Program Name: PUENTE PROJECT
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Academic Year: 2023-2024
Status:
Updated on:

1. <u>Description of Program (200-400 words)</u>

- Provide a brief description of the program and how it supports the following:
    - <u>CSM Mission and Values Statements</u>
    - <u>CSM Statement of Solidarity</u>
    - <u>CSM's Strategic Priorities</u>
    - <u>SMCCCD's Strategic Goals</u>
    - <u>CSM Forward 2028 - Education Master Plan</u>

PUENTE is a nationally recognized transfer support program. Its mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to help future generations. PUENTE provides an academic and supportive environment in which students plan and work toward achieving their educational and career goals in partnership with counselors, culturally sensitive instructors, and community professionals.

PUENTE's interdisciplinary approach combines writing instruction, intensive academic counseling, and mentoring to provide a focused, sustained, and engaging learning environment for students. In addition to counseling and English classes, CSM is one of five campuses statewide piloting PUENTE MaS (Math & Science) to ensure that students are completing the gateway to mathematics courses. PUENTE also recognizes that all learning does not just occur within a classroom setting and provides students with opportunities to focus on Latinx identity and reflect on their lived experiences both in the academic world and the broader community. As a whole, the program works to counter the racial, ethnic, class, and gender disequilibrium in our academic and workforce systems.

CSM's Puente program is highly successful in terms of students passing a transfer level English course early in their college career. In the '22-'23 academic year, 47.1% of Hispanic students completed a transfer level English course within their first year at CSM, 86% of Hispanic identifying students enrolled in PUENTE completed a transfer level English course **in their first semester.** PUENTE is open to all students, but in the '21-'22 and '22-23 school years all students enrolled in Puente were Hispanic.

The PUENTE program at CSM is aligned and supports our college mission and value statements, as well as the solidarity statement because we focus on fostering success, creating equitable opportunities for students, celebrating the intersectionality of our students' identities, enhancing students' leadership skills, and providing a space where they can critically reflect/analyze the problematic institutionalized policies and practices that affect BIPOC and all students. We are also aligned with every aspect of our EMP priorities. Through this program

review we are being asked how PUENTE supports these institutional statements and plans, however, something that needs to be asked to our institution is how are we as a designated "Hispanic Serving Institution (HSI)" supporting PUENTE and the rest of the Latinx student population at CSM? We need to acknowledge that our campus is a Hispanic **enrolling** Institution, however we are not yet a "Hispanic **serving**" institution.

2. <u>Results of Previous Program Review (200-500 words)</u>

a. Describe the results of your previous Program Review's action plan and identified equity gaps.

    a) Previous Goals

        1. Goal: The need for second PUENTE cohort to address in closing a slight part of the equity gap in serving Latinx students at CSM.

            i. <u>Result</u>: Collected data through intake forms submitted through formstack, direct emails from students, and referrals from current Puentistas, alumni, high school counselors and campus partners (counselors, EOPS/Promise).

            ii. <u>Changes implemented</u>: PUENTE only accepts students during the Fall semester. The outreach for the next year's cohort usually begins during the late spring semester. The past two years the PUENTE counselor began recruitment earlier in the Spring semester, sent out a mass email to CSM partners/incoming students, and presented in person at local high schools.

            iii. <u>Plans still in progress</u>: In order to move forward with a second cohort, we have identified a second counselor and will be requesting an English faculty position to teach either one or both cohort sections. We are currently piloting Math as an additional course for the cohort. We are implementing and creating a structure to potentially have the second cohort run with our math faculty.

        2. Goal: Creating a yearly Latinx Student Empowerment Conference for high school students.

            i. <u>Result:</u> The first year we were unable to move forward with planning the conference due to receiving our budget during mid-semester of Fall 2022.

            ii. <u>Changes implemented:</u> N/A

            iii. <u>Plans still in progress</u>: Although we still have not received our budget. We are currently in the planning process and have already created an agenda, begun to identify partners, get quotes, and reserve space.

b. Explain any curriculum or programmatic changes since last program review

        i. **<u>Virtual to in-person transition:</u>** From March 2020 to January 2022 both English and Counseling classes, as well as counseling services were virtual. We

transitioned back to in person classes and hybrid counseling in the spring of 2022, which allowed us to reconnect with students and resume our programming through Noche de Familia, our mentor/mentee mixer, cultural events, university fieldtrips and end of the year transfer/graduation celebration.

    ii. **New Class:** Addition of Math 200/800, Puente MAS pilot program through the statewide office.

    iii. **Programmatic changes:**
- i. Shift from online to fully in person events
- ii. Addition of Math professor
- iii. Implementation of SI's for English and Math
- iv. Southern California University Fieldtrip (tour of 4 campuses)

c. Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

SLO/SAO Assessed:	Program Actions Aimed at Improving SLO results:	Results of Program Efforts:
English 105 SLO #1	More class time and canvas activities were dedicated to library activities in a hybrid zoom setting to provide students with clear guidance on utilizing library resources for independent research.	69% of program students demonstrated proficiency in this SLO are in Fall '21 and 86% of program students demonstrated proficiency in Fall '22.
Puente Counseling Access and Utilization	Over the past year and a half counseling appointments have been provided virtually (zoom/phone). These virtual appointments have had the ability for students to access their Puente counselor in a more flexible manner.	In '21-'22 there was increased utilization of counseling resources. Similar levels of counseling utilization continued in '22-'23. Jenny receives more in person meeting requests (60% requesting in-person)
Noche de Familia Cohort and Community Building	This event allows the opportunity for students' families (siblings, parents, friends, mentors, supporters, etc.) to learn about the support PUENTE is providing, as well as ways that we can both collaborate as a program and family to support the student through their education.	Attendance was lower in Fall '21 (40 people attended virtually). After returning to an in-person event, attendance increased to over 90 attendees.

3. <u>**Current Program Review (200-400 words)**</u>

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

a. **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. According to the college-wide statistics presented for 2022-2023, CSM serves around 32% of Latinx students, the majority of them being first-generation college students. As the Latinx community continues to grow at CSM every year, PUENTE continues to get more students who are interested in participating in the program.	Part of this huge equity gap is due to our ability as a program to only accept 26 students per year starting in Fall due to the cap on English courses.	We have not yet been granted a second cohort; however, we have received funding from PUENTE Project statewide that would help support a second cohort, along with additional funding from CSM. Additionally, we received funding that allowed us to coordinate bigger events to support students, as well as other Latinx	Adding a second cohort to serve another group of students would not close the gap entirely, but it would allow many first-generation students the opportunity to gaining access to the support and resources that PUENTE can provide them through their journey at CSM.

		students. We were able to take 50 students on a South California University trip, which consisted of Phase 2 and Phase 3 Puentistas, as well as students within the PUENTE Latinx Club.	
2. We noticed low completion rates of PUENTE students who attempted math courses. Completion of Math courses is low among PUENTE students and the majority of Latinx students at CSM. The success rates for all students in Math courses from 2022 to 2023 is 62.6% compared to 53.9% for Latinx students.	The success rates for all students in Math courses have steadily decreased over the past 3 years by as much as 10% per year and the retention rate has also decreased by about 9% each year. Overall success rate from 2022/23 is 62.6% but there is a continued gap in the success rates for Latinx students, which stands at 53.9% for 2022/2023. The decline in success can be informed by complex factors such as varying learning and teaching styles, student confidence in the subject, outside factors, etc.	In Fall 2022, we were asked by the statewide office to be 1 of 5 campuses to pilot PUENTE MaS, which has allowed us to implement a Math 200/800 course to our cohort model which began Fall 2023.	Due to piloting PUENTE MaS we have received additional funding for our math faculty member to receive on-going PUENTE training/professional development, teach Math 200/800, and receive coordination hours. Additionally, hiring phase 3 PUENTE students as SI's and/or tutors would assist with retention and allow for continued community building.

b. **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.
- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
    o interventions implemented
    o any successes in closing gaps
    o ongoing challenges

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1. During the last program review in Fall 2021 PUENTE classes were synchronous and took place via zoom and in Spring 2022 we transitioned back to in-person courses. There is a noticeable difference in attendance of classes.	Since the transition back to in-person class, it has been difficult for many students to get to campus. Many struggle with access to consistent transportation. Students are also working a lot more hours than before the pandemic and are in need of more financial support.	Work with campus partners to help students access Lyft program and think about creating a more accessible shuttle bus route. Identify external scholarships, work more closely with financial aid to ensure students are completing FAFSA, CADA, CCPG, and accessing other beneficial resources.
2. Counseling services were via zoom/phone during Fall 2021 and have continued to be hybrid since we transitioned back in the Spring 2022. Students have been able to have more access to counselor due to hybrid modality.	Many students continue to express they prefer the accessibility of being able to meet on zoom in addition to in person appointments.	Continue to provide hybrid services. Counselor has been able to meet with more students because of the convenience of the zoom modality. It provides access to shifting modalities in the moment if students do not show up for their in-person appointments, a zoom link is sent instead.

c. **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

Challenges: As we transitioned back to campus and in person courses many of our students struggled with transportation. Some of our students take multiple buses in order to get to campus, some are spending a lot of money on taking Uber/Lyft to campus daily. The free shuttle does not

encompass the areas which our students are coming from. This creates a huge disadvantage for our students because they are unable to attend their classes or at times are late for classes.

Opportunities: The different modalities that have been used in the past two years have allowed us to find new ways to engage our students and be more intentional with our programming. Additionally, moving forward there is an opportunity to increase the PUENTE Project's visibility and strengthen connections among CSM administration, faculty, students, and community by partnering with chosen faculty from other departments and disciplines.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
  - What will your assessment focus on?
  - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1. Counseling: Completion/Transfer rates for PUENTE male students. Is there a difference in success, persistence and completion rates between female and male PUENTE students.	-Gather PRIE data to compare overall PUENTE demographic rates. -Create an internal tracking system for identifying transfer rates.	Partnering with PRIE and PUENTE statewide research office
2. **The program will examine how students are utilizing the following writing and reading skills from English 105 and English 110 in their phase three (post cohort) classes.** Engl 105 SLOSs:	Phase 3 (post-cohort) students will participate in Fall and Spring workshops, where they will both be coached on English SLO related skills that will support their other academic work and be surveyed on the skill that they have found most useful in their continuing work.	

2. Develop clear, fluent, and focused sentences that are appropriate for the student's intended audience and purpose. 4. Employ a methodical writing process that includes prewriting, drafting, revision, and self-assessment. Engl 110 SLO**:** 1.Write clear, coherent, and engaging academic essays that develop their own analyses and syntheses of primary literary texts, sometimes with reference to secondary sources.		
3. Math: Successful completion of Math 200/800 within one semester and increase the completion rates of Puente students	Compute the completion rate for Math 200/800 this Fall and compare the completion rates for this course with previous completion rates of Puente students.	Partnering with PRIE to gather data on completion rates in Math 200 or Math 200/800 for Puente students.

b. Program goals

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. How do Puentistas continue to feel connected after the cohort and in what ways are they staying connected?	Phase 3- Fall survey workshop & Spring transfer/graduate exit survey	Students identifying available Puente related resources and community activities (club, counseling services, etc.)	Conduct first survey and workshop in Jan '24	Puente Coordinators	-PRIE support for survey design and distribution -PUENTE statewide for best practices on phase 3 data collection and possible survey templates
2. What Writing and reading Skills are most relevant beyond the cohort—are students	Phase 3- Fall survey workshop & Spring transfer/graduate exit survey	Students are able to name and identify applied skills from English courses and identify skills that	Conduct first survey and workshop in Jan '24	Puente Coordinators	

more prepared to succeed in writing and reading focused classes beyond the cohort?		could be useful and applied to phase-3 courses.			
3. Increase success rates and completion in Math 200/800 for Puente students	Cohort of Puente students taking the same math course	Higher retention and success rates in Puente cohort	Present to foreseeable future	Puente Coordinators	-PRIE -Embedded tutors & SI's -Need for workshop series -Retention specialist