

Puente Project Program Review Update

Since its inception in 1981 the Puente Project has been an intrinsic part of Chabot College and has been in the forefront of student learning communities, and to the student-centered learning movement. Additionally, along with the Daraja Program, Puente has been an instrumental contributor to CLPCCD's student access, equity and diversity, especially for African-Americans and Chicano-Latino's. Moreover, since its inception, the Puente Project has grown statewide, i.e., it has been replicated in over sixty community colleges and eighteen high school districts, all made possible thru co-sponsorship by the California Community Colleges Chancellors Office and between the University of California Office of the President. In other words this homegrown program started by a Chabot English Instructor and a Counselor has been found to have a sound academic foundation backed by research which has led others to emulate and implement to reach their own institutional and student goals. However, even with this background much occurred in the 1990's that affected social, educational policy and the political environment that has impacted K-12 educational institutions, higher education, and Puente was not spared. Changes in the mood toward equal opportunity hiring and education to 1990's laws meant to restrict educational access, especially for Latino's, the emphasis now is on accountability and cost controls, where educational contributions such as those made by Puente and like programs, are lost. Worse is that in a climate of any combination possible above, administrators are not willing to acknowledge their success due to be seen as favoring one group over another and afraid that they may compromise themselves into supporting "ethnic" programs. Clearly fear becomes the way to lead and both it and ignorance is represented as strong leadership and good decision-making, and such has been the case at Chabot, with the Puente Project. As a result it is hoped that through this Program Review that Chabot College administration will once and for all decide to institutionalize the program by acknowledging its importance by meeting its needs like any other program at the college. Furthermore, it is hoped that through the program review we can shed some light on the factors that may contribute to lack of student success that is institutionalized such as under-representation of faculty and administrators of color, which when they are lacking, present no role models for instruction, have no input into policy, and development of institutional goals. One can say, that Chabot as an institution is itself the primary boulder for Puente, students, faculty and administrators of color.

English Courses

Note: Before reviewing what the English course data shows in order to answer the 3 basic questions of the Program Review we want to state that the English courses are linked to the Puente PSCN courses and both disciplines expose students to the Puente model. Among the more salient features of the Puente model are:

- ✓ Supportive peer group
- ✓ Careful monitoring by a counselor
- ✓ Academic and social support-a learning community
- ✓ Faculty who know how to teach and encourage students

Currently our data shows:

Basic Success

- The basic data suggests that while success varies with each cohort, Puente students persist and succeed in their upper division English courses at a higher rate. Even though students may not initially succeed in the program, the skills and support they receive from the Puente program enable them to eventually succeed/contribute at a higher rate than students taking regular English classes. The ebb and flow of success in each cohort can be attributed to many things: outreach, HS preparation, language issues, economic issues, maturity, confidence etc. All of these are issues of concern and the program attempts to address them throughout the year which may be part of the reason even the Puente students that are unsuccessful initially do become successful ultimately.
- Our Puente students do succeed in 102 at a higher rate and enroll in 1A at a higher rate when compared to the college at large. Some factors are rigorous outreach, community building within the paired classes, support and attempting to make their education relevant to their experiences. The course that shows the least amount of success is English 1A, and many factors lead to low success rate numbers. One significant difference is the leap from basic skills to transferable courses. While Puente provides support that allows students to develop their skills in the first semester, the students tend to take on more in the 2nd semester due to less time in the class, and less time for the students as many of them take on new responsibilities such as: jobs, more difficult classes, clubs, families etc. What is unique about Puente students is the withdrawal rate in Puente versus regular 1As. Puente students are more likely to “stick it out” in 1A meaning that they will not take the W even if they know they will not pass. This gives them extra time to identify their areas of weakness and work on them before they repeat the 1A. It also gives them more time to get the counseling support they need. So while they are technically “unsuccessful” in that cohort, the support they receive eventually helps them to become *more* successful at a higher rate than the college at large overall. Creating a more effective transition to 1A is something we continue to struggle with as each cohort is different and student needs vary. Also,

the majority of our students are under 21 years of age and most are fresh out of high school. We lose many in the second semester due to the financial, social, personal issues that obstruct persistence and retention, whereas returning and continuing students tend to be more equipped to handle and overcome these same obstacles overtime. Identifying students' needs/issues earlier on may help us intervene more effectively with our students at the 1A level, which may help improve the success data.

- The differences between men and women in Puente are significant. There are more women than men enrolling in the program and the women tend to succeed at a significantly higher rate. The ethnicity is majority Latino and they succeed at a higher rate than Latinos in Non-Puente classes. The differences in gender can be attributed to cultural norms. The most prominent being work. The males are the first to drop out to help out with family issues; they are more likely to work at jobs fulltime, which affects their ability to enroll/succeed in academia. There is also the issue of communication. The males tend to be more reluctant to write and share their ideas where the women, although many are quiet as well, are more likely to embrace opportunities to share and collaborate with their instructors and classmates, which lends to their higher success rates. This is a big concern and we are looking for a way to get the men in the program equally invested in improving their student and writing skills. Selecting texts and topics that raise these concerns might be a way to bridge this gap, but much more research needs to be done on this gap before we can try other specific ways to deal with this growing trend.

Course Sequencing

- Success in English102 is a good indicator that our students have the ability to succeed at the 1A level, but for reasons listed above (question#1) students either do not complete the class, or do but without having completed enough work to receive a passing grade. Also, some of our English Language Learner (ELL) students do not get the support they need outside of class such as: tutorials, office hours, study groups etc. even when they are encouraged and reminded that support is needed in order to be successful. This becomes more problematic in 1A because there is less class time and it is more difficult to meet individually in class and due to their jobs, classes, and personal lives, it is difficult to get them to get that help outside of class to offset the hands on support they are no longer getting in the classroom environment.
- Even though students succeed at a lower rate in 1A than in 102, the data shows that over two years Puente students do enroll again and are eventually more successful than Non-Puente students in 1A. This indicates that they are getting the support and guidance from Puente that is needed to not just help them persist, but to become successful. This analysis is reinforced at the English 4/7 level where success rates and enrollment rates of Puente students exceeds that of Non-

Puente students and this trend is also true for those Puente students that received a W or were not successful. The data shows that over a two year period the students that were initially unsuccessful in Puente 1A not only persist in 1A, but they enroll and persist at the 4/7 level at a higher rate than Non-Puente students. This again indicates that even when Puente students are not successful due to various reasons (language issues, student skills, jobs, personal) the program is providing them with the necessary tools to persist and become successful eventually.

Course Review

- The English courses are updated as the college offers them regularly but we have had to look at the English 102 closely as the student characteristics have changed. 102 is an accelerated course and over the years we have seen a sharp leap in the number of ELL and students fresh out of HS enrolling in Puente. Because of this we submitted a Basic Skills proposal to begin piloting supplemental instruction and peer-led tutorials for our incoming cohort of students. Initially, the circles were focused around our ELL's who we tended to lose at the 102 level. After a brief pilot of it in the spring at the 1A level, we have decided to make the circles available to all students and all will be encouraged (if it is not made into a program requirement) to attend one (or more) in order to provide the students with extra support. Our hope is that the supplemental instruction and peer-led tutorials will serve to not only support our ELL's but also to address the many student issues that young, first time college students Native English Speakers (NES) are faced with. In essence, these circles will serve to reinforce the idea to our students that at the basic skill level (and beyond) everyone can benefit and improve when one gets the help and support they need and sometimes don't realize they should want.

Budget Summary

Not Available

Enrollments Projections vs. Actuals

Not Available

Psychology-Counseling Courses – PSCN Courses

Note: The PSCN data that is used here is from the EMC homepage but was additionally provided by the Chabot Office of Institutional Research and their data is exclusively of Puente students who are 21 yrs or younger since their data indicates that nearly all Puente students are 21yrs or younger. In addition it was felt that doing this was good for comparing Puente vs. non-Puente Latino students.

Before reviewing what the PSCN data shows in order to answer the 3 basic questions of the Program Review we want to state that PSCN courses by their very nature, although strong academically and pedagogically, very clearly are “student success” courses that not only teach study skills but are meant to influence personal development and help students develop life long goals that as an outcome, support student persistence and retention. What this also means is that being taught within the Student Services these courses are not all sequenced as in the instructional courses but do provide the opportunity for students to take courses that will accomplish “student success” through allowing students to take on increasing levels of learning both academically and socially and to be able to apply it in their daily lives, i.e., *Puente PSCN 20- The College Experience and PSCN 22- College Success Series- in the fall and PSCN 13- Multicultural Issues in Contemporary America- and another section of PSCN 22-College Success Series in the spring*. In addition these courses *follow and have been infused* by the Puente model that has been articulated by various researchers, including Patricia Gandara, UC Director of the Education Policy Center, Linguistic Minority Research Institute and current faculty at UCLA and \author of various books and articles on Latino Higher Education Needs. Among the more salient features of the Puente model are:

- ✓ Supportive peer group
- ✓ Careful monitoring by a counselor
- ✓ Academic and social support-a learning community
- ✓ Faculty who know how to teach and encourage them

Currently our data shows:

Basic Success

- The basic data suggests that while success varies with each cohort, especially in the Puente English courses as noted above, Puente students persist and succeed in the Puente Psychology-Counseling 20 Course at a higher rate, 60%, than do non-Puente non-Learning Community students, 50%. Although, females persist and succeed at a higher rate, 60% than Puente males-50%, males do comparatively well, 50% vs. non-Puente non-Learning Community male students, 38%. Perhaps one of the reasons that Puente females do better is because generally more females enroll in each cohort than do males. In the PSCN 22 course (which is not offered to the non-Puente non-learning community students) succeed at a

seventy percent rate. As a final point, as indicated in the English section above, even though students may not initially succeed in English, the skills and support they receive from the Puente program, especially the Puente *PSCN* courses, enables them to eventually succeed and may explain why Puente students that are unsuccessful are successful later and often choose to return in a following semester.

- Similar results as above were evident in the spring semesters however in spring 2006 PSCN 13 was taught for the first time. In the spring semester, all 31 students that successfully completed fall Puente PSCN 20 enrolled in the PSCN 13. Of these 65% were successful compared to 52% of non-Puente non-Learning Community students. As regards gender, 50% of Puente females were successful as compared to 54% non-Puente non-Learning Community females. On the other hand 92% of Puente males were successful as compared to 33% of non-Puente non-Learning Community students.
- *There is no comparison data that can be made between Puente PSCN 20 students enrolling in PSCN 13 and non-Puente non-Learning Community students.* However, Puente students do succeed in PSCN 20 and PSCN 13 at a higher rate than do non-Puente non-Learning Community students. However, it is the purpose of the Puente Program Review to impact and increase the completion and success rates of Puente students in the Puente Psychology-Counseling courses.

Course Sequencing

- As stated earlier in this section, PSCN course sequencing is not similar to course sequencing as in instructional courses, but what is sequenced in Puente is about providing an opportunity for Puente students to be able to take on an increased level of academic and social challenges and apply them to their daily lives through the courses offerings of PSCN 20, 22 and especially, PSCN 13, Multicultural Issues in Contemporary America, an “*exploration of issues relating to the multicultural community in which we live today. Interpersonal relations and communication.*”

Course Review

- The Puente Psychology-Counseling courses are updated within the Counseling Division on an on-going basis thru the Chabot Curriculum Committee.

Budget Summary

Puente expenses are under and on target with allocation. What our budget lacks at this time is money for a SARS-Scanner for Puente-Daraja Computer Learning Lab.

Enrollments Projections vs. Actuals

Our Puente PSCN enrollment projects were below or over by a large margin when so. However over-all the projections were 2400 from fall 2003 to spring 2005 but the actuals were 2435 or approximately 608 each semester vs. projections of 600 per semester. In comparison to courses in the discipline this data compares well in both fill rates and approximate WSCH.



PUENTE PROJECT Program Review Timeline

Outcome of Rock: Identify and Apply the Learning Needs (What & How) of Students to Puente Courses & Program in order to Increase Retention and Persistence for Successful Transfer to 4-year Colleges and Universities and to Institutionalize Puente
DATE OF COMPLETION: 2009

Rock Inquiry Activities	Timeframe Spring 2007	Timeframe Fall 2007	Timeframe Spring 2008	Timeframe Fall 2008	Person Responsible	Outcome
1. Students Preparation						
ENGLISH & PSCN COURSES	Spring Cohort	Fall Cohort	Spring Cohort	Fall & Spring Academic Year Cohort		
1.1 Basic Skills Initiative Link to Prog. Review	Pre & Post Results	Pre & Post Results	Pre & Post Results	Implement conclusions and results	Angie & Ramón with I & R Office	Thru the BSK grant activities, impact cohort success
1.a English Language Learner's (ELL's)	Identify in both courses, provide intervention	Identify in both courses, provide intervention	Identify in both courses, provide intervention	Implement conclusions and results	Angie & Ramón with I & R Office	Thru the BSK grant activities, impact ELL's success
1.b Develop SLO's	Receive Training	Begin SLOAC Development	Test and try, review	Implement conclusions and results	Angie & Ramón	Thru SLO(ACs) we hope to impact student success
1.2 Native English Speakers (NES)	Identify in both courses, provide intervention	Identify in both courses, provide intervention	Identify in both courses, provide intervention	Implement conclusions and results	Angie & Ramón with I & R Office	Thru the BSK grant activities, impact cohort success
1.a Basic Skills Initiative Link to Prog. Review	Pre & Post Results	Pre & Post Results	Pre & Post Results	Implement conclusions and results	Angie & Ramón with I & R Office	Thru the BSK grant activities, impact NES success
1.b Develop SLO's	Receive Training	Begin SLOAC Development	Test and try, review	Implement conclusions and results	Angie & Ramón	Thru SLO(ACs) we hope to impact student success & Retention

Rock Inquiry Activities	Timeframe Spring 2007	Timeframe Fall 2007	Timeframe Spring 2008	Timeframe Fall 2008	Person Responsible	Outcome
2. Puente Learning Community Model						
2.1 Linked Course Pairings & Staffing	Review & Survey	Develop Survey	Implement Survey & Results	Implement conclusions and results	Angie & Ramón	Make Recommendations or Changes
2.2 Survey of State Puente Programs	Review & Survey Class Offerings	Develop Survey	Implement Survey & Results	Review Findings and results	Angie & Ramón	Make Recommendations or Changes
2.3 Review IEMS Results	Review with I & R Office	Analyze				Make Recommendations or Changes
3. Social & Family Issues						
3.1 Survey	Ascertain Areas of Survey	Develop Survey	Implement Survey & Results	Implement conclusions and results	Angie & Ramón with I & R Office	Make Recommendations or Changes
4. Internal Institutional Support						
4.1 Survey Campus Community & Budgeting	Ascertain Areas of Survey	Develop Survey	Implement Survey & Results	Implement conclusions and results	Angie & Ramón with I & R Office	Make Recommendations or Changes
5. External Institutional Support						
5.1 Survey Stakeholders and Gatekeepers	Ascertain Areas of Survey	Develop Survey	Implement Survey & Results	Implement conclusions and results	Angie & Ramón with I & R Office	Make Recommendations or Changes