Puente Project - PUENTE - 2023 - 2024

Main

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Academic Year 2023 - 2024

Originator Velarde-Barros, Carla

Division Assessment/Review (Non instructional) - Student Services

Department Puente Project

Program PUENTE

Program Type Combination

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Contributor

- Espinoza, Diego
- Smith, Kimberly

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Puente program focuses on Mexican, Mexican American, and Latinx cultural, literature, and history to boost success rates for a cohort of Gavilan students, especially targeting first-generation transfer bound students. The program consists of three overlapping elements: counseling, English, and mentoring.

The program engages, empowers, and enriches students by providing them with opportunities to cultivate strong relationships with each other, their classroom instructor and counselor, the professional mentors they are partnered with, and the broader institution. These relationships are fostered and strengthened through a high-impact pedagogy, that includes increased contact hours between and with counselor and instructor, college visits, academically supportive, social opportunities, and mentoring and family events.

Through this contact, students experience a stronger sense of their academic identities, academically supportive social relationships, and tangible evidence of their economic potential, possibilities, and pathways within their first year as college students, which they carry with them through transfer and beyond.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

1. **Proposed Activity to Achieve Goal:**
   Collaborate and network with STEM faculty and train with potential STEM faculty.
   Responsible Party:
   Puente Statewide Office, Puente and STEM faculty
   Total Three Year Resource Allocation Request:
   300000
   Timeline to Completion Month / Year:
   Fall 2023
   How Will You Evaluate Whether You Achieved Your Goal:
   Having an institutionalized STEM cohort. We will reach out to Administration and STEM to develop short and long term implementation goals.

   Goal was put on hold:

   Puente, and members of the administration.

   As of Spring 2023, the Puente Statewide office is currently assessing the current Puente MAS (Math and Science) cohorts to look at effectiveness and identify best practices. New campuses will be invited to apply once that process is completed.
   One barrier, In the last four years, we have had multiple deans: five to this point. Without consistency, it is hard to build traction or momentum around supporting Puente goals. We believe that a permanent appointment can alleviate some of these barriers and will help improve planning.

2.
3.
4.

Have the services or courses of your program changed over the past three years? Please explain (300 words or less).
During the COVID 19 pandemic (spring 2020- fall 2022 semesters) courses and services shifted first to fully online delivery, then hybrid delivery as the college reopened, and vaccine mandate was implemented.

Student and Program Outcomes

College Goal for Student Achievement
The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Please see attached data.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate
The program data continues to exceed the college average, and while rates declines some with the pandemic, those again reflected the time academia faces as a whole.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit
Our goals are 100% and the program has not been able to achieve that the past 3 years, in large part to the COVID 19 pandemic, and prior to that has continued to be a leading program on campus and in the state for course completion, persistence, and success.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.
See attachedhttps://docs.google.com/spreadsheets/d/1rNl1C7gMoIuKFi-IsTPJtVQDjOmZhLLU5y5xTs5SjxE/edit#gid=0 (https://docs.google.com/spreadsheets/d/1rNl1C7gMoIuKFi-IsTPJtVQDjOmZhLLU5y5xTs5SjxE/edit#gid=0)

Equity

Equity
Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.
Contact your support team for any needed assistance in using Tableau.
According to Gavilan's Institutional Researcher, the Puente Program does not have its own unique equity report.

Additionally, our program largely attracts Latinx (Hispanic) students and, therefore, our equity data results will not reveal disproportionately impacted groups to which we can make comparative observations.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.
The Puente Program is founded on the principles and all activities of its programming feature Mexcian-American, Mexican, Latinx, Indigenous and other people of color feature in its work through literature, speaker programs, research foci, and cultural activities, such as Ofrendas, Noche de Familias, and musical performances at end of year celebrations featuring mariachi and other culturally specific art forms.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?
N/A

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

The Puente Program was established to address these very concerns and continues to do so through its classroom, counseling, and mentoring activities and programs.

During the last two hiring cycles the English Department advocated specifically for an instructor steeped in Mexican-American, Mexican, Latinx, and Indigenous cultures, literatures, and equity teaching practices who would co-lead the Puente Program alongside the counseling partner. This position was not funded.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?

No

Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?

No

Have all of your SLOs, PLOs or SAOs been assessed in the last five years?

No

Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?

No

If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

Coordinators will review and update and map SAOs to ILOs

Outcome Assessments

Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.

Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)

Review the SLOs or SAOs data located in CurriQunet. What is your department's acceptable achievement score goal for each outcome?

To review Puente Program classes student learning outcomes click this link: https://docs.google.com/document/d/1zz93RE4RHf_NRMbKtdxDsDJ5CaIB8yQoRCTacHuhKHg/edit?usp=sharing

Our acceptable achievement is a C or higher in each class.

Institutional Learning Outcomes (ILO)

How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

Our SLOs are generated by our departments and, therefore, are not set by our program, and we align with those standards. For more information, review the Counseling and English departments PIPR plans.

Are you meeting your SLO/SAO success goals? What patterns stand out in your results? If your SLO/SAO results are lower than your goals, what are your plans to improve them?

Neither of our departments have assessed in the last three years.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

As part of upcoming changes from the California Community College Chancellor's Office (CCCCO) and the University of California (UC) and California State University (CSU) upcoming implementation of the new CalGETC general education plan, Gavilan College's Counseling Department is discussing our Guidance course offerings and potential revisions to meet the new general education areas.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

n/a

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

n/a

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2017**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   100

   Full Time Faculty
   1

   Part Time Faculty
   1

   Full Time Staff
   0

   Part Time Staff
   0

   Full Time Mgr/Admin
   1.00

   Part Time Mgr/Admin
   0.00

2. **2018**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

150

Full Time Faculty

1

Part Time Faculty

1

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

3. **2019**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

100

Full Time Faculty

1

Part Time Faculty

1

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

4. **2020**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

100

Full Time Faculty

1

Part Time Faculty

1

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin
1.00

Part Time Mgr/Admin
0.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2017
FT = 50.00%
PT = 50.00%

Year:2018
FT = 50.00%
PT = 50.00%

Year:2019
FT = 50.00%
PT = 50.00%

Year:2020
FT = 50.00%
PT = 50.00%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?
Given the implementation of Guided Pathways at the college and the retirement of 2 general counselors, the workload and expectations of the Puente/ General Counselor is increasing and will only increase more unless those positions are filled and the Puente counselor is given more support.

Additional Comments
The current Puente counselor is reassigned 40%, and is one of the Career and Academic Pathways (CAP) counselors for the largest CAP in the Guided Pathways (GP) model.

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?
No

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?
The Puente Program continues to advocate for the addition of a STEM Puente cohort. This process has included collaborative discussion with faculty across the involved disciplines, administrators at every level of the college, including Title V grant managers, and Puente officers at the state level. Enthusiasm for this model has been widespread and ongoing.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

National research has shown that men of color, Black and Latino students in particular, are attending and completing college and slower rates during and post pandemic. This is an opportunity for intentional outreach to these groups of students, which are also highlighted in the campus's equity plan. This is also a potential threat, as there is a lack of information about the underlying cause and best practices to address the concern, leaving programs unsure of how to reach this group. Work with the Equity committee may provide another opportunity for learning and strategizing moving forward.

What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?
Remote instruction and services allows for more flexibility with this generation of students, and can create conflict with Puente's historical, and successful, practices of in person and regular (~ 4 points of contact per week).

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?
Competing with online and hybrid options for our working students has created a challenge for recruitment of new students. During the pandemic we saw a decrease in students joining the program as a result of online courses, but in the last 2 incoming cohorts (2022, 2023) students that identified a desire for in person courses and the Puente program, then were also drawn to a more flexible schedule for non Puente course offering of online or hybrid courses.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?
No.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.
There is a need for additional release time ad STEM counselors and instructors.

Release Time:
For example, if every phase one student saw the counselor three times a semester and phase three students at approximately 70 students once a semester and if the counselor provided only five hours toward other coordination duties, which are great, the 40 percent release time does not allow for this.

In theory, the counseling support office is supposed to be providing 10 hours of office support a week. However, due to illness, retirement, reassignment, and short-staffing for over three years, these hours have not been provided.

Additional STEM Counselor and Instructor
There is a need for a STEM focused Puente co-hort, in which case an additional counselor and instructor would be needed.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?
N/A

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

For close to 40 years, Gavilan's Puente Program has surpassed success and retention rates for both counseling and English courses. Furthermore, every year our mentor co-hort includes Gavilan Puente alumni, who are successful professionals and leaders in their communities.

We believe this program long ago demonstrated what is needed for student success and this model should be expanded across our campus.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

From our perspective, this report comes at the busiest time of the semester for both counselors and instructors. While students needs are great at this time, this report looms large, creating tension and distraction to the work of our classrooms and purpose to meet students where they are.

Large portions of the report require us to find information that sits in one database, transfer it to this form, and then send it on to you where it seems it will then be filed into a second database.

It would be of great assistance, if that data were already provided, culled through, and presented to us in simple easy to access forms, so that our reflections would be more meaningful and productive.

Goals

Three-Year Program Plan Goals

1. **Continue to increase student outreach activities to establish full cohort by May and/or fund summer counselor to achieve full cohort by late summer.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   The college's mission statement calls upon us to reach out to students of different backgrounds and to build their academic, social, and economic potential. The Puente program fulfills this mission by identifying students that would be well-serviced by its model and setting them on the transfer path.

   Proposed Activity to Achieve Goal**
   In-person high school outreach each spring and participation in Gavilan College recruitment efforts, such as Super Saturday Events, and when a full cohort is not established by May, additional summer recruitment via individual appointments, phone calls, and texts.

   Responsible Party
   Puente Counselor and English Instructor

   Fund amount requested. If a collaboration, what % required from each partner?
   $3,200

   Total Three Year Resource Allocation Request
   9600

   Timeline to Completion Month / Year
   End of May and/or end of summer.

   How Will You Evaluate Whether You Achieved Your Goal

We will have a full cohort by end of May and, where that is not possible, by end of summer.

2. **Increase student outreach activities to establish full cohort by May and/or end of summer each year.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   The college's mission statement calls upon us to reach out to students of different backgrounds and to build their academic, social, and economic potential. The Puente program fulfills this mission by identifying students that would be well-served by its model and setting them on the transfer path.

   Proposed Activity to Achieve Goal**
   In person high school outreach each spring and participation in Gavilan College recruitment efforts, such as Super Saturday Events, and/or in-person meetings, phone calls, and recruitment texts over the summer when full cohort is not established by May.

   Responsible Party
   Counselor and English Instructor

   Fund amount requested. If a collaboration, what % required from each partner?
   $3,200

   Total Three Year Resource Allocation Request
   9600

   Timeline to Completion Month / Year
   End of May and/or end of summer when necessary.

   How Will You Evaluate Whether You Achieved Your Goal
   We will have established a full cohort before the beginning of each fall term.

3. **Continue developing partnerships with potential STEM faculty and supporting administrators to realize a Puente STEM cohort.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Adding a STEM focused Puente cohort will help set students on a path of academic, social, and economic potential, which is part of the college's stated mission.

   Proposed Activity to Achieve Goal**
   Collaborate and network with potential STEM faculty, supportive administrators, and Puente officers at the state level.

   Responsible Party
   Counselor, English Instructor, Administrators, Puente State Officers.

   Fund amount requested. If a collaboration, what % required from each partner?
   $?????

   Total Three Year Resource Allocation Request
   10

   Timeline to Completion Month / Year
   Fall 2025

   How Will You Evaluate Whether You Achieved Your Goal

We will have finally achieved a Puente STEM cohort.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).
For close to 40 years, Gavilan's Puente Program has surpassed success and retention rates for both counseling and English courses. Furthermore, every year our mentor co-hort includes Gavilan Puente alumni, who are successful professionals and leaders in their communities.

We believe this program long ago demonstrated what is needed for student success and this model should be expanded across our campus.

Attach Files

Attached File