

Puente Program Review 2020

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The Puente Project seeks to increase the number of educationally under-served students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors. While Puente was originally a Latinx program, it is open to all interested students, with special consideration for first-generation college students. Students take rigorous, culturally relevant, transferable English courses the first year of enrollment in the program. College success counseling courses are also part of the program, providing students with guidance to navigate higher education, help them identify academic goals, choose a major, and transfer. A cohort model encourages active community engagement and students attend cultural events and university visits to build a sense of belonging. In addition, the student's family is included in a yearly event to help students understand their familial capital. A mentorship component encourages students to envision majors and career options while making professional connections.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

By participating in the Puente Program, by the end of the academic year, students will be able to:

- learn critical thinking and writing skills necessary to successfully complete transferable college level English courses of English 1A and English 1B within their first year of the Puente Program
- select a college major, develop an educational plan, and successfully complete two transferable counseling courses that focus on building college success skills and navigating the transfer process
- participate in cultural events to connect with community and grow their understanding/language around issues that impact their communities and cultural contexts that shape their identities
- build social and navigational capital by participating in the Puente Mentoring component and meeting with a mentor twice during the academic year.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends within Puente Sections					
Foothill College > Puente Cohort by Year					
	2016-17	2017-18	2018-19	2019-20	4-Year % Increase
Unduplicated Headcount	28	28	27	30	7.1%
Enrollment	149	164	151	151	1.3%
Sections	6	7	7	6	0.0%
WSCH	180	189	170	147	-18.3%
FTES (end of term)	12	13	11	10	-16.7%
FTEF (end of term)	0.6	0.6	0.5	0.4	-33.3%
Productivity (WSCH/FTEF)	325	336	355	410	26.2%

1. In the data table above, what does the FTES data trend indicate?

- the data trend shows an increase in FTES
- the data trend shows a decrease in FTES
- the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

As a learning community, we are charged with accepting 25 students into the cohort each year. While we often accept a few extra students, it is never much above 25, so if our FTES was ever to increase it would be minimally. Therefore, the question we wish to address is why has our FTES not remained flat? The first obvious reason is that students cannot continue to the winter quarter English 1B course if they do not pass the

fall quarter English 1A course. Therefore, our goal is to work on English 1A course success. A second observation is that our CRLP 71, Exploring Career Fields, class sometimes is not open to all our Puente students. CRLP 71 is a popular course offered to high school students and cannot be repeated once taken. Last year we had three students and this year two students who had already taken CRLP 71 prior to enrolling in Puente.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

To Stabilize FTES, We Propose These Actions:

- The Puente Model will continue to embrace culturally relevant pedagogy in all Puente courses. We incorporate curriculum that validates our students' history, culture and identity. Students often share with us that this is their first class reading books from multiple Latinx authors.
- We will continue to work closely with Pass the Torch and connect students to tutoring services early in the quarter.
- We can rearrange our sequence and have students take literature or creative writing course in the winter and 1B in the spring. This new sequence would eliminate the loss of students between 1A and 1B. In addition, having the literature class between 1A and 1B, would give students time to strengthen their reading and writing skills prior to taking English 1B which would ideally improve success rates in English 1B.
- We will consider changing the CRLP 71 offering to another course

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

- the data trend shows an increase in sections
- the data trend shows a decrease in sections
- the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

The data indicates a 1 percent increase in enrollment. This is not surprising as the Puente Program has always had one cohort per year, not allowing for significant increases in sections nor students. We have a 25 student cap for composition courses and English 1A and 1B are vital components of the Puente Program. We try to always take a few more students than the limit but not much more since we want to stay true to the research that notes student success in composition courses improves with smaller class sizes. To increase enrollment and sections, a second Puente Program cohort would need to be offered. While we have requested a second cohort in all past program reviews due to student demand, the request has always been declined due to budget restrictions. For this program, the counselor and English instructor require reassign time.

It is important to note that the Puente Program falls under the control of two departments- English and Counseling, and it is also under the control of the Office of Equity. All three of these departments ultimately must work together to determine whether or not funds can be allocated for the expansion of the Puente Program so as to allow for higher enrollment. Just as relevant to the conversation about enrollment is the fact that this program is shaped by various parameters that are non-negotiable such as seat counts for composition courses, and a Memorandum of Understanding (MOU) that Foothill has with the UC Berkeley office. Under the MOU this Program must have a designated English Instructor and counselor with a required amount of re-assign time, so in order to increase the number of students, and create a new cohort, we would need support from all departments to fund two other positions- a new English Instructor and a new counselor.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

N/A

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- the data trend shows the productivity number increased
- the data trend shows the productivity number decreased
- the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

We believe the primary reason why productivity has increased steadily is because the FTEF for the program dropped significantly due to the

change in the English course pathway and sequence due to the implementation of AB705. When we moved away from the English 1S/242A, English 1T/242B, English 1B model to offer English 1A with a co-requisite (non credit) and English 1B, we moved from five sections of English to two. This reduction in the number of sections and units students took reduced FTEF thereby increasing our productivity.

2. Does the data trend suggest changes are necessary to improve productivity?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

N/A

E. Enrollment by Student Demographics

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

Enrollment Distribution

Enrollment Distribution within Puente Sections by Student Demographics								
Foothill College > Puente Cohort by Year								
by Gender	2016-17		2017-18		2018-19		2019-20	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Female	15	54%	16	57%	18	67%	19	63%
Male	13	46%	12	43%	9	33%	11	37%
Non-Binary	0	0%	0	0%	0	0%	0	0%
Not Reported	0	0%	0	0%	0	0%	0	0%
Total	28	100%	28	100%	27	100%	30	100%

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

Unfortunately, the decrease in male enrollment has long been a challenge within Puente cohorts. As we understand, the majority of Puente Programs across the state experience the same disparity between male and female students. We speculate cultural norms and expectations of male students within POC communities in general, and Latinx communities specifically, may play a role in this decrease. For example, many of our male students are expected to work full-time and contribute to the household income. This expectation combined with the ever-increasing cost of living in the Bay Area can be a reason for the decrease. Lastly, many male students of color experience educational trauma due to the

impact of implicit bias and stereotype threat in the classroom because of their ethnicity. Such bias and its impact on POC students, especially males, has been documented in the literature surrounding the school to prison pipeline and can deter male students from continuing on with a college education.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

We believe the lack of gender parity may be due to not allowing more time to recruit male students to the program.

For the last couple of years, we've been reviewing enrollment once we hit 20 students. If at that point, we have significantly more women than men, we then block off the remaining spots for males only. If by the end of the second summer block, it looks like we are not going to fill the remaining spots with males, we begin to enroll the females on the waitlist. A possible solution could include extending this deadline allowing more time for males to enroll.

Another possible solution is to recruit more male students during Athletic Opening Day. Typically that event occurs mid-August, and usually by that time our cohort has been recruited in full. We can reserve several seats until that event to see if we might recruit more male athletes.

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

Enrollment Distribution

Enrollment Distribution within Puente Sections by Student Demographics								
Foothill College > Puente Cohort by Year								
by Ethnicity								
	2016-17		2017-18		2018-19		2019-20	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent
African American	0	0%	1	4%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	1	3%
Filipinx	1	4%	4	14%	0	0%	0	0%
Latinx	26	93%	23	82%	27	100%	29	97%
Native American	0	0%	0	0%	0	0%	0	0%
Pacific Islander	1	4%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%
Decline to State	0	0%	0	0%	0	0%	0	0%
Total	28	100%	28	100%	27	100%	30	100%

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipino enrollment rates
- the data trend shows a decrease in the Filipino enrollment rates
- the data trend shows no change and/or is flat in the Filipino enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates
- the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- the data trend shows an increase in the Decline to State enrollment rates
- the data trend shows a decrease in the Decline to State enrollment rates
- the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2019-20 = 4% African American, 38% Asian, 5% Filipino, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)

- yes
- no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

While the Puente Program is open to all students, the program was founded to address the low academic achievement of Mexican-American and Latinx students. The Puente Program validates and focuses on the Latinx culture, history, and experience. For this reason, the program attracts a majority of Latinx students. In addition, this program has been branded to attract Latinx students, hence the name of the program, "Puente," which means bridge in Spanish. It is a bridge program to prepare students to transfer from community college to a 4 year college. Therefore, this data point is less informative for us; though this does not mean we do not want to monitor this data, but we do not necessarily need an action plan to address it either.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- yes
- no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

N/A

F. Student Course Success

a. Student Course Success

Course Success Rates by Unit

Course Success within Puente Sections								
Foothill College > Puente Cohort by Year								
All Puente Students								
	2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	133	89%	141	86%	125	83%	119	79%
Non Success	11	7%	6	4%	14	9%	22	15%
Withdrew	5	3%	17	10%	12	8%	10	7%
Total	149	100%	164	100%	151	100%	151	100%

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

It is difficult to get an accurate read of this data since it is a reflection of success rates in both the Counseling and English courses.....

The data shows that course success began to decrease 2017-2018, but most notably beginning 2018-2019. There are significant changes that occurred during this time that may explain why.

In 2017-2018, we had to open up Puente English 1B to all Foothill Students for productivity purposes. This interrupted the Puente cohort model, allowing non-Puente students to join. Notable, too, is that this was also a year of intense anti-immigrant (especially Latinx immigrant) sentiments and the halting of DACA, which may have impacted student motivation and therefore success.

In 2018-2019, the Puente team completely changed with both long time Puente English instructor and counselor stepping away from Puente. In 2019-2020 there was a change to a more accelerated course sequence due to AB705. This change eliminated use of English cut scores to determine program eligibility. Lastly, students felt a great deal of insecurity due to pandemic and were inexperienced in asynchronous, online learning.

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

To improve success rates, we will:

- establish a solid Puente team which is built over time. The current Puente team has now been working together for 1.5 years.
- change English sequence to allow for one quarter between English 1A and 1B. Students will take either a transferable Creative Writing or Literature course. This will allow students more time to develop writing and reading fluency, hence improving course success in 1B.
- offer culturally relevant, transferable English. Last year we offered a Latinx Literature course that is both CSU and UC transferable. This year we will offer CRWR 25A, Poetry in Community, a course created by the Puente English Instructor; it brings local contemporary poets of color to the Puente classroom, sharing poetry that honors and maintains cultural knowledge and complicates single narratives.
- encourage students who do not pass 1A to immediately repeat English 1A in winter so they are prepared for English 1B in the spring and maintain that continuity.
- continue requiring students who do not pass English 1A with a B or higher to participate in PTT the subsequent quarter.
- continue new practice of recruiting past Puente students who didn't pass English 1B to return and retake English 1B in Puente.
- continue growing new Puente Mentor Model which includes only former Puente student mentors who've accomplished the Puente mission in order to improve motivation and therefore student success.
- attend yearly trainings through the Puente Statewide Office to strengthen culturally responsive pedagogy and practices.

b. Student Course Success by Student Groups

Course Success for African American, Filipinx and Latinx Students

Course Success within Puente Sections								
Foothill College > Puente Cohort by Year								
Puente Students: African American, Filipinx and Latinx								
	2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	127	89%	141	86%	125	83%	116	79%
Non Success	11	8%	6	4%	14	9%	22	15%
Withdrew	5	3%	17	10%	12	8%	8	5%
Total	143	100%	164	100%	151	100%	146	100%

Course Success for Asian, Native American, Pacific Islander, White and Decline to State Students

Course Success within Puente Sections								
Foothill College > Puente Cohort by Year								
Puente Students: Asian, Native American, Pacific Islander, White and Decline to State								
	2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	6	100%	0	—	0	—	3	60%
Non Success	0	0%	0	—	0	—	0	0%
Withdrew	0	0%	0	—	0	—	2	40%
Total	6	100%	0	0%	0	0%	5	100%

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- yes
- no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

As noted earlier, while the Puente Program is open to all students, the program was founded to address the low academic achievement of Mexican-American and Latinx students. The student group that makes up the Puente Program is mostly and some years entirely Latinx students. Therefore, in the future, this is likely a data point we will not include as the intended purpose for this question doesn't fit the Puente Program.

So while the data trends show that Asian, Pacific Islander, White and Decline to state had less course success than African American, Latinx, and Filipinx student group in the year 2019-2020, we are aware that this data point is due to a single student issue rather than a program issue.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- yes
- no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

Our core belief is that a personal connection, a recognition of students' cultural wealth, and an Ethnic Studies, Critical Race Theory approach in the Puente Program can greatly improve success for BIPOC students. In counseling, students read and write about their cultural, ethnic, and student identities, but more importantly, counseling and the Puente Counselor become central to bridging personal connections to students that validate their presence in the classroom and on the college campus. Rendon's validation theory suggests that for many students, the impact of someone "expressing care and concern" for them makes them feel that their "prior life experiences and knowledge" are valuable (2011). The Puente Team, both the English Instructor and the counselor, meet weekly to discuss students' progress and the need for possible interventions. After these meetings, the counselor follows up with students, reflecting an understanding of their personal situation and circumstances, and ensuring the student understands that they have a support system within the context of this program. Additionally, students read, discuss, and understand the impact of Yasso's theory of cultural wealth in order to shift their mindsets away from deficit narratives and towards a recognition of their strengths and assets as college students. Central to the framework of cultural wealth is Critical Race Theory which prioritizes authors, texts, and themes from multiple racial and ethnic lenses. In English, texts focus on intersectional issues that center all communities of color in the Bay Area that are impacted by issues such as housing, gentrification, inequities in public education, PTSD, mass incarceration, and the criminalization of BIPOC communities, migrants, and undocumented peoples.

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates within Puente Sections by Gender									
Foothill College > Puente Cohort by Year									
2019-20									
	Success		Non Success		Withdrew		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
Female	71	77%	17	18%	4	4%	92	100%	
Male	48	81%	5	8%	6	10%	59	100%	
Non-Binary	0	—	0	—	0	—	0	—	
Not Reported	0	—	0	—	0	—	0	—	
Total	119	79%	22	15%	10	7%	151	100%	
2018-19									
	Success		Non Success		Withdrew		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
Female	82	82%	10	10%	8	8%	100	100%	
Male	43	84%	4	8%	4	8%	51	100%	
Non-Binary	0	—	0	—	0	—	0	—	
Not Reported	0	—	0	—	0	—	0	—	
Total	125	83%	14	9%	12	8%	151	100%	
2017-18									
	Success		Non Success		Withdrew		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
Female	87	87%	4	4%	9	9%	100	100%	
Male	54	84%	2	3%	8	13%	64	100%	
Non-Binary	0	—	0	—	0	—	0	—	
Not Reported	0	—	0	—	0	—	0	—	
Total	141	86%	6	4%	17	10%	164	100%	
2016-17									
	Success		Non Success		Withdrew		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
Female	73	91%	5	6%	2	3%	80	100%	
Male	60	87%	6	9%	3	4%	69	100%	
Non-Binary	0	—	0	—	0	—	0	—	
Not Reported	0	—	0	—	0	—	0	—	
Total	133	89%	11	7%	5	3%	149	100%	

1. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change and/or is flat in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

Student success rates have declined from 2016-17 to 2019-2020 as noted in the previous Area F. Reasons for this decrease and solutions to improve were mentioned in area F. The data shows both female and male course success rates declined over this four year period. While course success rates for both genders declined, females had slightly higher success rates than males from 2016-2018 and males had slightly higher success rates from 2018-2020. What is interesting to note from this data, is that our female success rates decreased significantly. We speculate cultural contexts are important to understanding this decline and gap. In Latinx communities, while men are expected to bring in income, women are often expected to take on more home/family responsibilities. Many students live in multigenerational homes, too, which adds to the expectation to care for others. During the pandemic, for example, many female students helped home-school siblings, care for parents/elders, maintain household chores, and work.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

Course success rates broken down by gender do not show that one gender is significantly more at risk. The decreased success rates is a problem for both genders. As noted in the previous section, we intend to improve course success rates by implementing various approaches and solutions. Please review area F(a) #2 for those approaches and solutions.

Additionally, we will monitor the way that College Promise has impacted student success rates for both genders as it will allow the majority of our students to work less hours and therefore dedicate more time to their studies.

We will also consider adding an additional Dia De Familia, or Family Day, to our program schedule to ensure that we have constant, quarterly interaction with students' families and parents so that they can better understand how to support their student. At our most recent Dia De Familia, a female student wrote the following, "I was relieved when our Puente teachers explained how many hours per week us Puente students were expected to dedicate to our homework. This made me feel like maybe my parents will better understand me now and why I stay up so late doing homework and why I'm so stressed out. Even though my dad couldn't, attend, I overheard my mom sharing this information with my dad. This gave me hope."

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

Course Success Rates by Group

Success Rates within Puente Sections by Ethnicity									
Foothill College > Puente Cohort by Year									
2019-20									
	Success		Non Success		Withdraw		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
African American	0	—	0	—	0	—	0	—	
Asian	3	60%	0	0%	2	40%	5	100%	
Filipinx	0	—	0	—	0	—	0	—	
Latinx	116	79%	22	15%	8	5%	146	100%	
Native American	0	—	0	—	0	—	0	—	
Pacific Islander	0	—	0	—	0	—	0	—	
White	0	—	0	—	0	—	0	—	
Decline to State	0	—	0	—	0	—	0	—	
Total	119	79%	22	15%	10	7%	151	100%	
2018-19									
	Success		Non Success		Withdraw		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
African American	0	—	0	—	0	—	0	—	
Asian	0	—	0	—	0	—	0	—	
Filipinx	0	—	0	—	0	—	0	—	
Latinx	125	83%	14	9%	12	8%	151	100%	
Native American	0	—	0	—	0	—	0	—	
Pacific Islander	0	—	0	—	0	—	0	—	
White	0	—	0	—	0	—	0	—	
Decline to State	0	—	0	—	0	—	0	—	
Total	125	83%	14	9%	12	8%	151	100%	
2017-18									
	Success		Non Success		Withdraw		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
African American	7	100%	0	0%	0	0%	7	100%	
Asian	0	—	0	—	0	—	0	—	
Filipinx	17	74%	1	4%	5	22%	23	100%	
Latinx	117	87%	5	4%	12	9%	134	100%	
Native American	0	—	0	—	0	—	0	—	
Pacific Islander	0	—	0	—	0	—	0	—	
White	0	—	0	—	0	—	0	—	
Decline to State	0	—	0	—	0	—	0	—	
Total	141	86%	6	4%	17	10%	164	100%	
2016-17									
	Success		Non Success		Withdraw		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
African American	0	—	0	—	0	—	0	—	
Asian	0	—	0	—	0	—	0	—	
Filipinx	6	100%	0	0%	0	0%	6	100%	
Latinx	121	88%	11	8%	5	4%	137	100%	
Native American	0	—	0	—	0	—	0	—	
Pacific Islander	6	100%	0	0%	0	0%	6	100%	
White	0	—	0	—	0	—	0	—	
Decline to State	0	—	0	—	0	—	0	—	
Total	133	89%	11	7%	5	3%	149	100%	

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

As noted earlier, since the Puente Program attracts the majority of Latinx students, there is limited data to compare course success rates for non Latinx ethnic groups. However, there is one non-Latinx ethnic group where the data trend shows a decrease in course success rates.

Filipinx: We believe the decrease in course success rates for Filipinx is due to the same reasons hypothesized in section F for Latinx students. We cannot find a variable that directly links to the decrease in Filipinx course success rates.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

As noted in the previous narrative, we speculate that the decrease in Filipinx course success rate is due to the same reasons mentioned for the Latinx students in our Puente Program.

3. Do the data suggest that changes are necessary to improve program course success equality?

- Yes
- No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

The data show that Filipinx course success rates decreased. We want all students to feel welcomed and included in the Puente Program without diluting the Latinx roots of the program. In our next Puente Flyer, we can highlight intersectional themes relevant to first generation college students' communities and experiences. We can also continue to seek out students from different backgrounds in our outreach efforts and events.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

- The numbers for success rates reflect a combination of both the counseling and English courses, to understand success rate trends and have a clearer picture about how to address an increase in success for the program, it would be helpful to have data that disaggregates success rates in both of these courses.
- In the last year the Office of Equity has been providing us with quarterly reports related to success rate trends. We will improve our practice of using those reports throughout the year to inform our interventions and outreach to students and to find ways of gaining insights into those trends as it feels challenging to try and reflect on the five year picture. We think that by looking at these quarterly reports, we can learn more in the moment and make changes as needed while we have the cohort with us.
- The race/ethnicity break down does not necessarily tell us much since the program is supposed to serve first-generation students and has historically had Latinx students and curriculum as its focus. For future program reviews, we recommend this portion of document be eliminated.
- There is not a lot of space here to discuss the qualitative data we have that reinforces many of the effective practices we use in the Program. Primarily, we have heard from students time and time again that the content of the literature we read and the topics we write about provides them with a historical, political, and civic context that motivates them to commit to their goals and just as importantly, to become more involved in their communities. Students share a newly forming sense of cultural pride, gratitude for having learned the history of their people, their families and for the space in the classroom to center those histories.
- It is also important to note the ease with which the Puente Counselor was able to gather together 29 former Puente students to become mentors for our current Puente cohort- the fact that so many professionals are willing to make space in their lives to return as Puente mentors says a lot about what we see as the biggest strength of the program- the sense of community that the program fosters. This was just our first year of bringing in former Puente students as mentors, and the Puente Counselor and her connections with students was central to this success, but we are certain we can continue to grow this mentorship approach in the future.
- The role of the counselor is an essential element of the program's success. The Puente counselor uses high-touch (intrusive) approaches to ensure students know they are supported and seen. From recruitment, to follow-up phone calls, and home visits, the counselor is with each student every step of the way from the moment the student decides to join Puente until the student is ready to graduate or transfer. In fact, not mentioned in this document, Puente has an end-of-year celebration each year that celebrates that year's cohort and their progress, and that highlights the past cohort Puente students who are graduating and/or transferring. Each year that number of students continues to grow.
- Once a Puentista, Always a Puentista. This is the Puente motto. While at the start of every academic year, it is our goal to retain and pass 100% of our Puente cohort, we always lose some students. In the spirit of the Puente motto, students are always accepted back into the Puente program should they decide to return. In fact, we take a proactive approach in looping students back into the program.

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.

Puente Addendum

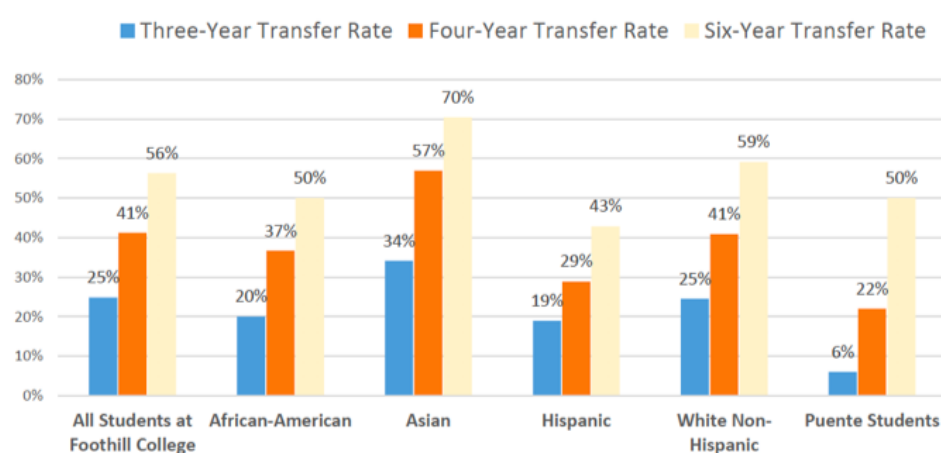
Puente Addendum 2020-21

1. What are the Puente Program outcomes/strategic objectives for the next 5-years?

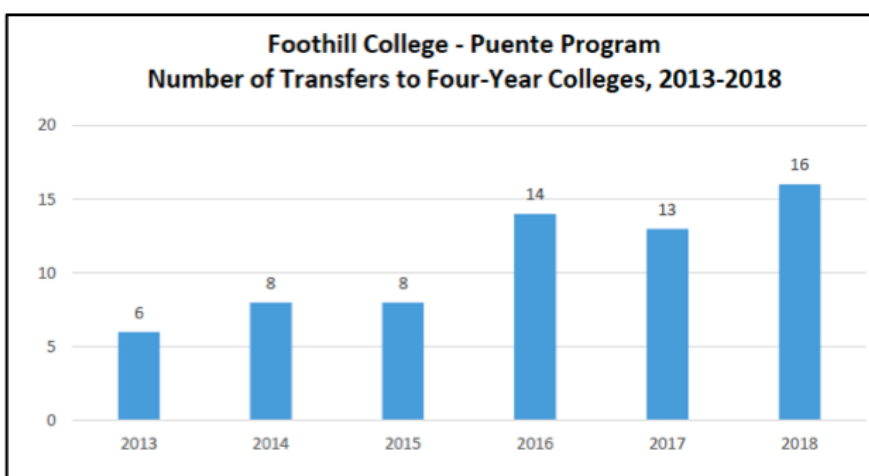
- It is our goal to have Foothill Puente students continue to transfer at a higher rate than non-Puente Latinx students but in a shorter period of time, within 3-4 years. With changes in the Puente course sequence related to AB705, along with the implementation of Foothill College Promise and the future of Guided Pathways, we anticipate shortening the amount of time it takes for Puente students to transfer.
- It is our goal to grow and maintain our new Puente Mentoring program. As noted earlier in our program review, we started a new Mentoring program this year. Past Puente students who have achieved the Puente mission of transferring from a community college to a four year university and earning their degrees are returning to Foothill College to mentor the next generation of Puente students. We are using a minute mentoring model rather than a direct matching model.
- It is our goal to start a second Puente cohort so that no student is turned away from the program. Each year, we have a number of students interested in Puente that we cannot accept because we reached full capacity.

A. Transfer

Puente Community College Program-Foothill College
Six-Year Transfer Rates of All Foothill College Students by Ethnicity and Puente Students,
2012-13 Cohort Transferring by 2017-18



¹The CCC statewide transfer rate is calculated for community college students who indicate intent to transfer. This is defined as: a) enrollment in a transfer-level English or math course, and b) completion of at least 12 units in the CCC system.



2. What does the data trend indicate about the rate and number of transferring Puente students?

In the chart entitled Number of Transfers to Four-Year Colleges from 2013-18, it is noted that the number of Puente students who transfer each year has increased. Puente Statewide research also shows six-year transfer rates of all Foothill College students by ethnicity and Puente students from the 2012-13 cohort transferring by 2017-18. Notably, Puente students are transferring at a higher rate than Latinx non-Puente students. However, the data also show that Puente students take more time to transfer than Latinx non-Puente students. Since Puente is a transfer program, we are pleased to see this data and speculate that its due to incorporating the completion of English 1A and 1B the first year in the program which according to the Loss of Momentum Framework is an indicator of future degree completion and or transfer. The Puente program also includes counseling courses specific to student success and transfer, a mentoring component, the practice of intrusive counseling, along with culturally relevant curriculum. We believe that these key components of the Puente model continues to support students' academic goal of

transferring. We speculate that each year more and more Puente students are transferring due to the fact that we accept a new cohort each year building the pool of possible Puentistas who can transfer. In addition, over the years we have tailored our recruiting efforts to only those students who have a goal of transfer.

B. Transferrable Units

Transferable Units Earned Fall-Spring

Average Transferable Units Earned Fall-Spring				
Foothill College > Puente Cohorts vs. Comparison Groups by Year				
	2016-17	2017-18	2018-19	2019-20
Puente Cohort (all)	20.6	21.8	22.8	23.7
Puente Cohort (Latinx)	20.5	20.7	22.8	24.1
Puente Cohort (not Latinx)	22.0	26.2		13.0
Comparison Group	10.9	22.0	15.4	16.1

Note: "Transferable units earned" means units earned through achieving a passing grade in a transfer-level class.

3. What does the data trend indicate about the number of transferable units earned by Puente students compared to other students in one year?

The data here show that although many of our students tend to work full-time or almost full-time, they are still taking more transferable units in one academic year than students in the comparison group. With the exception of 2017-18, more students earned transferable units in one year which is inline with our goals of preparing students for transfer. What we can learn from this is that the program components- challenging but culturally relevant curriculum, high-touch counseling, mentorship and leadership opportunities, and the creation of a safe space for processing learning challenges and building student skills- are all working together to support and motivate students to meet the challenges of being a first-generation college student.

C. English 1B Completion Within One Year

English 1B Completion Within One Year

Percent Completed English 1B Within One Year				
Foothill College > Puente Cohorts vs. Comparison Groups by Year				
	2016-17	2017-18	2018-19	2019-20
Puente Cohort (all)	64%	62%	48%	54%
Puente Cohort (Latinx)	62%	62%	48%	56%
Puente Cohort (not Latinx)	100%	60%		0%
Comparison Group	21%	44%	23%	27%

Note: Students completed ENGL 1B within one year if they successfully passed ENGL 1B prior to the fall term of the subsequent year.

4. What does the data trend indicate about Puente students completing the English sequence through Engl 1B within 3 quarters compared to other students?

Because one of the goals of the Puente Program is to have students be transfer-ready, they are enrolled in transferable, required English courses. The data demonstrates that Latinx students in the program have had a higher throughput through the English 1A/ English 1B sequence than non-Puente Latinx students. With the exception of one year in particular, there is an over 50% completion rate for Puente students. As mentioned above, one indicator of future degree completion or transfer as noted by the Loss of Momentum Framework, is the completion of English 1A and 1B the first year. This data reassures us that we are providing students the space and support they need to move towards their transfer goals; it is promising to see that despite the changes we've made to the English course sequence (due to AB705), students continue to see higher rates of success in English than the comparison group.

D. Persistence Rates

Persistence to Following Fall Term

Percent Enrolled in a For-Credit, Transferable Course in the Following Fall Term				
Foothill College > Puente Cohorts vs. Comparison Groups by Year				
	2016-17	2017-18	2018-19	2019-20
Puente Cohort (all)	75%	65%	60%	64%
Puente Cohort (Latinx)	77%	71%	60%	67%
Puente Cohort (not Latinx)	50%	40%		0%
Comparison Group	47%	79%	54%	55%

Note: Students enrolled as of census.

5. What does the data indicate about Puente students who persist through the following fall term compared to other students?

With the exception of one year, 2017-18, Latinx Puente students do have a higher persistence rates than the comparison group. We measured persistence by looking at students who return to school the subsequent year that they start Puente. The Puente Program is currently only a one-year program where students in the cohort are enrolled in classes together, but after the first year the counselor continues to check in and work with them to ensure they are on track with their goals. We believe this continued high-touch counseling is a major reason why persistence is notably higher for Puente students than the comparison group. Additionally, through increased campus participation (the Puente Club, student organizing, leadership retreats, writing retreats, etc.) students form stronger academic identities and social capital through the program which we believe encourages them to persist and return the following year.

This form is completed and ready for acceptance.