



# Program Review

## Purpose

*“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” – Academic Senate for California Community Colleges*

## Data Driven Decision Making

*Continual improvement  
Evaluation of program resource needs  
Fiscal stewardship and transparency  
Culture of evidence*

## Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the <a href="#">Program Review website</a> :	August 22, 2023
Data is available on the ORPIE website:	
<ul style="list-style-type: none"> <li><a href="#">Instructional Program Review Dashboard</a></li> </ul>	Available now
<ul style="list-style-type: none"> <li>Student Services Program Review Dashboard</li> </ul>	Coming August 28, 2023
<ul style="list-style-type: none"> <li>State comparison data may be found on <a href="#">Data Mart</a> or <a href="#">Cal-Pass Plus</a></li> </ul>	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
<ul style="list-style-type: none"> <li>Step 1a: <b>Technical Review</b> by IEC (for all) and Academic Senate (for any that include a faculty request).</li> <li>See the technical review rubrics.</li> </ul>	Friday, October 6, 2023
<ul style="list-style-type: none"> <li>Step 1b: <b>Content Review</b> by Deans/Director. Feedback due to author.</li> </ul>	Friday, October 6, 2023
<ul style="list-style-type: none"> <li>Step 2: <b>Completed Revisions</b> submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback.</li> </ul>	Friday, November 3, 2023
<ul style="list-style-type: none"> <li>Step 3: <b>Final Program Review Approvals</b> by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website.</li> </ul>	Friday, December 1, 2023
<ul style="list-style-type: none"> <li>Step 4: Funding Requests proceed through governance structure.</li> </ul>	
<ul style="list-style-type: none"> <li>Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization.</li> </ul>	Friday, December 1, 2023
<ul style="list-style-type: none"> <li>Committees forward recommendations to the Budget Committee</li> </ul>	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
<ul style="list-style-type: none"> <li>▪ President makes final faculty decisions and reports to Senate at Special Meeting.</li> <li>▪ Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate.</li> </ul>	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

## AUTHOR INFORMATION

Employee ID (E# or C#):  First Name  Last Name   
Wing  Email Address  Office Phone

Dean/Manager First Name  Last Name  Email   
Vice President First Name  Last Name  Email

### Program Review - Draft

\*Student-Services-Program-Review---  
Puente (2023).docx

### Program Review - Final Submission

\*Final Student-Services-Program-Review---  
Puente (2023).docx

This Program Review includes the following:   
*Pick all that apply.*

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

This Program Review includes the following:   
*Pick all that apply.*

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

### Faculty Requests (up to 3) One upload per request

Faculty Upload1  
Faculty Upload2  
Faculty Upload3

### Faculty Requests (up to 3) One upload per request

Faculty Upload1  
Faculty Upload2  
Faculty Upload3

### Facilities, Technology or Equipment Draft Requests (up to 5)

FTE Upload1  
FTE Upload2

### Facilities, Technology or Equipment Update Requests (up to 5)

FTE Upload1  
FTE Upload2

FTE Upload3  
FTE Upload4  
FTE Upload5

FTE Upload3  
FTE Upload4  
FTE Upload5

**Classified Personnel Draft Requests (up to 3)**  
*One upload per request*

Classified Upload1  
Classified Upload2  
Classified Upload3

**Classified Personnel Updated Requests (up to 3)**  
*One upload per request*

Classified Upload1  
Classified Upload2  
Classified Upload3

**Supporting Materials (Optional)**

Upload1  
Upload2  
Upload3

**Supporting Materials (Optional)**

Upload1  
Upload2  
Upload3

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*Nancy Fong*

10/16/2023

**Author - Draft Signature**

**Date**

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*Nancy Fong*

12/05/2023

**Author - Final Signature**

**Date**

**Dean/Manager Draft Feedback**

See attached document including feedback.

FileUpload2

**IEC Feedback**

This program review is very thorough and well written. I really enjoyed reading about Puente at GWC, and the data explored from the evaluation is impressive. Also, the demographic data showing fewer male Puente students, which was directly linked to one of the program's goals was great.

Please include what the former SAOs were. How did you use this information to make decisions in the past? ORPIE will provide training on SAO development and use in spring 2024.

How are there only 69 students eligible for services? Isn't the Hispanic/Latinx student population one of the largest on campus? How do we expand to more students. Considering Puentes' positive outcomes, what would it take to expand the services, or "Puente-like" services to more students? I believe this is called for in the new internal equity plan.

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Program Review Rubric Upload

**Academic Senate Executive Board Feedback**

FileUpload1

Program Review Rubric Upload

**Dean/Manager Final Feedback**

FileUpload2

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*Gisela Verduzco*  
Dean/Manager Signature

12/11/2023  
Date

Vice President Feedback

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*Claudia Lee*  
Vice President Signature

12/14/2023  
Date

Downloaded to the following Committee Teams folder on:

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*Lauren Davis Sosenko*  
IEC Signature

12/18/2023  
Date

Dean/Manager -  
Feedback Signature

Electronically signed by Gisela Verduzco on 10/20/2023 6:13:05 PM

Academic Senate:  
Technical Review  
Signature

Signature not required

Academic Senate  
Signature

Signature not required

IEC: Technical Review  
Signature

Electronically signed by Lauren Davis Sosenko on 10/21/2023 10:24:57 AM



## Program Review Request – Student Services Puente

### Program Review Purpose

*“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” –Academic Senate for California Community Colleges, 2009*

### SUBMITTER INFORMATION

<b>Submitter’s First Name:</b>	Nancy and Jessica
<b>Submitter’s Last Name:</b>	Fong and Patapoff
<b>Submitter’s Email:</b>	<a href="mailto:nfong@gwc.cccd.edu">nfong@gwc.cccd.edu</a> and <a href="mailto:jpatapoff@gwc.cccd.edu">jpatapoff@gwc.cccd.edu</a>
<b>Submitter’s ID:</b>	E74403
<b>Submitter’s Phone Number:</b>	714-576-2991
<b>Who is your Dean/Supervisor?</b>	Gisela Verduzco
<b>Are you the Department Chair?</b>	No

### GENERAL PROGRAM QUESTIONS

<b>Name of Program:</b>
Puente Program

<b>Please provide a brief description and any significant change in your program since the last Program Review cycle.</b>
<p>The Puente Program is a yearlong learning community that is interdisciplinary in approach, with writing, counseling, and mentoring components. The accelerated writing course sequence incorporates Latino/a/e and multicultural authors with an emphasis on English writing skills. Intensive counseling provides students with sustained, in-depth career and academic guidance throughout their enrollment at Golden West College. The students receive mentoring from members of the community matched by shared career path and personal experiences. Students in the Puente Program enroll as a cohort in required coursework each semester and participate in the program as a true learning community. Additional activities and support assist the students with personal growth, cultural identity development, and academic skills to succeed. Students also contribute to the campus and community via community service and volunteer projects.</p> <p>The Puente Program was started at Chabot College in 1981, and it has been active at Golden West College for the past 32 years. Puente Programs exist in over 65 community colleges across California, Texas, and Washington State. 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 future generations.</p>



## Program Review Request – Student Services Puente

Significant changes since the last program review include:

Changes in UC transferability for counseling courses have forced us to have to pivot with our Puente course offerings. We used to offer two counseling courses to our students, but now we offer only one in the fall—COU104. In the Spring from 2021-2022, we offered PSYC167 to account for this change.

We have a new partnership with Sociology and offering Introduction to Chicano Studies for fall. And our continued partnership with Global Studies offering Global Citizenship in spring. Both these courses will meet the current CSU/UC GE pattern as well as the new Cal-GETC GE pattern.

In addition, we have finally achieved classroom security and are permanently housed in the new LAC in classroom 304, as Dr. Kay Nguyen assured “until the end of time.”

Lastly, we developed a pipeline with Westminster High School Puente program. We have been presenting to WHS Puente Program for over 5 years since the WHS creation of the Puente Program and have enrolled several students to GWC and the Puente Program to continue the learning community connection. We plan to track this data in our next ORPIE program report.

Legend:

Phase I- first semester (Fall) participating in Puente Coun G104/Engl G100S.

Phase II-second semester (Spring) participating in Puente Coun G205/Engl G110.

Phase III- completed Phase II and now continuing their education at GWC not enrolled in Puente required courses above.

### What are your program’s strengths?

The cohort model allows for deep connections between and among students, faculty, and the campus community. The students involved in Puente form support groups with their peers where they can engage with likeminded people who are all striving toward the same goal: degree attainment and transfer. Additionally, Puente students are connected with an academic counselor for the entirety of their time at GWC which results in students being able to stay on track for degree achievement. Puente students complete 20 units of GE courses during their year in the program, and all course work transfers to public and private 4-year institutions. This also aligns with Guided Pathways completion of English and in most cases Math within the first year of college. We create rigorous academic curriculum with a lens on cultural and other social identities, while creating an environment that is welcoming of the various identities we serve: first generation college students, undocumented, LGBTQ+, foster youth, veterans and ELL students.

Since Puente is interdisciplinary, we also familiarize students with the numerous opportunities GWC offers outside of the Puente Program and encourage them to get involved. Many of our students are also affiliated with EOPS, Financial Aid, Student Life activities, GWC clubs and DSPS. Puente students volunteers and participates in the many events the campus had to offer. Puente has hosted (and continues to host), GWC’s annual Día de los Muertos event, they have historically volunteered at ChicanX/LatinX Day, as well as our College Preview Day. They have also made excellent student workers in various departments across campus—DSPS, Academic Success Center, GWC Ambassadors, Counseling and beyond.



## Program Review Request – Student Services Puente

Also, once students complete their one-year cohort, they will still remain in contact with the writing instructors, counselors and mentors to help with essays in other courses, as well as scholarship applications and personal statements for transfer, class schedule planning, career and transfer counseling.

According to ORPIE Puente Program Review as of Spring 2023 for 2016-2017 to 2021-2022 Cohorts:  
Outcomes:

-The persistence rate for PUENTE students was higher than that of PEH and PENH students except for 2016-17 and 2019-20 where the persistence rates for PUENTE and PENH students were the same (Table 7).

- PUENTE students had a higher average GPA than PEH and PENH students for the last 6 years (Table 6).

- PUENTE students completed transfer level English at higher rates than PEH and PENH students from 2016-17 to 2021-22 (Table 8). PUENTE students had higher completion rates for transfer level math and higher rates of completing both transfer level English and Math from 2018-19 to 2021-22.

- A larger percent of the 2015-16 and 2019-20 PUENTE student cohort earned a degree or certificate than their respective PEH and PENH student cohorts (Table 9).

- The 2018-19 to 2020-21 PUENTE cohorts had higher transfer rates than PEH and PENH students (Table 10). For all 5 cohort years, PUENTE cohorts had higher transfer rates than PEH students.

Note: Three groups were established for the academic performance comparisons in this report: PUENTE students, PUENTE Equivalent Hispanic (PEH) students, and PUENTE Equivalent non-Hispanic (PENH) students.

We are also the only true learning community on campus aligned to the campus HIS-status that meets all equity goals.

### **What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here)**

Challenges our students face are as follows: high work demands, high family involvement and familial demands, being academically underprepared, housing insecurity, lack of family support, financial hardships. These challenges that students face directly impact our retention rates as a program.

Challenges our program faces are as follows: cutting of reassign time for coordinators. Originally from 2016-2020, both coordinators were reassigned 50%; however, in 2020 administration chose to cut the English coordinator reassign time to match the teaching load. Reassign time was cut from 7.5LHE in both semesters to 6LHE in fall and only 4LHE in the spring. When we were off campus and not



## Program Review Request – Student Services Puente

coordinating as many events, this didn't feel as impactful as it does now that we are back in person. Our events are now back on ground and our coordination is back to pre-COVID days, though the cuts to the reassign time still remains.

Keeping students connected to the program during phase III (after they complete the first year)—this has been difficult due to lack of resources available to coordinators. We are spread thin with the current cohort which makes it very difficult to keep our phase III students engaged; as a result, the retention of students, once they complete the program, is lower than we'd like.

Though Puente students are completing transfer level English at higher rates compared to PEH and PENH, they are having lower success and completion rates in Engl G110 due to changes in English curriculum—AB705: students were taking ENGL099 in fall and ENGL100 in the spring prior to AB705; however, now students take ENGL100S and ENGL110 in the spring. Due to lower success rates in general in ENGL110, students are not completing the program successfully as they were prior to AB705.

Due to lack of permanent Clerical Support, Puente faculty's attention is focused on outreaching, recruiting, and onboarding new students for the upcoming year during the summer limiting our availability to continuing Puente students. The Puente faculty attention is split between faculty responsibilities, instruction, program coordination, and mostly clerical responsibilities. We do not have consistent clerical support to help with processing new students during the summer, scheduling counseling appointments for former students throughout the year, consistent data entry on semester enrollment and GPA, monitoring upcoming transfer and graduates, Puente MIS reporting into Banner, following-up with students who have dropped out of college, outreach and recruitment, hosting ongoing program orientations, processing applications and collaborate with Admissions and Records for program clearance. When temporary funding is not available for clerical support, the Puente faculty has been responsible for these clerical duties and it's impacting our ability to best serve our new and current Puente students. However, Puente received temporary SB 85 funding and equity funding to support this challenge, but dependence on temporary funding sources makes it difficult to keep consistency in the program with an inconsistent budget year to year.

### **How has your department/program utilized SAO (Student Activity Outcome) results to make changes or improvements to your services?**

We have not done a SAO for the program since 2019 due to COVID. However, we do plan to resume this requirement and we would require training in this area.

### **How does your department/program support the goals of diversity, equity, inclusion, and accessibility?**

Puente is the embodiment of equity, diversion and inclusion. Our students represent many, if not all DI groups that GWC serves: first generation, Latino/a/e, male, foster youth, LGBTQ+, DSPS, and many more. Puente is opened to all students, and we are a first come, first serve program. Although many of our students do identify as Latino/a/e, over the past few years, we have seen our cohorts grow within our white, non-Hispanic and Asian student bodies as well. Our program is designed to enroll students full-time, complete all English course work, Career and Life planning, along with other GE





# Program Review Request – Student Services Puente

courses that students can see themselves reflected in. We have partnered with Sociology (Chicano Studies) and Global Studies so that our students are engaging with curriculum that mirror their own identities. Additionally, Puente is focused on multicultural literature where students get to read authors from various backgrounds. Students can see themselves reflected in the readings as well as learn about a culture or an identity that they may not be a part of. Puente utilizes Canvas for learning purposes, we also do in-person instruction, lectures and small group work. Many activities in and out of class can be adapted to service various student learning needs.

### How does your department/program collaborate with other areas on campus to advance student success?

Instructional: We have a new partnership with Sociology and now offering Introduction to Chicano Studies for fall. And our continued partnership with Global Studies offering Global Citizenship in spring. Both these courses will meet the current CSU/UC GE pattern as well as the new Cal-GETC GE pattern and helping Puente students complete 20 units of GE courses during their year in the program. Note: All course work transfers to CSU, and 17 units transfer to UCs.

Student Services: Puente continues to collaborates with various student support services across campus to help advance students — Financial Aid, EOPS, DSPS, Academic Success Center, Student Life, the Career Center, and the Transfer Center. Lastly, we partnered with the Transfer Academy since the Puente curriculum aligns with their requirements, the Puente student benefit from the additional support and resources increase transferability outcome.

### How does your department/program utilize technology to support student success?

Now that we are back in-person 100%, Puente still utilizes many forms of technology to communicate with students and to help them on their learning journey. We utilize Canvas often and a lot— assignments, announcements, readings, etc. can all be found on our Canvas shells. We also created a Puente phase III Canvas shell so that students can still stay connected after they have finished the program. We also have all Puente student’s sign-up for the Remind app for texts messages, and we also use RingCentral to text students; we know students check their phones much more than their email. Our Puente counselor provides in-person, zoom and phone versions of counseling appointments. We offer Zoom orientations for new students as they are much more convenient, especially for potential students who are often still in high school when recruitment begins. Though the English and Counseling classes are fully in-person, we still offer the Sociology and Global Studies classes as hybrid and asynchronous to help with student’s schedules.

## KEY PERFORMANCE INDICATORS

<b>Unduplicated headcount:</b>	29
<b>Duplicated headcount (served):</b>	0
<b>Number of students eligible for services:</b>	69



# Program Review Request – Student Services Puente

<b>Number of new students served:</b>	29
<b>Number of returning students served:</b>	40

<b>Demographics (CO #'s to be provided to Institutional Research for demographic breakdown):</b>												
	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Race/Ethnicity</b>												
Asian	0	0.0%	1	2.9%	0	0.0%	0	0.0%	2	6.3%	3	12.5%
Hispanic/Latinx	30	96.8%	32	94.1%	31	96.9%	33	100.0%	29	90.6%	21	87.5%
Two or more races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.1%	0	0.0%
Unknown	0	0.0%	0	0.0%	1	3.1%	0	0.0%	0	0.0%	0	0.0%
White	1	3.2%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Gender</b>												
Female	19	61.3%	18	52.9%	26	81.3%	21	63.6%	27	84.4%	22	91.7%
Male	12	38.7%	14	41.2%	5	15.6%	12	36.4%	5	15.6%	2	8.3%
Unknown	0	0.0%	2	5.9%	1	3.1%	0	0.0%	0	0.0%	0	0.0%
<b>Age Group</b>												
18 to 19	21	67.7%	22	64.7%	28	87.5%	28	84.8%	27	84.4%	18	75.0%
20 to 24	8	25.8%	7	20.6%	3	9.4%	4	12.1%	5	15.6%	4	16.7%
25 to 29	2	6.5%	4	11.8%	1	3.1%	0	0.0%	0	0.0%	1	4.2%
30 to 34	0	0.0%	0	0.0%	0	0.0%	1	3.0%	0	0.0%	1	4.2%
35 to 39	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
40 and Over	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

**Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.**

Puente is open to all students who are eligible for English G100 and Counseling G104. The data trends above shows the largest age group are 18-19 yrs old students who are transitioning from high school



## Program Review Request – Student Services Puente

to college, high number of female participants, and largely Latinx population. Covid has impacted our program enrollment numbers greatly especially when instruction was primarily on Zoom. Puente instructional cap is 30 students, but we usually have between 30-35 students to service more students.

### PROGRAM-SPECIFIC QUESTIONS:

#### ***PUENTE***

#### **Describe any trends related to Enrollment, Retention and Success for this past cycle.**

Puente instructional cap is 30 students, but we usually have between 30-35 students. In 2021/2022, Puente enrollment decreased to 24 due to Covid and modality of instruction which was Zoom. In 2022/2023, the Puente faculty provided hybrid classes so students had more face-to-face interaction with their instructors. It helped enrollment to 33 students in fall but 25 students moved to spring. This year, we are 100% in-class instruction with 33 student enrollment. Our goal is to maintain our current student enrollment from fall to spring, but if we lose students in fall, we will recruit for new student for spring enrollment.

According to ORPIE Puente Program Review as of Spring 2023 for 2016-2017 to 2021-2022 Cohorts the Puente students are showing higher rates compared to PEH/PENH in persistence rates, GPA, transfer level English and Math.

### GOALS AND REQUESTS FOR FUNDING

**Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.**

- Faculty
- Equipment, Facilities, Technology
- Support Staff

#### **GWC Strategic Plan Goals Legend**

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.



# Program Review Request – Student Services Puente

- 4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
- 5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
- 6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of the College Goals.
- 7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

## GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

*Please refer to your previous Program Review cycle and summarize all outcomes for each goal.*

### **Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not.**

Previous goals mentioned were obtaining a permanent Puente classroom space in new Language Arts Complex and this was achieved this fall 2023 with the support of both division deans and VP of instruction. Conveniently located on the 3rd floor of the new LAC, you will find our permanent Puente classroom. To quote our VPI Dr. Kay Nguyen "We plan to schedule Puente classes in room 304 until the end of time," so this is a great feeling to have a forever space. Also, Puente received temporary equity funding and SB 85 funding for a professional expert to support the program relieving faculty from clerical responsibilities. Lastly, faculty are more available to support the needs of Phase III students such as providing extra student help hours, serving as Puente Club advisors connecting new Puentistas with current Puentistas, and the ability to focus on coordination role Increase retention and completion of phase III Puente students.

## GOALS FOR CURRENT PROGRAM REVIEW CYCLE

*Current goals should be connected to GWC's Strategic Plan Goals.*

### **GOAL 1 (Required)**

#### **Description of goal:**

Increase retention and completion of phase III Puente students.

#### **What actions will be taken to accomplish the goal?**

Due to extra funding from the Puente State Office for all Puente students the program will provide the additional services:

Book vouchers to non EOPS/Puente students to help the cost of textbooks each semester.



## Program Review Request – Student Services Puente

Meal vouchers to non EOPS/Puente students to help elevate cost to eat on campus while taking classes on campus.  
Providing grocery gift cards each semester to support additional food insecurity within the home.  
Funding for Phase III students to continue to participate in fieldtrip, cultural events, and conferences.  
Purchase cap, gown and diploma frames to non EOPS/Puente students.

### What metric will you use to measure your goal?

With the assistance of ORPIE Equity researcher, we will continue to track cohort students' success rates, GPA, persistence rates, transfer level English/math and degree/certificate/transfer data.

### Which of the College's missions and goals does this goal support? (check all that apply)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

### GOAL 2 (Required)

#### Description of goal:

Increase the retention of Phase I students (new fall students) to Phase II (spring students) during their first year of the Puente program.

#### What actions will be taken to accomplish the goal?

Due to extra funding from the Puente State Office for all Puente students the program will provide the additional services:

Book vouchers to non EOPS/Puente students to help the cost of textbooks each semester.  
Meal vouchers to non EOPS/Puente students to help elevate cost to eat on campus while taking classes on campus.  
Providing grocery gift cards each semester to support additional food insecurity within the home.  
Starting a campus mentorship program to provide the student with an additional support system on campus by recruiting administration, faculty and staff.

Also, provide more intrusive counseling by assisting students to sign-up for tutoring services offered through embedded tutoring, the Academic Success Center and NetTutor, and encourage participation in additional support services such as DSPS, Financial Aid, EOPS, Career Center and the Transfer Academy. Plus, require counseling appointment to develop a pathway to help the students obtain



## Program Review Request – Student Services Puente

their academic goal. Lastly, for struggling students in English G100S, require students to attend English embedded tutoring session and English Student Help Hour.

### What metric will you use to measure your goal?

With the assistance of ORPIE Equity researcher, we will continue to track current cohort students' success rates, GPA, and persistence rates.

### Which of the College's missions and goals does this goal support? (check all that apply)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

### GOAL 3 (Required)

### Description of goal:

Increase male enrollment in the Puente Program

### What actions will be taken to accomplish the goal?

- Create promotional materials with more male student featured on them.
- Record our current and former male Puentistas testimonials about the benefits of the program and post on the program website.
- Invite more professional male guest speakers on topics such as balancing work, college and home responsibilities. And delaying gratification during the college process.
- Recruit professional males on campus and/or former male Puentistas to mentor our male students.
- Research more male focused motivational and/or professional conferences to send our male Puentistas to participate in without a barrier of cost.

### What metric will you use to measure your goal?

With the assistance of ORPIE Equity researcher, we will continue to track current cohort students' success rates, GPA, and persistence rates.

### Which of the College's missions and goals does this goal support? (check all that apply)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities



# Program Review Request – Student Services Puente

Professional Development

Communication

## OTHER INFORMATION

### What additional information would you like to share about your program?

Currently, Puente is the only academic learning community at Golden West College. We have been active at GWC for 32 years and bring a sense of community to our students and to the campus as a whole. In addition, we bring cultural events such as Día de Los Muertos, poetry readings and more to ALL GWC students/faculty and staff. As a Hispanic Serving Institution (HSI), Puente is an anchor for our Chicano/a/e/Latino/a/e student populations, and a model for future learning communities to come at GWC. Additionally, we serve many of our DI populations, including but not limited to Latino/a/e students, LGBTQ, foster youth, veterans, etc. We are interdisciplinary in our approach and partner with several other programs and departments campus wide. The Puente Program is active in over 64 community colleges statewide, and there are several Puente Programs in high schools as well as junior high schools, too. We advocate for leadership on campus and within the surrounding communities; our students have always been active volunteers around campus and they continue to harbor the Puente Familia at GWC.

**Submitter's Signature:** *Nancy Fong and Jessica Patapoff*

**Date:** 10/2/2023

### Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns  
 I have concerns

**Comments:** Click or tap here to enter text.

**Supervisor's Signature:** Click or tap here to enter text.

**Date:** Click or tap to enter a date.

**Vice President's Signature:** Click or tap here to enter text.

**Date:** Click or tap to enter a date.