



# FULLERTON COLLEGE

ELEVATING EXCELLENCE.

## Student and Support Services

### 2022 - 2023 Self-Study

#### Three-Year Program Review Template

#### Puente Program

#### Counseling and Student Development Division

#### Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

#### Participants in the self-study

#### Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Elisa Latourelle Marcela Aguilera Daniel Scarpa			Counseling Faculty Counselor Adjunct Faculty English Faculty	<b>12/2/22</b>
Elisa Latourelle	<i>Elisa Latourelle</i>			Dec 15, 2022
Printed name of Principal Author	Signature		Title	Date
Jennifer LaBounty	<i>Jennifer LaBounty</i>		Dean	Dec 16, 2022
Printed name of Department Manager	Signature		Title	Date
Jennifer LaBounty	<i>Jennifer LaBounty</i>		Dean	Dec 16, 2022
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature		Title	Date

Dec 22, 2022

## 1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

**Mission:** The Puente Program is a cohort-based learning community that aims to increase the number of underrepresented students who enroll in college, earn associate degrees, transfer to a university, and return to the community as leaders and mentors. Puente fosters a supportive and inclusive environment for students to be successful learners by offering mentoring, peer mentoring, a designated English tutor, and dedicated English and Counseling Faculty for a year. Part of the pedagogy of Puente includes creating community within the classroom and out of it. Puente encourages the idea of the “familia,” that the participants in the Puente Program are part of a family of learners. Puente also encourages students to volunteer and become part of the campus community as whole. Additionally, the Puente Program seeks to train students to become leaders in the classroom and in their communities and encourages them to return to the community as mentors.

**Vision:** Many Puente students assert that the Puente Program was life changing for them. One way that Puente seeks to change lives is through its main mission--to help students transfer to four-year colleges and universities. Although open to all, the vast majority of Puente students are Latinx and first-generation college students. The Puente Program helps to transform their lives by helping them gain the skills necessary to navigate college and to be successful students. It is a wrap-around program; students learn not only how to write, think critically, navigate college, and transfer, they also learn how to be a part of a community that helps its members and those around it. Indeed, the students are highly encouraged to volunteer campus-wide. By encouraging volunteering and involvement, the Puente Program inspires positive change in the world.

**Core Values:** We embrace and value the diversity of our entire community: We do this by helping students understand and expand what community means and by building respect and appreciation for differences within and among communities. Students also read, discuss, and write about multicultural texts. We support innovation in teaching and learning: The Puente instructors regularly engage in professional development. We all attend Puente statewide training twice each year, learning about new pedagogical practices that we can bring back to our classes. We promote a sense of community that enhances the well-being of our campus and surrounding areas: A huge component of the Puente Program centers around establishing, maintaining, and strengthening a sense of community among our students. A part of each class period is dedicated to community building. Also, students take the sense of community built in the Puente classes with them to their other classes and to the campus community as a whole.

**College Goals:**

**Goal 1, Objective 1:** Puente promotes success for every student by creating a clear pathway to success. All students take COUN 151 College and Career Success in their first semester. This class includes career assessments and career research which supports students’ path to deciding their college and career goals early on in their academic career. Students also have a designated counselor and will create comprehensive educational plans to map out their progress towards reaching their goals by the end of their first year.

**Goal 1, Objective 4:** Puente increases course completion, degree completion, and transfer readiness. Puente provides additional support in transfer required English courses to increase success and retention rates in the first year. Students learn about degree and transfer requirements as part of the required counseling courses and receive comprehensive education plans within the first year. Counselors prepare educational plans so that students can earn an Associate Degree upon completion of transfer requirements.

**Goal 2, Objective 3:** Puente cultivates a culture of equity by increasing outreach and recruitment of students from underserved populations. Puente Counselors partner with the Outreach team to actively recruit students from local high schools with high populations of underserved students. Puente is open to all students but attracts mainly first-generation, Latino/a/x students. Puente counselors also outreach to high school counselors so that they can refer underserved students in need of additional support.

**Goal 2, Objective 4:** Puente fosters a sense of belonging where all are welcome, and student basic needs are met. Puente is built on a cohort model where students take two courses together for one year. Within the cohort, a sense of belonging and community is built among students. Students learn to respect and welcome differences. The cohort model allows Puente faculty to get to know puente students on a personal level which creates a trusting relationship that leads to ensuring basic needs are met. Puente faculty often refer students to other resources to meet basic needs when necessary.

## 2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The purpose of Puente is to increase the number of community college students who enroll in four-year universities, earn college degrees, and return to the community as leaders and mentors. The program is designed with 3 components: English, Counseling, and Mentoring. The program is offered to students in a cohort model which links English and Counseling courses in the Fall and Spring semesters. The staffing needs include 1 Counseling Faculty and 1 English Faculty per cohort. The Mentoring component does not require staffing; currently, the mentors are volunteers from the campus and community. Since the goal is to increase the number of students who successfully earn college degrees, the Puente Program also aims to increase the number of students who successfully complete English courses. To provide additional assistance in English, the program also offers embedded English Tutoring. With two cohorts, Hornets Tutoring staffs two English tutors that work 10 hours per week which includes in-class tutoring and two one-hour group sessions per week as well as a virtual “student hour” wherein tutors respond to messages and other electronic requests from students.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
Classified					
Faculty (full-time)	3		12	General	.50
<b>Counseling Faculty</b>	1	50%	12	General	.20
<b>English Faculty</b>	2	20% each	12	General	.20



year would be beneficial for clerical and coordinating assistance. Additionally, the Puente MOU entitles the program to a 10 hour per week administrative assistant, which we currently do not have. As mentioned under Goal 1, objective 4 above, the program struggles to track students once they move on from Fullerton College. Additional clerical support would help remedy the issue and allow us to use our graduates in recruiting pitches and invite them to return to the program as mentors.

2.5 How many students are served? How has this number changed since the last review?  
The Puente Program serves 54 students, 27 students per cohort, each academic year. This number has remained consistent since the last review.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

The Puente Program continues to serve 2 cohorts of students while having 1 full-time Counselor at .50 FTE, 1 Adjunct Counselor, and 2 full-time English Faculty at .20 FTE. Currently, there is 1 Adjunct Counselor and 1 full-time Counselor instead of 2 full-time Counselors which poses limitations on the coordinating piece. Adjunct Counseling Faculty are limited to 23 hours per week, maximum, which is reduced during the semester while they are teaching. Additionally, they typically work on at least one other campus part-time. The Puente Adjunct Counselor is not able to attend certain events that are outside of their hours unless they gain permissions to adjust their schedule, which is not always feasible. In addition, although Puente's Adjunct Counselors have been great additions to the program, the turn over rate is much higher than a full time counselor. Adjunct Counselors may move on to other opportunities within 1-2 years, like a full-time position. Thus, the full-time Puente Counselor must re-train a new counselor every year or so. This turnover rate also impacts students. Students grow a relationship with their counselor and if that counselor leaves the position after 1 or 2 years, those students feel their connection to Puente is lost. This also impacts the load of students that the full-time counselor continues to see and reach out to. Overall, it is important to have consistent, full-time faculty with adequate reassigned time in order for the students to receive continuity of services and for the Puente Program to maintain its consistency as a program and its high level of success.

Additionally, the COVID pandemic has hindered our ability to provide quality instruction. Getting our classes back in person in the Fall of 2022 has been hugely helpful in recreating the sense of community that Puente promotes. In-person events returning as well have helped our students develop bonds and access services. Going forward, a continued return to normalcy while still creating an environment where everyone feels safe will be crucial for the success of the program. However, some students have struggled to re-adjust to in-person learning and success rates have dipped as a result. This is a campus-wide trend that has affected Puente as well.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

AB705 has had the same impact on our Puente English course as it has statewide. Namely, that while increased numbers of students are completing transfer-level English within a year, success rates in individual sections have gone down. Our English 100 success rate, for example, is likely to drop this fall, due largely to the number of students who have struggled to attain college-level competency through the course of the semester. Additionally, with many communities we serve still suffering the effects of the COVID-19 pandemic, we have seen increased numbers of

absences, mental health issues, and family concerns superseding many students' ability to succeed.

2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

Data collected since the last review include student surveys to gauge "sense of belonging" and data gathered by OIE on success/completion rates, retention rates, and counseling educational plans.

Data gathered in 2019-2020 and 2020-2021 indicate that students felt a sense of belonging and were excited to join the program at the beginning of the academic year. During 2021-2022, during COVID, this survey was not administered. The puente team plans to continue administering student surveys again in 2022-2023 and each year after that.

Data provided by OIE indicated that Puente students have higher completion rates in English within their first year than non-Puente students. When disaggregated by race/ethnicity, the data shows that Puente Latinx students also have higher completion rates in English than non-Puente Latinx students. Also, when disaggregated by gender, the data shows that Puente male students have higher completion rates in English than non-Puente male students (see charts in section 3.0 below).

Data provided by OIE also indicated that Puente students have higher retention rates for Fall to Spring and Fall to Fall than non-Puente students. The same is true when disaggregated by race/ethnicity for Latinx students and by gender for male students (see charts in section 3.0 below).

Lastly, data provided by OIE indicated that 74% of Puente students have a comprehensive educational plan on file.

### 3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

A strength of the program is the **supportive environment** that is provided as students make sense of higher education in a way that reflects their unique identities, backgrounds, and experiences. This happens, as counselors and faculty members meet each student's need by providing the necessary opportunities and resources. The way this has looked is by providing holistic support in the personal and educational development of our students.

Puente provides an academic and supportive environment while students work towards their educational, transfer, and career goals. Students can navigate their educational journey, with the support of our counselors, culturally sensitive instructors, community professionals and on campus resources. The program integrates writing instruction, counseling, and mentoring to provide a focused and engaging learning environment for students. Part of the program also includes events to build community, university field trips to build transfer awareness, and campus volunteering to foster a sense of belonging.

Puente provides this supportive community from the start of their first academic year, by inviting them to attend a Puente orientation and a kickoff event, to ensure that students feel prepared and welcome on our campus. In the orientation, students gain a clear understanding of the expectation of the program to successfully fulfill the mission of the Puente Program. They also meet their Puente Counselor and create a fall semester educational plan and learn how to register for Fall classes. The kickoff event allows us to assist students as they navigate the entrance process in the community college system and vital support resources before school starts. Students also receive supplies and puente specific materials so that they feel welcome to the program and campus. 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 Familia. Also, Puente promotes connections with the community by having our students understand the importance of having a mentor, volunteering in the community, developing leadership skills, utilizing on and off campus resources, and attending college events. We see how these events provide our students with a sense of ownership of their journey and an empowerment to develop as leaders by getting involved in curricular and extracurricular activities.

Another strength 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. A huge strength is that we have been able to recruit enough mentors for each student and continue a one on one mentoring program. Many of our mentors are past puente students as well, which is carrying out the mission of Puente which aims to build leaders that return to the community as mentors. We have also been successful in implementing a peer mentoring program where puente students in their second year volunteer as peer mentors to first year students. This is also a strength of the program as it fosters leadership in our continuing students.

In our commitment to equity, it is essential that students understand how to self-advocate. Our program empowers students to take ownership of their experiences, and gain confidence in their voice in a way that enriches their learning, and identity development.

Another strength of the Puente Program is that it helps prepare students for transfer. The Puente Counselors teach students about important transfer concepts such as the Transfer Admissions Guarantee (TAG) program and develop a comprehensive student education plan with each student. Students also attend a Puente Motivational Conference hosted by the Puente State Office at a local UC, where they learn about various majors and hear tips about applying to UCs from admissions officers from across the state. Our Fullerton College Puente students also tour and attend presentations at universities such as UC Santa Barbara, UC Santa Cruz, UC Berkeley, and UC Davis.

One of the most foundational principles of the Puente Program is that it helps students succeed by creating a community that helps support students and increases their sense of belonging at the college and in higher education in general. Each of the components and events of the Puente Program focuses on this mission. 100% of students in Fall 2019 felt they had a support system at Fullerton College and 100% of students were excited to be part of the Puente Familia. 97% of students in Fall 2020 felt they had a support system at Fullerton College and 97% of students were excited to be part of the Puente Familia.

Students in the Puente Program have significantly higher persistence rates than the general population of students and comparable populations at Fullerton College. Students in the Puente Program persist from Fall to Spring (2019-2021) at a rate of 90.9% compared to the general population that persists at 76.9%.

Furthermore, the majority of Puente students identify as Latinx (98%) and first generation (at least 68%). The persistence rates for Puente Latinx students (98%) also far exceeds those of Latinx students at the college (79.2%) in 2019. The same is true for persistence from Fall to Fall: Puente students have a persistence rate of 82.4% while the general population and Latinx students both have persistence rates of 62.4%.

## **OVERALL**

*METRIC: Percent of Puente students persisting from fall to spring within their first year of the program*

### **% OF PUENTE STUDENTS PERSISTING FROM FALL TO SPRING**

First Term	Group	# Persisting	# in Group	% Persisting
<b>Fall 2019</b>	<b>Puente</b>	52	53	98.1%
	<b>Non-Puente</b>	3,609	4,535	79.6%
<b>Fall 2020</b>	<b>Puente</b>	48	52	92.3%
	<b>Non-Puente</b>	2,991	3,991	74.9
<b>Fall 2021</b>	<b>Puente</b>	49	59	83.1%
	<b>Non-Puente</b>	<b>2,613</b>	<b>3,458</b>	<b>75.6%</b>
<b>OVERALL</b>	<b>Puente</b>	<b>149</b>	<b>164</b>	<b>90.9%</b>
	<b>Non-Puente</b>	<b>9,213</b>	<b>11,984</b>	<b>76.9%</b>

## **OVERALL**

### **% OF ENTERING STUDENTS COMPLETING ENGLISH 100 or 103**

First Term	Group	# Completing ENGL 100 or 103	# Starting Program	% Passing ENGL 100 or 103
<b>Fall 2019</b>	<b>Puente</b>	49	53	92.5%
	<b>Non-Puente</b>	1,953	4,522	43.2%
<b>Fall 2020</b>	<b>Puente</b>	41	52	78.8%
	<b>Non-Puente</b>	1,747	3,981	43.9%
<b>Fall 2021</b>	<b>Puente</b>	50	59	84.7%
	<b>Non-Puente</b>	<b>1,576</b>	<b>3,450</b>	<b>45.7%</b>
<b>OVERALL</b>	<b>Puente</b>	<b>140</b>	<b>164</b>	<b>85.4%</b>
	<b>Non-Puente</b>	<b>5,276</b>	<b>11,953</b>	<b>44.1%</b>

\*Some students not in Puente finished English prior to their 1<sup>st</sup> year possibly as a special admit, etc. Those students are not counted in # of Starting Program.

## **BY RACE/ETHNICITY**

### **% OF FALL 19, Fall 20, Fall 21 ENTERING STUDENTS PERSISTING FROM FALL TO SPRING**

<b>2019 Latinx</b>	<b>Puente</b>	<b>51</b>	<b>51</b>	<b>98.0%</b>
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	<b>Non-Puente</b>	<b>2,248</b>	<b>2,838</b>	<b>79.2%</b>
<b>2020 Latinx</b>	<b>Puente</b>	<b>44</b>	<b>48</b>	<b>91.7%</b>
	<b>Non-Puente</b>	<b>1,880</b>	<b>2,548</b>	<b>73.8%</b>
<b>2021 Latinx</b>	<b>Puente</b>	<b>44</b>	<b>52</b>	<b>84.6%</b>
	<b>Non-Puente</b>	<b>1,640</b>	<b>2,177</b>	<b>75.3%</b>

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

A COVID-related challenge is the emotional development and mental health of our Puente students. It is apparent that the students were affected 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 integrated approach to learning, further community building (with the help of our mentors), and continued connections with Health Services and Personal Counseling Services, our program is trying to address these psychological challenges that are making learning and healthy social interaction more difficult for some Puente students.

A current weakness of the program is data tracking. The tracking and programming for Phase 3, would increase student’s engagement, communication, sense of pride, and sense of belonging. OIE was able to provide quantitative data on success and persistence for students in the program compared to comparable student populations, however, the Puente Program did not begin collecting qualitative data on the program until Spring 2018. At that time, the Puente team met with the research office and designed other forms of data collection (e.g., surveys assessing knowledge and perceptions of all event-participants) that we have been utilizing for all events and program outcomes since.

Per the MOU, English Faculty should have reassigned time equal to the units of the composition class. The English courses taught as part of Puente are 4 units each which should equal 27%. However, English faculty are only receiving reassigned time equivalent to a 3-unit course (20%). The English faculty are not receiving comparable reassigned time to assist with the coordinating needs of Puente. In addition, the MOU also states that the Puente Program should have access to clerical assistance for at least 10 hours per week. In 2017, the clerical staff assisting the Puente Program retired and that position has not been replaced. It would be beneficial to have additional clerical support, specifically with programming for phase-3 students (students in the second and third years). Additionally, we’d like to implement a Phase 4 program that keeps up with students after they leave our campus, and upon earning a bachelor’s degree, invites them to return as mentors. This can only be done with additional support.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

One of the opportunities the Puente Program has is continuing to strengthen its support of phase 3 students, which are continuing puente students beyond the first year. As previously mentioned, in our last program review we set a goal to implement a Peer Mentoring program for Phase 3 students. We have been able to implement that and it has been successful in connecting with those who volunteer. We have also established a canvas group and shell for phase 3 students to stay in touch and up to date on things that are happening around campus. However, the program still can reach out and support phase 3 students in a more hands-on, intrusive way, so that support mirrors their first year. Thus, the program would like to take support a step further and require a meeting with phase 3 students twice a year to systematically check their academic progress, update their educational plans, and help them plan and prepare for transfer.

#### 3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

The biggest challenge that the Puente Program faces is being understaffed. The core components of the program and the events offered require a lot of time and work. The coordinating duties include event planning, field trip planning, teaching courses in fall and spring, mentor outreach and coordination, outreach and recruitment, trainings, team meetings, and counseling appointments with each student in fall and spring semester. The events that are planned during the year include: Summer Welcome Event, Kickoff Event, Noche de Familia, UC Motivational Conference Field trip, Fall Social Event, Puente Fall Training, Mentor Recruitment & Matching, Mentor Training, Mentor Dinner, Spring Social Event, Northern California 3-day Field trip, and the End of the Year Celebration. Counseling and English Faculty also teach courses in Fall and Spring and Counselors meet with all first year students twice a year and also manage outreach and support for phase 3 students including counseling appointments. In addition, throughout the year, the Puente team meets at least every two weeks to plan the above events and other collaborative campus events, discuss classes and how to support struggling students, and work on program projects. In the fall and spring, the Puente team also attends regional trainings, which are sometimes held in Northern California and each last two full days. Also, Puente Counselors begin outreach and recruitment at local high schools in the Spring semester, preparing early for the next academic year while simultaneously supporting first year students.

The program's workload has been further intensified due to the staff and coordination cuts it recently experienced. As noted earlier, the reassigned time of the Counseling Coordinators was dropped from 60% to 50%, and while the reassigned time of the English instructors has remained consistent, it is one unit less than what is stated on the Puente MOU for Fullerton College. Furthermore, the Puente Program has lost the classified staff member who used to support the program for at least 10 hours per week (in accordance with the MOU).

The Puente team believes that to achieve our primary purpose of helping students complete their degrees and transfer to universities, it is essential to offer more hands-on support to phase 3 students such as reunions, check-ins each semester, and help preparing for transfer. However, to achieve this, the Puente Program will need more staffing support and aims to hire an Adult Hourly or Professional Expert Position along with a student hourly supported by work-study to assist with the outreach, coordination, tracking, and support of phase 3 students as well and High School outreach and recruitment. This will aid in our challenge of having time to expand support for phase 3 students.

## 4.0 Outcome Assessment

**Note:** Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed ?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	<i>OLD: Will not be measured moving forward</i> Students will understand transfer requirements			This data was not collected since we would typically collect this data during a survey after our Nor-Cal UC Field Trip. Due to COVID, we did not take our trip from 2019-present	0
2.	<i>OLD: Will not be measured moving forward</i> Students will feel motivated to transfer			This data was not collected since we would typically collect this data during a survey after our Nor-Cal UC Field Trip. Due to COVID, we did not take our trip from 2019-present	0
3.	<i>Continuing: Measured previously and will continue monitoring</i> Students will feel a sense of belonging in the program	Fall '19 Fall '20	Fall '22	100% of students in Fall 2019 felt they had a support system at Fullerton College and 100% of students were excited to be part of the Puente Familia.  97% of students in Fall 2020 felt they had a support system at Fullerton College and 97% of students were excited to be part of the Puente Familia.  Moving forward, we will assess students' sense of belonging at the end of the year.	2
4.	<i>Continuing: Measured previously and will continue monitoring</i> Students will have higher success and persistence rates in English than comparable populations	Fall '19 Fall '20 Fall '21 Fall '22	Fall '22	In Fall 2019, changes were made to English course offerings to be in line with AB 705. Puente began offering two cohorts of ENGL 100 in Fall and ENGL 103 in Spring.  Success and Persistence rates were similar to previous cycles in Fall 2019 with 98% of students	4

				<p>persisting fall to spring and 86.8% persisting fall to fall.</p> <p>Success and Persistence rates fell lower than the previous cycle starting in Fall 2020-Fall2021, but rates were still higher when compared to the general population and when disaggregated by race and gender. This fall is likely due to COVID and the fact that Puente courses were being taught remotely and the many factors that came with a pandemic.</p> <p>Puente students also completed ENGL 100 and/or ENGL 103 within their first year at a higher rate than the general population and when disaggregated by race and gender.</p> <p>Beginning in Fall 2022, Puente English courses were offered in person.</p>	
5.	<p><i>OLD: Will not be measured moving forward</i> English SLOs (ENGL 60, ENGL 99, ENGL 100, ENGL 103, ENGL 104)</p>			<p>SLO data was not kept for individual Puente classes. The English Department provides SLO data as a whole.</p>	0
6.	<p><i>OLD: Will not be measured moving forward</i> Counseling SLOs (COUN 101, 151, 148)</p>	<p>Not collected Fall 19 &amp; Spring 20.</p> <p>Fall '20 Spring '21 Fall '21 Spring '22</p>	Fall '22	<p>Fall 2020, COUN 151 offered. 100% of students met both SLO's of the course. Spring 2021, COUN 148 offered. 92.5% of students met both SLO's of the course. Fall 2021, COUN 151 offered and added 1 new SLO. 95% of students met all 3 SLO's of the course. Spring 2022, COUN 148 offered. 85% of student met 2 SLO's for the course. Starting Fall 2020, Counseling courses offered to Puente students changed to COUN 151 in Fall and</p>	2

				COUN 148. The SLO's that remained consistent across all 4 years were: 1) Research a career of interest and explain compatibility with assessment results and 2) Produce a resume in an assigned format.	
7.	<i>Continuing: Measured previously and will continue monitoring</i> Puente students will design an educational plan that focuses on attaining an AA/AS/ADT	Fall '19 Spring '20 Fall '20 Spring '21 Fall '21 Spring '22 Fall '22	Fall '22	The data we received was for the amount of Puente students receiving a comprehensive ed plan in their first year. Although we want that number to be 100%, it is closer to 74% on average. This is likely due to the fact that some students are still undecided after the first year and cannot complete a comprehensive plan until their major and goal are decided. 100% of puente students receive an ed plan in their first year, some of those plans may be abbreviated for one or two semesters only, when students are undecided.  Changes were made to the counseling course offered in Spring starting in Spring 2021. This change allowed counselors to have more time for educational planning by only teaching a 1 unit course.	4
8.	<i>OLD: Will not be measured moving forward</i> Puente students will gain knowledge about transfer institutions and transfer requirements and will gain the motivation to transfer			This data was not collected since we would typically collect this data during a survey after our Nor-Cal UC Field Trip. Due to COVID, we did not take our trip from 2019-present	0
9.	<i>OLD: Will not be measured moving forward</i> Puente students will build a sense of community among each other			During COVID, we did not hold any events where we could build community among the students	0
10.	<i>OLD: Will not be measured moving forward</i>			Although mentoring was still part of Puente, during COVID we did not assess	0

	Puente students will build mentor relationships	each mentor relationship. Mentoring was done virtually.			
11.	<i>Continuing: Measured previously and will continue monitoring</i>  Puente students will persist and succeed at higher rates than other FC populations	Spring '20 Fall '20 Spring '21 Fall '21 Spring '22	Fall '22	Overall, persistence rates from fall to spring and fall to fall in 2019-2020 were similar and consistent with previous years. There was a dip in rates beginning in Fall 2020, during COVID. However, persistence rates for Puente students were still higher than the general population and when disaggregated by race and gender.	3
12.	<i>New:</i> Puente students will have a higher rate of meeting graduation and/or transfer goals within 2-4 years at FC than comparable populations.	N/A	N/A	N/A	N/A
13.	<i>New:</i> Puente Phase III students will continue to receive support from Puente by meeting with the Puente Counselor at least twice a year.	N/A	N/A	N/A	N/a

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	Students will feel a sense of belonging in the program and on campus	Students will respond positively when asked if they feel supported within Puente and at FC. Students will respond positively when asked about belonging to a community at FC.	End of the year student survey	Yes	The majority of Puente students feel a sense of belonging in the program and on campus according to data collected in Fall 2019 and Fall 2020.
2.	Students will have higher success and persistence (completion) rates in English 100 and 103	Success rates will be higher for Puente ENGL 100 & 103 than comparable groups.	Students will be coded in Banner to track success and persistence	Yes	Overall, Puentes students from Fall 2019-Fall 2021, completed Engl 100 or Engl 103 in their first year at an average of

	than comparable populations	Persistence rate will be higher for Puente students semester to semester and year to year than comparable groups.	with the help of OIE.		<p><b>85.4%</b> compared to <b>44.1%</b> of the general population.</p> <p>When disaggregated by race/ethnicity, Puente <b>Latinx students</b> completed English course(s) in their first year at an average of <b>85.9%</b>. When comparing to non-Puente Latinx students who completed English course(s) within their first year at an average of <b>42.8%</b>, Puente Latinx students successfully completed English course(s) in their first year at a much higher rate.</p> <p>When disaggregated by gender, Puente <b>male students</b> completed English course(s) in their first year at an average of <b>79.2%</b>. When comparing to non-Puente male students who completed English course(s) within their first year at an average of <b>41.7%</b>, Puente male students successfully completed English course(s) in their first year at a much higher rate.</p>
3.	Puente students will persist at higher rates than comparable FC populations	Utilize data to determine persistence rates from fall to spring and fall to fall. Puente students are expected to have higher rates than comparable populations.	Students will be coded in Banner to track success and persistence with the help of OIE.	Yes	<p>Overall, Puente students from Fall 2019-Fall 2021, persisted from <b>fall to spring</b> at an average of <b>90.9%</b> compared to <b>76.9%</b> of the general population.</p> <p>When disaggregated by race/ethnic group,</p>

				<p><b>Puente Latinx students</b> persisted from fall to spring at an average of <b>91.4%</b>. When comparing to non-Puente Latinx students who persisted at an average of <b>76.1%</b>, Puente Latinx students persisted at a much higher rate.</p> <p>When disaggregated by gender, Puente <b>male students</b> persisted from fall to spring at an average of <b>83%</b>. When comparing to non-Puente male students who persisted at an average of <b>75.1%</b>, Puente male students persisted at a higher rate.</p> <p>Overall, Puente students from Fall 2019-Fall 2021, persisted from <b>fall to fall</b> at an average of <b>82.8%</b> compared to <b>62.4%</b> of the general population.</p> <p>When disaggregated by race/ethnic group, Puente <b>Latinx students</b> persisted from fall to fall at an average of <b>82.5%</b>. When comparing to non-Puente Latinx students who persisted fall to fall at an average of <b>61.7%</b>, Puente Latinx students persisted at a much higher rate.</p> <p>When disaggregated by gender, Puente <b>male students</b> persisted from fall to</p>
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					fall at an average of <b>75.5%</b> . When comparing to non-Puente male students who persisted at an average of <b>58.5%</b> , Puente male students persisted fall to fall at a higher rate.
4.	Puente students will design an educational plan that focuses on attaining an AA/AS/ADT	Utilize data to check if each student has an educational plan on file.	SARS & help from OIE.	Yes	Overall, 74.4% of Puente students completed a comprehensive education plan from Fall 2019, Fall 2020, and Fall 2021 cohorts.
5.	Puente students will have a higher rate of meeting graduation and/or transfer goals within 2-4 years at FC when compared to non-Puente students that entered in the same semester.	Utilize data and track students' progress towards meeting their goals over 2-4 years.	Students will be coded in Banner to track progress with the help from OIE.	Yes	NA
6.	Puente Phase III students will continue to receive support from Puente by meeting with the Puente Counselor at least twice a year.	Utilize data from SARS and/or tracking attendance at mandatory check-in events in Fall & Spring semesters.	SARS & attendance rosters	Yes	NA

4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

The Puente Program collected data regarding “sense of belonging” during the Fall Kickoff event before school begins. The majority of students reported feeling supported and excited to join the Puente Familia after that event. This has confirmed the importance of this event to continue to require it of all new puente students, even during COVID where it was done virtually. We improved each year by refreshing the ice breaker and team building activities and adapting to an online format. We also made improvements by adapting to a virtual format for the entire program in 2020-2021 and 2021-2022. To do this, we utilized canvas and created a canvas shell for the entire program. We utilize announcements and pronto to engage with our students so that they could still feel a sense of belonging although we were all separated at home. To make it easier to make counseling appointments, we added the option to book appointments online through eSARS. This appointment booking system has it’s own link for Puente students only. Appointments are

also reserved for Puente students only. The link to make the appointment is easily accessible on the Puente canvas shell and shared with students throughout the year. This has improved the amount of students that met with a Puente counselor and created an ed plan or an updated ed plan in their first, second, and third years. Our positive success and retention rates, compared to the general population, confirmed the necessity to continue to provide a designated Puente English tutor both in the class and outside of class. We have made it a priority to provide a designated tutor for English that was a first-year Puente student the year prior. This way, current students can learn from a previous student. These positive rates also show that our program is working, but there is always room for improvement. To improve our retention and success rates, we support students with high-touch efforts including individual meetings with Puente English Faculty and Puente Counseling Faculty, messaging students via pronto or texts, calling students, and lots of follow-up when necessary. Puente English faculty and Counseling faculty also adopted a late policy to allow students to turn in late work without being docked. We would follow-up and remind students frequently to turn in missing assignments and remind them that we want them to succeed.

4.4 How has assessment of outcomes led to improvements in student learning and achievement? Puente students are completing English 100 and/or English 103 in their first year at a much higher rate than non-Puente students, 85.4% versus 44.1%. Having flexibility in course work and due dates along with high-touch communication efforts has consistently led to these higher rates. These efforts were especially important during COVID since all courses were taught via zoom and Puente Faculty were not physically seeing students in class every week. Engagement with students was much more difficult via zoom. Adopting flexible due dates was essential to meet students where there were and give them plenty of time to meet learning and achievement goals of the class. Also, high-touch efforts assisted students who did not pass ENGL 100 in the fall semester to re-take the course in spring and complete it successfully. Puente English Faculty also adopted new culturally relevant reading material in their courses beginning in Fall 2019 and were able to follow similar curriculum since both cohorts were starting in English 100 as opposed to one cohort of English 60 and one of English 100. Students had a positive reaction to the course material and many expressed higher interest in what they were reading and learning.

4.5 What challenges remain to make your program outcomes more effective? Staffing and time remains a challenge. Per the Puente Program MOU, English Faculty should receive reassigned time equal to the units of the courses they are teaching. ENGL 100 and ENGL 103 are both 4 units but, as it stands, Puente English Faculty are only receiving 3 units of reassigned time. With that extra unit, English Faculty would have more time for co-coordinating duties. In addition, the MOU states that the Puente Program should have classified staff assistance 10 hours/week. Currently, the program does not have a designated staff to assist 10 hours/week. Most of the coordinating duties fall on the counselors who also use reassigned time for teaching classes in fall and spring and counseling appointments for Puente students. With an assigned classified staff member, outreach to Phase 3 students could be more efficient and free up more time for counselors to meet with Phase 1, 2 and 3 students to ensure they are on track towards meeting their goals.

4.6 Describe how the program's outcomes are linked to the [college's goals](#). Puente's outcomes align mainly with college goals 1 and 2. **Goal 1, Objective 1:** Create a clear pathway for every student aligns with Outcome 3 which states that students will create a comprehensive educational plan with their counselor that focuses on degree and transfer goals. This goal also aligns with Outcome 5 which states that phase III

students will continue to meet with their puente counselor at least twice a year until they have completed their degree and transfer goals.

**Goal 1, Objective 4:** Increase completion of courses, certificate and degree programs, and transfer readiness aligns with Outcome 2 which states that Puente students will have higher success and retention rates when compared to non-Puente students. It also aligns with Outcome 4 which states that Puente students will have a high rate of degree completion and transfer when compared to non-puente students.

**Goal 2, Objective 4:** Foster a sense of belonging where all are welcome and student basic needs are addressed aligns with Outcome 1 which states that students will feel a sense of belonging in the program and on campus.

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#). Puente's outcomes 3, 4, and 5 support the attainment of all the Institutional Level SLOs (ISLOs) since these outcomes center around supporting students to earn their Associate Degree and Transfer requirements by taking the necessary courses to meet these goals. Upon completion of required courses, students will have met competency in all ISLO areas.

Outcome 2 aligns with ISLO #1 Communication, reading, writing, listening, and speaking. Outcome 2 states that students will have high success rates in transfer-level English courses which promote skills in reading, writing, listening, and speaking. This outcome also aligns with ISLO #2 Critical Thinking since students will take ENGL 103 Critical Reasoning and Writing where they will focus on analyzing and research.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Student surveys have been administered to gauge students' sense of belonging. Data are also collected from the Office of Institutional Effectiveness on persistence and success rates and percentage of students that received a comprehensive educational plan in the first year. Administering more surveys will be beneficial moving forward along with establishing a way to track transfer students and building an alumni network.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

A high majority of students from the 2019-2020 and 2020-2021 academic year indicated that they felt supported by the program and that they were excited to be part of the program. This data was collected after the initial event prior to the semester starting, indicating that students felt a sense of community and belonging before they even began college. This proves that the puente program is effective in creating fostering a sense of belonging among it's students.

English completion rates are also higher for Puente students than comparable populations. For example, Fall 2019-Fall 2021, the overall % of students passing ENGL 100 or 103 within the first year was 85.4% compared to 44.1% for non-puente students. Given that one of the goals of Puente is to increase the number of students who graduate and transfer, high success rates in English within the first year are a strong indicator that students will complete their graduation and transfer requirements. Supporting their completion of English is also one of the main components of Puente.

Puente persistence rates are also a strong indicator of effectiveness of the program. Puente students persisted Fall to Spring at an average of 90.9% for Fall 2019, Fall 2020, and Fall 2020 cohorts. Compared to 76.9% of the general population that persisted fall to spring in their first

year. Also, Puente students persisted Fall to Fall at an average of 82.8% compared to 62.4% of the general population. Thus, Puente students persist and stick around at a much higher rate than non-Puente students. Again, given that the goal of the program is to increase the number of students that graduate and transfer, strong persistence from semester to semester and year to year indicates that students are committed to college and their goals.

Lastly, 100% of Puente students receive an education plan within their first year while 74.4% of them receive a comprehensive plan. Students meet with their puente counselor as least once in the fall and once in the spring semester of their first year to support their academic goals.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

During COVID, the Puente Program continued to provide a virtual event prior to the semester starting so that students would feel supported and part of a community. The program also offered a drive-through distribution of school supplies and puente giveaways that they would typically receive at an in-person event. This data also shows the importance of events in building a sense of community. During COVID, the program held all the events we would typically offer in a virtual format and encouraged student participation through breakout rooms and activities. The program also offered an in-person, socially distanced, end of the year celebration in both Spring 2021 and Spring 2022. All field trips were cancelled during COVID but as soon as it was possible, the program offered a local field trip to UCLA in Spring 2022 to continue to foster that community building and motivation piece. In 2022, we have added additional events for students to build community and get involved on campus in-person. For example, the program hosted a trip to The Cheech museum in Riverside during Hispanic Heritage Month. Students also attend the UC Motivational Conference at UC Riverside, hosted by the Puente Project. In addition, the program has encouraged participation in campus events like Dia de los Muertos and the First-Gen Campaign.

4.9 At least one outcomes listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

Students will have higher persistence and success rates in English than comparable populations.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

With the assistance from OIE, success rates in ENGL 100 and 103 and retention rates can be disaggregated by race and by gender. We can compare the English course success rates of Puente students that are Latinx, and male to the comparable groups in the general population. In addition, we can compare retention rates in the same way.

C. Identify a process for using outcome assessment data to improve student services programs  
It is expected that retention and success rates will be higher for Puente students than non-Puente students within the same disaggregated categories. We will use the assessment data to continue to improve our services like requiring tutoring for all Puente students, requiring meetings with English faculty and Counselor to help students stay on track, allowing students to turn in late assignments or improve their grade by re-doing an assignment. Also, continuing to offer culturally relevant material is important. Continuing to be flexible with our policies in order to meet students where they are is important.

- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

Puente will utilize student surveys on Qualtrix to collect and assess qualitative data. With the assistance of a student or adult hourly position, Puente can also establish an in-house tracking system to keep track of phase 3 student progress and build an alumni network. This in-house process would be best on one-drive so that all puente staff can collaborate and have access to the tracking system. We can utilize Microsoft Forms and Excel to build spreadsheets to track progress. For some of our outcomes, we will need the assistance of OIE to collect data for each program review cycle.

#### 4.10 Outcomes Equity Analysis

- A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

There are significant differences when we disaggregate success (completion) in English courses and persistence rates by race and gender comparing puente students to non-puente students. When disaggregated by race/ethnic group, Puente **Latinx students** persisted from fall to fall at an average of **82.5%**. When comparing to non-Puente Latinx students who persisted fall to fall at an average of **61.7%**, Puente Latinx students persisted at a much higher rate. When disaggregated by gender, Puente **male students** persisted from fall to fall at an average of **75.5%**. When comparing to non-Puente male students who persisted at an average of **58.5%**, Puente male students persisted fall to fall at a higher rate. When disaggregated by race/ethnicity, Puente **Latinx students** completed English course(s) in their first year at an average of **85.9%**. When comparing to non-Puente Latinx students who completed English course(s) within their first year at an average of **42.8%**, Puente Latinx students successfully completed English course(s) in their first year at a much higher rate. When disaggregated by gender, Puente **male students** completed English course(s) in their first year at an average of **79.2%**. When comparing to non-Puente male students who completed English course(s) within their first year at an average of **41.7%**, Puente male students successfully completed English course(s) in their first year at a much higher rate.

Within the program, there is a difference among gender when it comes to persistence and completion rates. In Puente, 85.7% of female students persisted from Fall to Fall compared to 75.5% of male puente students. Additionally, within Puente, 87.6% of female students completed English 100 or 103 in their first year compared to 79.2% of male students. We need to continue our work to close this gap among out Puente female and male students. Some strategies will include requiring tutoring for students that are falling behind, early alert check-in with counselors and English professors, providing positive male mentors as part of our mentor component, and offering assistance as needed. Professional Learning on retaining males in higher education would be a great topic for our staff.

## 5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the goals from your last self-study/program review.

Three goals were created from our last Program Review. 1.) Establish a peer mentoring component. 2.) Establish a connection to the Ethnic Studies Department. 3.) Offer a college tour to phase 3 students.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Goal #1, establish a peer mentoring component has been implemented and successful. The Puente Peer Mentors component began with the 2019-2020 cycle and is still in effect currently. Phase 3 students can volunteer as a peer mentor to first year students and are invited to assist at the annual Kickoff event to lead a student panel and campus tour for new students. We encourage them to share their contact information with their group of students in case they have questions or need some guidance. In addition, peer mentors are the first group of students that the program reaches out to for volunteer assistance throughout the year.

Goal #2, establish a connection to the Ethnic Studies Department has also been achieved. Starting in the 2019-2020 cycle, the Ethnic Studies Department and Puente have collaborated to offer puente students one designated section of a transferable ethnic studies course in fall or spring. The course is restricted to Puente students only.

Goal #3, offer a college tour to phase 3 students has not been implemented. Due to COVID, the program has not been able to offer field trips during Spring 2020, Fall 2020, Spring 2021, and Fall 2021. Offering a field trip to first year students in phase 1 and 2 is a standard part of the program that was not being offered. Thus, adding a fieldtrip to phase3 students was not an option. In fall 2022, however, the program offered a local field trip to UCLA and opened it to all students, phase 3 included.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

Goal #1: We did not administer a survey regarding peer mentoring however we can use experience to gage the level of success and progress achieved. Each year, students are told about the opportunity to return as a peer mentor in their second year. They are typically motivated and excited for this opportunity and we typically have at least 10-15 applicants. This shows that students are eager to return as a mentor. They also tend to stay involved throughout the year with Puente and the campus as a whole. This was a successful way to build a stronger connection with phase 3 students. Although, peer mentoring does not work for all students in phase 3 and continuing a connection with those who are not peer mentors is still something that needs improvement.

Goal #2: the first year we collaborated and offered Ethnic Studies for Puente (Fall 2019), it was a full class and students enjoyed the experience, based on verbal feedback. They also got to participate in the planning of Dia de los Muertos that year. The following years, the course was completely online which was less popular among first year students so there were less puente students in those sections. This year, the course will be offered in Spring 2023 in-person, about 50% of students are interested in taking it, based on an in-class survey. The level of success of this goal can be improved. Since COVID, the collaboration between Puente Faculty and Ethnic Studies faculty has not been as strong and the course offered differs year to year. For example, in 2021-2022, the course was offered in the spring semester as opposed to the fall semester. The course is going to be offered again in a Spring semester for 2022-2023. The faculty can improve the success by establishing a consistent course offering each year so that students and counselors can plan accordingly.

Goal #3: Offer a college tour to phase 3 students. This goal was not established in the last cycle due to COVID.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Establishing a peer mentoring program helped the Puente Program increase connection to Phase 3 students who volunteered. The Peer Mentors stayed more connected in their second year than non-puente peer mentors. For example, they volunteered for more events and met with their counselor more consistently. Building a stronger connection with phase 3 students is a continuous goal for the program. Establishing collaboration with the Ethnic Studies department allowed Puente students another opportunity to build community with other Puente students in an additional class. It also provided puente students with the opportunity to fulfill another General Education course in their first or second semester. This collaboration also provided students with the opportunity to be involved on campus by assisting with the planning of Dia de los Muertos event.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

Additional funding and resources were not allocated over the last cycle. Puente continues to receive the same amount of funding. These goals were met without additional resources. If the program had the opportunity to meet goal #3 and offer an additional field trip to phase 3 students, additional funding would have been needed.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

Additional funding was not needed over the last cycle since the majority of our funding is used up by field trips and campus tours. The program did not provide any field trips during Spring 2020-Fall 2022 due to COVID.

## 6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Increase connection and support for Phase III Puente students
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 4
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Phase III students are defined as continuing students in their second year and beyond. Once in Phase III, puente students are no longer part of a cohort so maintaining a connection to them can be difficult since Puente faculty do not see them in class every week. Increasing connection and support will lead to higher rates of degree and transfer completion. Puente Counseling Faculty will be responsible for meeting with all Phase III students twice a year. Hiring a support student or adulty hourly position by Spring 2023 will be imperative to tracking Phase III students and supporting outreach efforts, like updating the Puente Phase III canvas shell and contacting students.

What <i>Measurable Outcome</i> is anticipated for this SAP?	Outcome #6: Puente Phase III students will continue to receive support from Puente by meeting with the Puente Counselor at least twice a year. This can be measured using data in SARS and educational planning data that will ensure a student met with their counselor each semester.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Data tracking can be done without additional financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$15,000	Puente State Funding
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>		

<b>STRATEGIC ACTION PLAN # 2</b>	
Strategic Action Plan Name:	Hire Phase III student-hourly position through work study
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 4
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Encourage student involvement by offering a work study position to phase III students which will increase, not only staffing for the program, but student involvement during their second year. The position would be responsible for assisting Puente Faculty with coordinating duties, social media, and outreach responsibilities. For example, the student hourly could table for Puente at events on campus and assist with organizing volunteer opportunities for first year students. The Puente Faculty will be responsible for collaborating with Financial Aid Office in order to put this position forward by Fall 2023.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Outcome #1: Students will feel a sense of belonging in the program and on campus.
What specific aspects of this SAP can be accomplished without additional financial resources?	Work-study position would be paid entirely through work-study, additional funding would be not required.
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	



Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	0	

### STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name:	Better tracking of graduation, transfer, and alumni.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 4
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Establish a process to track our current students and their progress towards graduation and transfer with the help of a student hourly and/or work study student position. These positions would reach out to current students to update their progress each semester in a simplified document that can be updated. This will not only help puente staff organize continuing students but also ensure students are making progress towards their goals. We can start this new process by Fall 2023. Counselors can also build a stronger connection with alumni by connecting with them on social media and inviting them to future events. Establishing a listserv of alumni will also be part of this goal. This will assist in meeting the mission of Puente, to ensure students return as leaders and mentors to future students.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Outcome #5: Puente students will have a higher rate of meeting graduation and/or transfer goals within 2-4 years at FC than comparable populations.
What specific aspects of this SAP can be accomplished without additional financial resources?	We would use the same financial resources listed above: hiring a student hourly position and a work study position. Further costs is not needed.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		

Training		
Other		
<b>Total Requested Amount</b>	0	

## 7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

A long-term goal would be to open a Puente Center on campus. A Puente Center would be a hub for students to meet with their counselors, socialize, study, print assignments, and rest. Providing a designated space will offer more opportunity to connect with current phase 1 & 2 students as well as continuing phase 3 students. Students would have more opportunity to connect with each other as well as their counselors. This would create an even stronger sense of belonging and supportive environment. The plan is to continue to offer two cohorts of 54 students per year. Adding in phase 3 students brings the number of students into the 100s as we have at least 54 second year students plus a large group of students in year 3. Although we serve 54 first year students, we actually serve over a 100 each year when we factor in phase 3 and there are programs of similar sizes that have designated space on campus like honors, teacher pathway program, and umoja. Since space is limited on campus, we have not had any opportunities to plan out this goal. However, having a Puente Center would be beneficial in many ways. In addition, we may be receiving additional funding from the Puente state office in the coming years that would assist with the supplies and costs for a center.

7.1 Describe in detail your need for additional resources as listed above (if applicable)  
N/A

## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The purpose of the Puente Program is to increase the number of community college students who enroll in four-year universities, earn college degrees, and return to the community as leaders and mentors. The program uses a cohort model, with students taking English and Counseling classes together for the first year, and includes a mentoring component. Currently, the program serves 54 students (27 per cohort); the program is open to all students but primarily serves first generation Latinx students. The Puente Program helps the college achieve goals 1, 2, and 3 (increasing student success, reducing the achievement gap, and strengthening connections with the community). The Puente Program helps students succeed in their English and Counseling courses, persist from Fall to Spring to Fall, and transfer at higher rates than the general population and comparable populations. The program also successfully builds community and a sense of belonging through each of the major components. The program has struggled recently due to inconsistent staffing and understaffing, lack of funding, and lack of data. In the future, the Puente Program plans to create stronger ties with phase 3 students and to secure staff support.

Overall, the Puente program continues to provide an enhanced experience for its students, and the data bear this out. Even with the difficulties associated with the COVID-19 pandemic, our students persist and succeed at much higher rates than the general student population; in particular, when disaggregated by race and gender, the numbers tell a story of two cohorts of students per year who are served exceptionally well by the program.

The program has areas in which it could improve, most notably with our engagement with Phase 3 (and the unofficial “Phase 4”) students. Getting the resources required and that we are entitled to in accordance with our MOU will help in this regard.

### 9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college’s mission, programs, and services.

Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at [lmcpheron@fullcoll.edu](mailto:lmcpheron@fullcoll.edu).

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Campus Website	9/1/2022	Yes	<a href="https://counseling.fullcoll.edu/puente/">https://counseling.fullcoll.edu/puente/</a>

## Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

**Originator:** *Electronically submit completed Program Review to Division Dean/IMS for review.*

**Appropriate Immediate Management Supervisor (IMS):** *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

### RESPONSE

Jennifer LaBounty	Dean	Dec 16, 2022
Printed name of IMS	Title	Date

*I concur with the findings contained in this Program Review.*

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

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*I do not concur with the findings contained in this Program Review (include a narrative explanation):*

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**Appropriate President's Staff Member:** *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

### ACKNOWLEDGING RECEIPT

Dr. Monte Perez		Interim President	
Printed Name	Signature	Title	Date



## Fullerton College Mission Statement

### MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

### VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College  
President's Advisory Council and  
accepted by President Schulz  
May 2017.*

### VALUES

#### Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

#### Diversity

We embrace and value the diversity of our entire community.

#### Equity

We commit to equity for all we serve.

#### Excellence

We honor and build upon our tradition of excellence.

#### Growth

We expect everyone to continue growing and learning.

#### Inclusivity

We support the involvement of all in the decision-making process.

#### Innovation

We support innovation in teaching and learning.

#### Integrity

We act in accordance with personal integrity and high ethical standards.

#### Partnership

We work together with our educational and community partners.

#### Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

#### Responsibility

We accept our responsibility for the betterment of the world around us.








# Program Review - Puente Program

Final Audit Report

2022-12-23

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## "Program Review - Puente Program" History

-  Document created by Christi O'Daniel (COdaniel@fullcoll.edu)  
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