

# Program Efficacy Report

## Spring 2019 Reporting

**(Puente was placed on “conditional” after the full efficacy review in spring 2017. The program addressed the “does not meet” categories in spring 2018 but remained on “conditional” at that time.)**

**Name of Department:** Puente

| Strategic Initiative  | Institutional Expectations  |   |
|-----------------------|---|---|
|                       | Does Not Meet   | Meets   |
| <b>Part I: Access</b> |   |   |
| Demographics          | The program <b><u>does not provide an appropriate analysis</u></b> regarding identified differences in the program’s population compared to that of the general population. | The program <b><u>provides an analysis</u></b> of the demographic data and provides an interpretation in response to any identified variance.<br><br>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations. |
| Pattern of Service    | The program’s pattern of service is <b><u>not related to the needs of students.</u></b>   | The program <b><u>provides evidence</u></b> that the pattern of service or instruction meets student needs.<br><br>If warranted, plans or activities are in place to meet a broader range of needs.   |

**Efficacy Team Analysis and Feedback:**  Meets  Does Not Meet

**Spring 2017 Program Review Team Feedback:** The program provides demographic data but does not provide appropriate analysis. Variances are not addressed. The program has identified events and activities and implements them in the program planning process. The program provides a lot of information about the program, its history, and purpose, which belongs to other areas.

The program offers Monday and Wednesday Puente English and Student Development classes and provides an analysis that the pattern of service/instruction meets students' needs. The department plans to create an additional cohort.

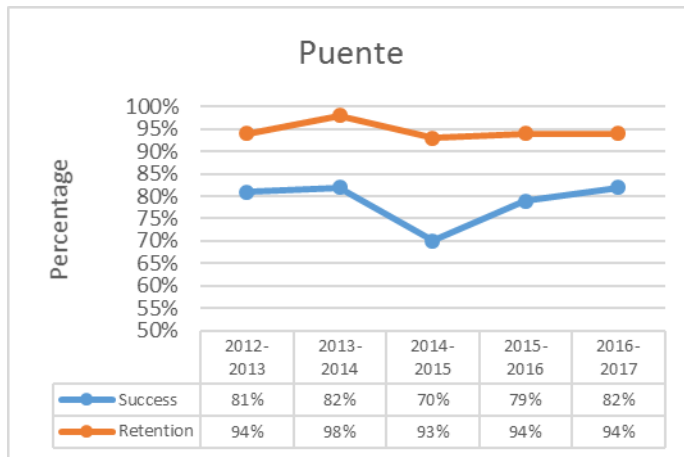
**Spring 2018 Puente Response:**

The Puente Project is a national-award winning program that has helped tens of thousands of educationally disadvantaged students who enroll in four-year colleges and universities earn degrees and return to the community as leaders and mentors to future generations. Started in 1981 (1984 at San Bernardino Valley College [SBVC]), Puente combines accelerated instruction, intensive academic counseling, and mentoring by members of the community. Although Puente was initially designed to address the needs of Chicano/Latino students, the program, at SBVC, has been open to all students since 1995.

Several academic and cultural events take place throughout the year to recruit and retain underserved populations. In order to recruit the incoming Puente cohort, various outreach and orientation sessions happen throughout the spring and summer, leading up to the fall semester. During the spring and

summer orientations sessions, co-coordinators provide information on the yearlong cohort model to potential Puentistas. Interested students sign commitment slip, stating they are interested in the program. They are asked to keep days and times when the English and Student Development classes take place open from scheduling conflicts. The counselor then checks Potential Puentistas background to ensure they are English 015 ready.

Phase I Events – Fall Semester: Noche de Familia, Puente Transfer Motivational Conference, Puente Mentor Training Session. Phase II Events – Spring Semester: Community College Day held at the University of California, Riverside, Mentor/Mentee Mixer Annual, End of Year Celebration. Sample Cultural Events: Museum of Tolerance, Manzanar War Relocation Center, Luis Valdez’ Zoot Suit.



Updated Performance Measures

According to California Community College's Chancellor's and the Puente Project State Office, SBVC Puente showed in 2016-2017 44% male enrollment and 56% female compared to 30% males and 70% females at SBVC. Based on the gender of enrollment, our female student population was greater than male enrollment by over 100%. In our next Puente Recruitment efforts, we will target male student enrollment. We will work towards creating a brochure and recruitment activities that specifically targets the male student population at SBVC. The ethnicity of our students shows lack of variety from various ethnic groups. Hispanics comprised 100% of SBVC's Puente enrollment in 2016-17; statistics from CCCCO and Puente Program also reflect the same data where 78% Hispanic enrollment was prominent in 2016-2017. During outreach events along with other SBVC student services and student support programs, we will promote the SBVC Puente Program to male students and varying ethnic student populations.

**Spring 2018 Program Review Committee Evaluation:** Demographic data needs to be vetted and analyzed.

**Spring 2019 Puente Response:**

Data shows SBVC Puente has been effective in the success and retention of participants within the program. With a 70% success rate and better since the 2012-2013 cohort reflected above, SBVC Puente has been serving the needs of its cohort participants through culturally relevant events and programming and English and Student Development materials that activates cohort participants background knowledge. The retention rates of 93% and better demonstrates that cohort participants are committed to the program and see themselves reflected in the material used in English and Student Development. The dip to 70% success rate in 2014-2015 reveals cohort participants that required more academic preparation in order to move on

and be successful. Moreover, it was in that year that longtime Puente Counselor, Laura Gómez, was transitioning out of the program. Nevertheless, with a now dedicated set of co-coordinators who understand that cohort participants lives will not be impacted without getting to know them and their families on a personal level, SBVC Puente continues to be a relevant and essential University of California transfer program.

| Strategic Initiative  | Institutional Expectations  |   |
|---|---|---|
|   | Does Not Meet   | Meets   |
| <b>Part II: Student Success – Rubric</b>                                    |   |   |
| Data/analysis demonstrating achievement of instructional or service success | Program <b><u>does not provide an adequate analysis</u></b> of the data provided with respect to relevant program data.   | Program <b><u>provides an analysis</u></b> of the data which indicates progress on departmental goals.<br><br>If applicable, supplemental data is analyzed.   |
| Student Learning Outcomes and/or Service Area Outcomes                      | Program <b><u>has not demonstrated</u></b> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.<br><br>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <b><u>missing or incomplete</u></b> . | Program <b><u>has demonstrated</u></b> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.<br><br>Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is <b><u>complete</u></b> . |

**Efficacy Team Analysis and Feedback:**  Meets  Does Not Meet

**Spring 2017 Program Review Team Feedback:** The program describes the services used in the program to support students’ success; however, the program does not provide an analysis of the SLO data collection and does not specifically address the Departmental goals.

**Spring 2019 Puente Response:**

The numbers below demonstrate that SBVC Puente is effective in its student success and retention efforts. Looking at data provided by Research, Planning, and Institutional Effectiveness reveals that SBVC Puente has done consistently well in the success and retention of its cohort participants in the areas of English 015 and English 101. The 2013-2014 success rate in English 015 was 34% stronger than the general population while its retention rate was 100% compared to 79% in the general population. The 2014-2015 success rate in English 015 was 8% stronger than the general population while its retention rate was 13% stronger than the general population. The 2015-2016 success rate in English 015 was 12% stronger than the general population while the retention rate showed little variance compared to the general population. In the area of English 101, the 2013-2014 success rate for cohort participants was 24% stronger than the general population while retention was 11% stronger. The 2014-2015 success rate for cohort participants showed little variance compared to the general population while retention was 8% stronger. The 2015-2016 success rate for cohort participants showed a jump from the previous year at

70% compared to 57% success rate in the general population, a 16% difference. Retention was also 16% stronger. Student Development 015 is unique to SBVC Puente. Therefore, its Success and Retention Rates are the same as there is no general population comparison. In the area of Student Development 102, SBVC Puente's strongest success rate was in the 2013-2014 cohort cycle when SBVC Puente Success was at 89% and the general population success rate was at 65%, a 24% difference. There is little variance in the 2013-2014 retention rates nor in the 2014-2015 and 2015-2016 SBVC Puente and general population success rate and retention rates.



Request Placed: 3/6/2017 by Alma Lopez  
 Request Received: 3/6/2017 by Charles Burton  
 Request Completed: 3/9/2017 by Charles Burton  
 Completion Time Requested: 1 weeks

Request: Data of count, retention, and success for 13-14,14-15, and 15-16 of Puente students that have taken English 015, English 101, SDEV 015, and SDEV 102 compared to other non-Puente students. Also, include awards earned, transfer majors, and demographics of Puente students.

### Success / Retention

| Year      | Course   | Puente Success        | SBVC Success        | Puente Retention        | SBVC Retention        |
|-----------|----------|-----------------------|---------------------|-------------------------|-----------------------|
| 2013-2014 | ENGL 015 | 79%                   | 45%                 | 100%                    | 79%                   |
| 2014-2015 | ENGL 015 | 53%                   | 45%                 | 96%                     | 83%                   |
| 2015-2016 | ENGL 015 | 62%                   | 50%                 | 87%                     | 86%                   |
|           |          | <b>Puente Success</b> | <b>SBVC Success</b> | <b>Puente Retention</b> | <b>SBVC Retention</b> |
| 2013-2014 | ENGL 101 | 77%                   | 53%                 | 94%                     | 83%                   |
| 2014-2015 | ENGL 101 | 53%                   | 52%                 | 88%                     | 80%                   |
| 2015-2016 | ENGL 101 | 70%                   | 57%                 | 97%                     | 81%                   |
|           |          | <b>Puente Success</b> | <b>SBVC Success</b> | <b>Puente Retention</b> | <b>SBVC Retention</b> |
| 2013-2014 | SDEV 015 | 86%                   | 86%                 | 100%                    | 100%                  |
| 2014-2015 | SDEV 015 | 93%                   | 93%                 | 100%                    | 100%                  |
| 2015-2016 | SDEV 015 | 88%                   | 88%                 | 97%                     | 97%                   |
|           |          | <b>Puente Success</b> | <b>SBVC Success</b> | <b>Puente Retention</b> | <b>SBVC Retention</b> |
| 2013-2014 | SDEV 102 | 89%                   | 65%                 | 96%                     | 94%                   |
| 2014-2015 | SDEV 102 | 69%                   | 67%                 | 96%                     | 91%                   |
| 2015-2016 | SDEV 102 | 74%                   | 73%                 | 95%                     | 95%                   |

| Year      | SBVC Count | State count |
|-----------|------------|-------------|
| 2013-2014 | 34         | 53          |
| 2014-2015 | 35         | 28          |
| 2015-2016 | 60         | 125         |

| Year      | Male | Female |
|-----------|------|--------|
| 2013-2014 | 10   | 24     |
| 2014-2015 | 13   | 22     |
| 2015-2016 | 53   | 72     |

| Year      | African American | Asian | Caucasian | Hispanic | Multiple Races | Native American | Unknown |
|-----------|------------------|-------|-----------|----------|----------------|-----------------|---------|
| 2013-2014 |                  |       | 3%        | 97%      |                |                 |         |
| 2014-2015 | 3%               |       | 3%        | 94%      |                |                 |         |
| 2015-2016 | 10%              | 3%    | 10%       | 73%      | 3%             | 1%              | 1%      |

**English 015 / English 101:**

Puentistas take two consecutive writing classes, English 015 and English 101, with the Puente English Instructor. The writing classes use a nationally acclaimed teaching methodology and provide a supportive and stimulating environment for Puentistas to build confidence in their writing skills through an exploration of Mexican American/Latino literature in the fall semester and additional writers of color in the spring semester. From the office of Research, Planning, & Institutional Effectiveness for the 2013-2014; 2014-2015; and 2015-2016 cohorts, English data shows:

**Fall 2013:** We recruited 28 Puentistas (10 men and 18 women). Of our 28, eight Puentistas (2 men and 6 women) did not continue into the spring 2014 semester. The Puente Success Rate in English 015 was 79% (34% more than the 45% SBVC Success Rate). Puente specific English 015 course was one of nine sections not reporting SLO data.

**Spring 2014:** From the fall semester, 20 Puentistas persisted (8 men and 12 women). Six new Puentistas were recruited: Four men and two women. Our spring 2014 cohort had two less Puentistas than our fall 2013 cohort. Puente Success in English 101 was 77% compared to 53% for SBVC Success (24% more).

**Fall 2014:** We recruited 28 Puentistas (12 men and 16 women). Of our 28, 12 Puentistas did not continue into the spring 2014 semester (4 men and 8 women). Those 12 Puentistas were not academically nor emotionally ready to continue into the English 101. The Puente Success Rate in English 015 was 53% (8% more than the 45% SBVC Success Rate). Puente specific English 015 course, ten of 26 met the assessment SLO data. The program was also in a period of transition. Long time Puente counselor, Laura Gomez, transitioned out of the program in spring 2015.

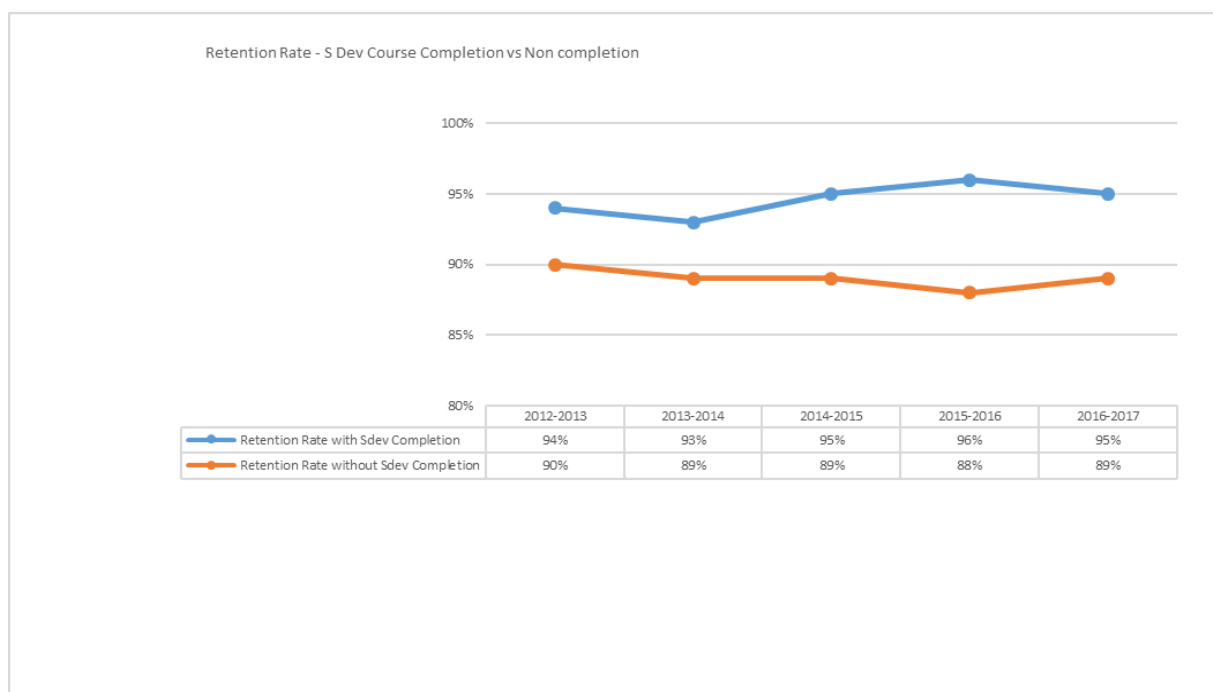
**Spring 2015:** Although we lost 12 Puentistas, 16 Puentistas (8 men and 8 women) persisted. We recruited eight new Puentistas (2 men and 6 women). Our spring 2015 cohort had four less Puentistas than our fall 2013 cohort. Puente Success in English 101 was 53% compared to 52% for SBVC Success. Our Puentistas had difficulty with their research overall.

**Fall 2015:** We recruited 32 Puentistas (14 men and 18 women). Of our 32, six Puentistas (1 man and 5 women) did not continue in the spring semester. The Puente Success Rate in English 015 was 62% (12% stronger than the 50% SBVC Success Rate). This was the first cohort to be provided with the course reading material; however, the books were not distributed until well into the semester. Thus, only nine students of the 29 that took the assessment met the criteria. Because it is a cohort program, we decided not to turn any Puentista away, thus having a larger cohort. For composition, however, a larger class size is not necessarily wise. Each Puentista that moved on showed growth; and in a program such as Puente, I, as the English instructor, need to continue to work with my Puentistas to help them achieve their writing potential. Each Puentista that moved into Phase II was placed on an in-house probation. For each writing assignment in English and Student Development courses, they submitted Writing Center Verification and SI slips. They each signed a contract, outlining everything that needs to happen on their end.

**Spring 2016:** From the fall semester, 26 students persisted (13 men and 13 women). We recruited two new Puentistas (1 man and 1 woman from my general population English 015 classes). Puente Success in English 101 was 70% compared to 57% for SBVC Success (13% stronger). Puentistas had access to

their own set of course reading material. Access to course reading material has made a positive impact on our Puentistas.

**Reflection:** It has been difficult to maintain the program when there transition on the Counseling side. Since fall 2013, four counselors have been assigned. Committed faculty needed to be in place on both ends. When selecting co-coordinators for either side, Counseling or English, co-coordinators need to be consulted. The work of coordinating the program must be distributed according to the reassign time given to each co-coordinator. Counseling staff gets 50% reassign time. English faculty get 20% reassign time. There is a committed team in place now and future numbers should reveal a difference in the program.



### Student Development / Counseling:

The SBVC Puente Program includes the Counseling component to its mission of successful transfer student population. The counselor, serving as the Puente Program counselor at SBVC, follows the national model and teaches two counseling courses throughout the academic year. In fall semester: Student Development 015, and in spring semester: Student Development 102. In the provided graph above, the compared Retention Rate at SBVC starting in 2012-2017 is shown. It is evident that Student Development courses make at least 4% increase in retention throughout the five-year span. Student Learning Outcomes of Student Development courses have been modified in course content for curriculum review, which include career theories and application, and most importantly, student success within the bio-psychosocial perspective. Expected skills sets of students for college adjustment and success including personal application of factors involved in college success as listed on the Student Learning Outcomes database.

**SAOs/SLOs/PLOs:** The plan is to increase the number of SBVC Puentistas who transfer to four-year colleges / universities and return as mentors and leaders in our community. Because we would like to recruit and register 30-35 Puentistas, in order to form a Puente learning community, outreach is a priority. We would also like to maximize exposure to student support service opportunities among the

SBVC campus and future community partnerships. Elizabeth Bañuelos, a temporary full-time counselor, started the co-coordinator role and counselor support in summer 2017 for Puente. She transitioned into the permanent full-time counseling position in the fall 2017 semester. From our SAO, Puente continues to enhance procedural knowledge for student support services and apply SBVC's cultural factors involved in students' completion of college success not only on campus but in the students' future.

One of the main concerns in the fluctuation in success rates was instability on the Counseling side of the program. From 2013 to 2017, four different counselors have been assigned to Puente. In the fall of 2017, Elizabeth Bañuelos, hired as a temporary full-time counselor in the summer of 2017, was hired on as the permanent full-time Puente Counselor.

This is Puente's first program efficacy document.

**Spring 2018 Program Review Committee Evaluation:** Student Learning Outcomes need to be addressed/analyzed (bring in the English and Student Development data). SBVC student success and retention data needs to be analyzed.

**Spring 2019 Puente Response:**

SBVC Puente data has shown the program has consistently demonstrated stronger student success and retention rates when compared to the general population. Data also shows that SBVC Puente has provided services that reflects the landscape of ethnic representation in the general population as it is noted SBVC is a Hispanic Serving Institution (HSI). As SBVC Puente has done every year since its inception in 1984, one of the intentional efforts made by SBVC Puente to focus on the HSI group is through its efforts to reach out to cohort participant's families because co-coordinators understand that cohort participants lives will not be impacted without getting to know them and their families on a personal level as mentioned above.



| Strategic Initiative                                  | Institutional Expectations  |   |
|---|---|---|
|   | Does Not Meet   | Meets   |
| <b>Part III: Institutional Effectiveness – Rubric</b> |   |   |
| Mission/Statement of Purpose                          | The program <b>does not have</b> a mission/ statement of purpose, or it <b>does not clearly link</b> with the institutional mission.  | The program <b>has</b> a mission/statement of purpose, and it <b>links</b> clearly with the institutional mission.  |
| Productivity  | The data <b>does not show</b> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.  | The data <b>shows</b> the program is productive at an acceptable level.   |
| Relevance, Currency, Articulation                     | The program <b>does not provide evidence</b> that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.<br><br><u>Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no higher than Conditional.</u> | The program <b>provides evidence</b> that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.<br><br>Appropriate courses <b>have been articulated</b> or transfer with UC/CSU, or <b>plans are in place</b> to articulate appropriate courses. |

**Efficacy Team Analysis and Feedback:**  Meets      X  Does Not Meet

**Spring 2018 Program Review Committee Feedback:** The program should evaluate its productivity and supply concrete data.

**Spring 2019 Puente Response:**

SBVC Puente's productivity is at an acceptable level. The data above demonstrates the SBVC Puente program has had 70% or better student success and retention rates. Moreover, SBVC is designated as a Hispanic Serving Institution (HSI), and SBVC Puente has steadily served the Hispanic group while being open to all student populations on campus. SBVC Puente delivers programs and services that directly link to the SBVC mission of preparing "students for transfer to four-year universities . . . and to improve the quality of life in the Inland Empire and beyond" by recruiting cohort participants who not only have the strong desire to earn their educational degrees but who also have a strong desire to return to the Inland Empire as leaders and mentors. SBVC Puente teaching and service methodologies are student-centered and tap into emotional intelligence because the co-coordinators understand that cohort participants lives will not be impacted without getting to know them and their families on a personal level as mentioned above.