fact that our Umoja Program was approved for priority registration on January 7, 2022, the Puente Counselor submitted the necessary paperwork to ESC and met with the CSM and Skyline Puente teams to get this process started. As a result, our Puente Programs districtwide (CSM and Skyline) were successful in getting Priority Registration for our students effective Fall 2022.

**Campus Involvement:** The Puente students have continued to hold Associated Students of Cañada College (ASCC) Officers positions. Despite the abrupt transition to online learning, the Puente students served in these critical roles during the past three years: Commissioner of Publicity (2019-22) and Senator. In other campus involvement, we had several students working on campus as Student Ambassadors or ESO Adelante Peers Mentors, or taking a leadership club role. For example, most recently, two Puentistas have served as the Presidents of the Dreamers Club (2021-2022 and 2022-2023) and the Presidents of the Finance & Investment Club (2020-2021, 2021-2022, 2022-2023). At the UC Riverside campus in summer 2022, one of our Puentistas attended the first in-person UC Riverside-Puente (UCRP) Summer STEM Academy for four days. We constantly encourage and remind Puente students to get involved on campus, whether it is in student government, club leadership, on-campus work, or other activities.

### **Challenges**

**Recruitment-Support Challenges:** Coordinating, recruiting and registering 26+ students per year is a very critical aspect of the success of Puente's mission, and it is very time consuming for the counselor of the program. Recruitment occurs every spring semester when the counselor is also helping Phase II students register for fall classes, Phase III students submit their paperwork for transfer, all active Puente students obtain scholarship recommendations and complete scholarship applications, and the Puente English Instructor coordinate spring

events. The program needs consistent 10 hours of administrative support as listed in the MOU which we have not received. This position would free up the counselor to attend even more outreach events to recruit students. Moreover, the Puente Program would have consistent support during the summer months when both Puente Co-coordinators are off contract.

Below you can see the difference that Puente summer counseling support can have on recruitment and enrollment:

Semester	Students enrolled Aug 1st	Students enrolled August 17th	Students enrolled August 29th	Support
Sum 20	17	19	26	The Puente Counselor during the month of J recruitment. Moreover (Liliana Ceja) was available phone calls, provide information that made goal.
Sum 21	5	10	24	The Puente Program support. Although enrollment the state making recruitment the Puente Co-Coordinator for adding more student class sections being open students. As a result, donated over 4+ hours of August to try to meet
Sum 22	11	14	24	The campus supported Puente Summer Course we were able to recruit effective manner.

COVID-Related Challenges: For 2-3 years, the COVID pandemic has been disrupting our annual in-person out-of-class activities that used to take place in the fall semester (e.g., Noche de Familia, mentor/mentee activities, field trips like the Transfer Motivational Student Conference at a UC campus and Teatro Vision Plays at San Jose's Mexican Heritage Plaza) and in the spring semester (e.g., more mentor/mentee activities, Puente Pride Event, End-of-the Year Puente Celebration). Although more students are feeling comfortable being indoors at the moment, several of the students and the Puente English Instructor feel that they need to be extra careful by always masking indoors, not sharing transportation, and not eating indoors because they have family members whose health concerns make them more vulnerable to the COVID virus. It is for this reason that the Puente Co-Coordinators are not quickly re-starting some of the program's previous annual events that involve sharing a meal indoors and that require shared transportation. Since spring 2022, we have re-started the outdoor and indoor mentor/mentee activities, which have been going very well.

Another COVID-related challenge is the emotional development and mental health of our Puente students. It is apparent that there are many more Puente students in the in-class English classes who are quiet, reserved, and nervous to socialize with each other than there were in the Puente classes before the COVID pandemic. The Latinx communities were affected greatly by the COVID pandemic with high numbers of infections, deaths, job losses, hunger, and unstable housing. We can only imagine what these Puente students have seen and emotionally experienced. With our holistic approach to learning, further community building (with the help of our mentors), and continued connections with Personal Counseling Services, our program is trying to address these psychological challenges that are most likely making learning and healthy social interaction more difficult for some Puente students.

#### **Impact of Resource Allocations Process**

**Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?**

After the Puente Program requested funding for 40 summer counseling hours, it was granted for the summer of 2022. These 40 hours proved to make a significant difference in our recruitment and enrollment of Puente students for fall 2022. Due largely to these summer Puente counseling hours, before school began in fall 2022, we had 24 students already enrolled in our Puente courses. The previous semester, fall 2021, we had less than 15 students enrolled in our Puente courses a week before the semester, so our deans almost opened up our Puente courses to non-Puente students,

which would have made it difficult to have a cohesive Puente Program in our classroom. This low enrollment in the summer of 2021 was mainly due to the pandemic and lack of Puente summer counseling hours. Although two deans allowed the Puente classes to be preserved only for Puente students in fall 2021 because the Puente Counselor and the Puente English Instructor worked very hard to recruit at least a total of 15 students by the end of the first week of school, it was an extremely stressful week and a half for both the counselor and English instructor and not the best way to recruit, counsel, and register students. By recruiting, counseling, and registering students as early as June, the summer Puente Counselor was able to have more time to follow-up on phone calls and emails, properly inform students about the Puente Program, and teach students how to register. Students were able to begin the semester on time and not stress about having missed the first days of class. After having received feedback from the summer Puente Counselor this fall 2022, the Puente Program is planning to request another 20-40 summer Puente counseling hours so that the next summer Puente Counselor can recruit, counsel, and register students at least during the entire month of June and the first two weeks of August. The summer Puente counselor also emphasized that it is important to have a Puente Office Assistant work with the summer Puente Counselor consistently during these summer weeks because many follow-up calls, emails, appointments, and weekly group sessions on Zoom are needed to inform and register new Puente students in the summer. The summer Puente Counselor found the four group sessions (3-5 students) facilitated by the Puente Office Assistant especially helpful and efficient in giving students an orientation about Puente and helping them apply for the Puente Program.

Unfortunately, during most of our program's seven years, our Puente Office Assistant (OAll) has had a difficult time dedicating 10 hours per week of office assistance to the Puente Program, which is what the Puente MOU requires. We described this staffing challenge in our previous Puente Program Review in 2018-2019, but it has yet to be resolved three years later. Since our campus did not originally fund an OAll position for the Puente Program, our Puente Office Assistant shares her position with the Welcome Center's OAll position. The Welcome Center's supervisor has been generous in sharing one of their office assistants with the Puente Program during these seven years. However, the challenge for this office assistant has been to find enough time to support both the Welcome Center and the Puente Program. For example, our past and current Puente Office Assistants have been very busy at the Welcome Center during peak times (recruitment and enrollment periods). It is during these same peak times that the Puente Co-Coordinator really need an available Puente Office Assistant. Our current Puente Office Assistant has also been temporarily covering for her supervisor's previous position for almost a year, and this has limited how much administrative support she has been able to provide the Puente Co-Coordinator. The Puente Co-Coordinator met with the Vice President of Student Services and the Dean of Counseling last year, 2021-2022, and discussed this need. The Vice President of Student Services was going to look into the possibility of funding a Program Service Coordinator position that the Puente Program and Umoja

could share to receive more consistent administrative support for both of our programs. We are waiting for an update about this request.

The Co-Coordinator of the Puente Program are also interested in learning more about a possible ProCard for the Puente Program. Several counselors who work for other programs on campus and for Puente Programs at other campuses have recommended getting a ProCard to make our purchases easier. We have many questions about this possible ProCard, like who would teach us how to use it and who would help us with the budget under the ProCard. We have not received all the answers to our questions regarding the ProCard processes, so we are not yet certain whether a ProCard would work to our advantage. The Vice President of Student Services is still looking into the possibility of providing our program with a ProCard. We are waiting for an update about this possibility.

In our previous Puente Program Review, 2018-2019, we requested an adequate storage area for our supplies because Building 9, which is where our old storage area was located, was under construction. This fall 2022, we are back in our old storage area and have nicely organized and labeled all of our supplies. This storage space has allowed the Puente Co-Coordinator to distribute office supplies and loaned books to our most needy students in an efficient manner. It has also allowed us to have quick access to supplies and gifts needed for the mentor/mentee events this fall semester.

**How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?**

The additional 40 summer Puente Counseling hours helped all of the Puente students, except for only two, find their way to the in-person English 105 class on the first day of school. The summer and fall Puente Counselors worked together to meet with all of the Puente students before school began in order to give students a full orientation of the program and direct them to the in-person English class so students would not fall behind in class. Even though multiple students had financial blocks and other administrative obstacles to their registration, both Puente Counselors successfully directed them to their Puente classes as they worked out their registration process. As a result, our community in class has solidified since day one of class and all students have received the instruction, office supplies, loaned books, and loaned library chrome books that they needed since the first week of school.

Not having an Puente Office Assistant who can truly dedicate 10 hours of administrative work to the Puente Program each week has made it more difficult for the summer Puente Counselor and the fall Puente Counselor to do more follow-up work with Puente students in the summer and during the school year. In the summer, multiple phone calls and emails are required to finally contact Puente recruits and registered Puente students. In fall 2022, by the end of the third week of school, the English 105 Puente Instructor was proactive by providing the Puente Counselor with nine Early Alerts for students who were not submitting short assignments through Canvas. Although the Puente

Counselor spent an entire week calling and sending emails to these Early Alerts, she was able to contact and make appointments with only some of them right away; an office assistant could have helped with this follow-up to contact even more students and to allow the Puente Counselor to spend more of her time serving students in counseling appointments. Moreover, our Puente Counselor has struggled to complete important paperwork and tasks on time, including coordinating our program budget, and paying invoices for food and other costs. We would benefit immensely from a dedicated administrative assistant position.

Not having a ProCard has limited our purchases to Office Depot (with whom we have a purchase order agreement), where the prices for items are higher than in Amazon.com and the selection of items is limited. We are also forced to use our own money and ask for reimbursement (which is time consuming) when we buy culturally-relevant materials for our cultural events.

### **SAOs and SLOs**

**State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).**

#### **SAO**

The SAO for the Puente Project at Cañada College is the same SAO for the Puente Project statewide: “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.”

#### **Career 137 and Career 110 SLOs**

The CRER SLO's are assessed at the end of every course offering. Since our counseling department offers several sections of CRER 137 and CRER 110 each semester the CRER instructors decide as a team which SLO to assess.

These are the SLO's for CRER 137 and CRER 110 courses:

CRER 137 Life and Career Planning

1. Create an effective resume to be used for career-related opportunities.
2. Evaluate career assessment results (interests, satisfying work skills, values and personality.)
3. Demonstrate knowledge of informational interviewing skills.

CRER 110 Honors Colloquium in Career & Personal Development: Transfer Essentials and Planning:

1. Evaluate coursework for transfer requirements.
2. Use a four-year institution catalog to identify upper division course requirements for a bachelor degree.
3. Identify transfer policies for admission purposes.

The results listed below pertain to the CRER Puente sections:

Student Learning Outcome for Career 137 in Fall 2021: “Students will conduct an informational interview and write a report summarizing their experience.” (83% of the Puente students successfully met this student learning outcome in fall 2021.)

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 2022: “Students will write a paper that evaluates coursework for transfer requirements.” (91% of the Puente students successfully met this student learning outcome in spring 2022.)

These skills are measured using a transfer research paper rubric that listed evaluative criteria in three different areas.

### **English 105 and English 110 SLOs**

Student Learning Outcomes for English 105 in Fall 2021:

Upon successful completion of this course, a student will meet the following outcomes:

SLO 1: Apply MLA formatting principles to a college-level essay. (72% of the Puente students met this student learning outcome.)

SLO 2: Organize and compose a well-supported, argumentative, text-based essay. (80% of the Puente students met this student outcome.)

SLO 3: Formulate a compelling thesis in order to construct a critical expository essay which is guided by that thesis. (90% of the Puente students met this student outcome.)

These essay-writing skills were measured using an essay-skills rubric when the students’ last essay, the research-based Essay #3, was evaluated and graded.

Student Learning Outcomes for English 110 in Spring 2022:

Upon successful completion of this course, a student will meet the following outcomes:

SLO 1: Analyze literature using various critical approaches. (75% of the Puente students met this student outcome.)

SLO 2: Identify the salient features of various literary genres. (86% of the Puente students met this student outcome.)

SLO 3: Write a complex, sophisticated thesis statement in an essay that articulates an argument about an interpretation of literature. (93% of the Puente students met this student outcome.)

These literature and essay-writing skills were measured using an essay-skills rubric when the students' last essay, Essay #3, was evaluated and graded.

**Describe how your program assessed your SAOs and/or SLOs.**

The Puente Counselor will continue to keep a records of active Puente students who do and do not complete SEPs. Most recently, the Puente Counselor was informed that the PRIE Office can also share their SEP records with the Puente Program to make sure that expired Puente SEPs are updated.

The essay-writing and literature-based SLOs for English 105 and English 110 were measured using an essay-skills rubric when the students' last essay, Essay #3, was evaluated and graded.

CRER 137 - These skills were measured using an informational interview rubric that listed evaluative criteria in four different areas.

CRER 110 - These skills were measured using a transfer research paper rubric that listed evaluative criteria in three different areas.

**SAO/SLO Assessment Results and Impact**

**Summarize the findings of your program's SAO/SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?**

In regards to our SAO, the Puente Co-Coordinator's are interested in learning from our colleagues on campus how Puente's overall structure and goals could fall within the Counseling Department's SAOs and other relevant SAOs on campus.

To assist more Puente students in meeting the English 105 SLO that involves applying MLA requirements in their college-level essays, the Puente English Instructor will continue to have librarians guide the class in two research activities and will continue to offer students extra credit for attending MLA workshops taught by the librarians.

The Puente students have successfully met the CRER 137 and CRER 110 SLOs that align with the mission of the Puente Project. The Puente Counselor/instructor will continue monitoring this progress and make changes in collaboration with the CRER instructors as needed.

**Looking Ahead**

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**SAOs and SLOs for the Next Review Cycle**

**State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discussion how you will address anti-racism in the next program review cycle. Discuss how you will address equity in the next program review cycle.**

Future English 105 and English 110 SLOs will be identical to those mentioned previously in the document, and my previous suggestions for improvement will be applicable as well. In English 105, one of the required texts will continue to be *How to Be an Antiracist* by Ibram X. Kendi, to address the issues related to antiracism.

The CRER 137 and CRER 110 SLOs will remain the same. If any changes occur they will need to be discussed in the CRER Instructional Program review. Given that the Puente Program is unique because we focus on community building and creating the environment of familia, the CRER Puente courses focus on providing a space where students' knowledge and experiences are validated, allowed and encouraged, which gives students the opportunity to learn about and celebrate their families' diverse heritages and combat antiracism this way in the classroom setting. Since 2020 the Puente Counselor has made all of her CRER courses, including the Puente sections, part of the ZTC (Zero Textbook Cost) program that has not only helped the Puente students but also the general students in the CRER sections the Puente Counselor teaches.

### **Program Improvement Initiatives/Resource Requests**

**What change could be implemented to improve your program? How might an anti-racism lens be considered in the proposed changes? How might an equity lens be considered in the proposed changes?**

Through this program review process we are being asked how we can improve our program. This is puzzling when the Puente Project supports every single institutional statement and plan, which includes antiracist institutional goals. It might be better to ask how is the college as a designated Hispanic Serving Institution meeting the needs of Puente and the rest of the Latinx student population at Cañada College.

**How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional Anti-Racism training do you/your program need in the upcoming year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?**

There is room for improvement in the Puente students' success rates for English 105. As a program, we will continue to work with the English Department faculty, retention specialists, Writing Center tutors, the Disability Resource Center, Personal Counseling, SparkPoint, the Financial Aid Office, and other student services to address our students' academic and all-round human needs in an effort to help them learn more effectively and succeed in English 105.

The summer Puente Counselor also recommended that the Puente Co-Coordinator meet with the leaders of certain programs and services (e.g., EOPS, Promise, Admissions and Records, Financial Aid) to help these leaders understand the Puente Program's culturally-relevant curriculum and transfer goals, to encourage them to help recruit students for the Puente Program, to explain to them the steps needed to register new Puente students, and to explain to them how to receive new Puente students who seek their assistance. During the summer of 2022, the Puente Counselor did not receive any referrals from any other program, which surprised her given that we are an HSI where many students have a Latinx background. The summer Puente Counselor also recommended that we design cards indicating the steps for applying to the Puente Program for high school students to attend the PEP sessions.

The Puente Co-Coordinator also plan to continue meeting with the Dean of Humanities and Social Sciences, the Dean of Counseling, and the Vice President of Student Services to revisit the

possibilities of sharing a new position (Program Service Coordinator) with Umoja and obtaining a ProCard. If a new position is not possible, we still need an Puente Office Assistant who can dedicate 10 hours of administrative support each week.

As Puente Co-Coordinators, we are fortunate to have ongoing antiracism training through the Puente State Office in-person and on Zoom. In addition to the two-day Puente Regional Trainings every semester, throughout the year the Puente State Office holds multiple workshops and retreats related to antiracism work and holistic teaching that help instructors and students learn and stay healthy during these difficult times.

We are not requesting equipment or facility improvements.

## **Supporting Information**

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### **General Supporting Documents**

[Canada College Puente Project Research Report: Spring 2022](#)

[Canada College Puente Fall 2019 to Spring 2020 Retention Rates.docx](#)

[Canada College Puente Five-Year Transfer Rates.docx](#)

[Canada College Number of Students Earning AA Degrees 2016-2020.docx](#)

### **Tables & Graphs**

N/A