

## De Anza College

### Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

We used the program review feedback to stop and reflect on our success rates. Apart from celebrating our success rates, we will be looking more closely at the equity gap between our female and male students. Our male students have a lower success rate by 11 percentage points. Some of the reasons we might think Latinx male students are not succeeding at the same rate as their female counterparts are: Latinx male students may be expected to contribute to the family. more. Some of our students are the primary breadwinners in their families and work long hours. In the Latinx community, families have values that are much more collective. Male students may feel an added pressure to contribute to their families. Furthermore, we have also seen males struggle with mental health. Many times, they do not want to receive help nor want to admit they are struggling. Within the Latinx community, mental health is often stigmatized and not talked about. We plan to talk to our male students more about their experience in the Puente program and take suggestions from them. One way we plan to do this is by starting small. We plan to have the questions asked in a casual setting such as after one of our class meetings. The questions will be asked in survey format as a group discussion. We also plan to collaborate with DALA and provide a professional development training to faculty and staff around supporting Latinx male students. After we receive feedback from students and educators, we will make changes to better accommodate the needs of our male students.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

Puente has received funding from the state of California. This has allowed us to take students on many more university trips, even to schools in southern California. We now have been able to invite a variety of guest speakers like authors, council women, and meditation speakers. We are now able to provide a full dinner at the mentor events. This quarter we were able to collaborate with one of our Puente alumni and Puente mentors to visit a tech company called ServiceNow in Santa Clara. Students were led through an entire day full of activities. ServiceNow employees created a panel, elevator pitch activity, lunch and tour of their campus. We were also able to collaborate with HEFAS on student internships and scholarships. With the grant money, we were also able to purchase a set of class books for EWRT 1A. The funding has allowed us to give the students more comprehensive services.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Our success rate for 2023-2024 is 92% and that is up from 89% from the previous year.

As part of the COUN 5 course, it's an assignment to get their educational plan finished. About 96% of Puente students get this assignment done. At the time of writing this report, 30/32 students have completed an educational plan for their first year.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

We have a couple of goals that have changed since the submission of our program review. With much reflection around the impacts of the global pandemic on this age group, we decided to focus on mental health. We have noticed a shift in student's personalities and overall mood. In every Puente class for the past several years, students' express struggles of anxiety and depression. For some students, it has even caused them to take a break from school. One goal we have is to collaborate with the wellness center to provide services to Puente students. In the Latinx community, mental health is often something that isn't talked about in families and is often overlooked. This is especially the case for male students. Culturally, male students are expected to take care of the household and not show emotion. The collaboration between the wellness center and Puente would be to provide students with individual or group support. This is in hopes to help students work through their anxieties and depression in a safe setting. The second goal we have is to take students on a community building ropes course activity. We have noticed that this age group has a harder time speaking up in class, students are overall much quieter and notably much more anxious. As we said, this may be as a result of many factors such as technology, covid-19 lockdowns and isolation. The rationale behind the ropes course activity is to build confidence, improve their speaking and engagement skills and tighten the community. Our hope is that the ropes course will build trust within the community of Puente.

In the program review feedback, we took note that there wasn't a goal that was connected to returning to the community as leaders. We will look to add this goal. We do know that Puente students work in their school districts after getting a BA/BS and over 50% of our mentors are former De Anza Puentistas. We don't have any measured outcomes, but anecdotal ones.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

We are sufficient in staffing at the moment to run one cohort of Puente. We are unable to expand the Puente program to two cohorts because we do not have reassigned time for another English instructor to coordinate a second program. English classes have a cap of 30 students, and that is why we only accept 30 students per year. We have not put in a formal request for an additional counselor or English Instructor. We do want to expand the Puente program, but we envision needing another English instructor with additional reassign time.

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

The resources that Puente provides have helped our students in several ways. We have provided mentors to our students who have been able to help them navigate their first year of college. Mentors share with students about their workplace and college life. Every quarter, we have mentor mixers and Puente students get introduced to networking and the importance of making connections. The Puente co-coordinators are consistently trained by the Puente statewide office. Every year, the Puente coordinators attend yearly professional development conferences. Our professional development trainings always include teaching and counseling techniques rooted in equity. When students see themselves in the curriculum, they are more engaged. The counselor (with the support of the English instructor) provides case management style support to students. We provide a dedicated counselor and English instructor for students during their first year. Students complete an educational plan with counselor and students build rapport with both faculty members over the year. Students have a space to study, hang out and print on campus called the Student Success and Retention Services Center. Lastly, with our new funding from the state, we are able to provide much more for our students. For instance, we are now able to take the Puente students on university trips in southern CA, invite speakers and create community building events.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	SSLO 1: Puente students will develop a student educational plan (SEP) that has as its goal to transfer to a four-year college or university.
Method of Assessment of Learning Outcome (please elaborate)	<p>How are we assessing the outcome?</p> <p>SSLO 1: Students are required to submit a student educational plan as part of the COUN 5 course. There's an assignment in class where students need to sign up for a counseling appointment with the Puente counselor to get their first-year educational plan finished. Students get points for meeting with Puente counselor and is part of their grade for COUN 5 and CLP 5.</p> <p>Puente students are required to meet with Puente counselor during Fall and Winter quarters as part of an assignment. The hope is that students will</p>

	build rapport with counselor to continue to meet with counselor until graduation and transfer.
Summary of Assessment Results	At the time of writing this report, 30/32 students have completed an educational plan for their first year.
Reflection on Results	We feel that we are in a good position to reach our goal of having an ed plan for all of our students. I think we will be able to reach it by the end of Winter quarter. The assignments in COUN 5 and CLP 5 are really helpful in reaching our goal for this. We do think we should be at 100% though.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	We want to strive for 100% of our students to have an ed plan. The Puente counselor teaches CLP 5 during the winter, and we plan to reach 100% during this time. The Puente counselor emails and communicates with all students who haven't scheduled an appointment or who miss their appointment. We plan to continue to meet with all students to continue to update the ed plan until students reach graduation and transfer. Counselor also sends email reminders about registration which prompts students to meet with her and update their ed plans. Puente counselor also posts on the Puente Instagram to meet 1-1 with her to make sure they are on track to transfer/graduate/register.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

I want to congratulate the Puente program on the improvements in course completion they achieved for last year's cohort, improving from 89% to 92%. Some frustrations have been expressed around the impact of both COVID and the implementation of AB 1705 on the Puente program. Puente is still experiencing a number of lingering effects, namely from COVID with students needing to work more hours to support themselves and/or their families. This has meant less engagement from students in the out of class activities that provide the comprehensive experiences of Puente that help provide connection to the program and the campus community at large. Understanding that these impacts won't go away, they'll need to start developing new strategies to work with students who have these work priorities. This will be key to Puente seeing continued success in their programs. Particularly, it is disconcerting to see the large gap in success rates for our male identified Puente students, but I am encouraged by the Puente counselor's desire to put attention on this issue. I will continue to push for more specificity in the Puente counselor's ideas on how they plan to engage male students where they are at, and a timeline for implementation of some of the ideas mentioned in this program review.

Puente seems to have satisfied or is on track to satisfy their stated goals in the comprehensive program review, though I would like to know if they met their annual retention rate of 94% as that was not addressed in the narrative. I see how close they are to reaching their goal of 100% of this year's student cohort having a comprehensive educational plan, as comprehensive educational plans are frequently tied to higher rates of student success. And as mentioned above, I'm pleased that they've seen an increase in student success rates. The challenge will be to maintain or increase those rates over time.

I do want to respond to and clarify the assertion that Puente as a learning community is not able to expand its current cohort beyond 30 students due to statewide guidelines. Puente requires a counselor and a coordinator for the program, per its statewide MOU. Furthermore, one of the co-coordinators must teach the English course for the Puente cohort and receives release time for coordinating duties (not teaching duties). This can presume a natural cap to the cohort based on the seat count for the English courses. However, Puente can add additional English and counseling sections, because the reassigned time for the English instructor is not attached to teaching duties, but coordination. They would only need to have instructors who are interested in teaching for Puente and have gone through the training offered by the statewide organization. That said, there is strong support across the statewide organization for the idea of managed growth, including additional reassigned time and or counselors

Finally, I think Puente's stated SLO is essential to their students starting off their college career at De Anza. They've done an effective job of taking this important matriculation step of educational planning and building it into important requirements of their cohorted classes to meet this goal. I would push them to start considering what the next step is for their SLOs considering some of the challenges that their students are experiencing and the skills/knowledge they would like their students to acquire by the end of their first year.