

## 22-23 Annual Progress Report

### Recommended actions for improvement identified in the 5-Year Self-Study.

While many actions were recommended for improvement, the two that we will comment on in this annual review (and continue to assess further) are our efforts in increasing course success— particularly in Puente designated courses, and minimizing time to transfer through programmatic design. Puente is re-evaluating the course selection and number of courses they offer in the program for Phase I students (i.e. first-year cohort) to make sure that what they offer students remains aligned with Puente’s program objectives from the Puente Project, the Chancellor’s office, as well as our Puente’s local objectives.

### Actions taken and progress made in accomplishing the improvement.

Combined Puente and Umoja Orientation: To build a sense of belonging for students, we collaborated with the Umoja leadership to develop a learning community orientation and plan a series of cultural events throughout the academic year. During the two-day Orientation, 28 Puente students attended, learned about the individual programs and the support services provided by Foothill and the Office of Equity. They also met and participated in community-building events with Umoja students (between 30-40).

Puente Math 10 class: In coordination with Umoja, Puente students have enrolled in Math 10 as part of one of their cohorted courses for Winter term. The class will include several embedded tutors, Umoja and Puente coordinators will attend class regularly, and the STEM center will provide faculty tutoring on non-class days.

Removal of CRLP 71: Upon conversation with the former Puente counselor Voltaire Villanueva, it was advised that Puente students were completing more counseling units than necessary; the two essential courses that were necessary to support Puente students and were transferable are CNSL 1 and CNSL 8H. The key content in CRLP 71-Exploring Career Fields course can be integrated in other ways through Puente curriculum, co-curricular workshops and mentoring.

Puente Parent Program: Families can be both an asset and a deficit to students; particularly if they don’t understand the requirements that college entails or the level of workload and commitment that is required of their students. When the Puente team pinpoints challenges that some of our students have, they are often connected to family dynamics that are seemingly out of the purview of the counselor/coordinator.

Therefore, Puente (in collaboration with OLA leadership) will host a second Dia de Familia for parents/families that goes deeper into effective ways parents can support their college students. Additionally, Puente (with the support of OLA, FEI and the Office of Equity community) will help develop a parent cohort that meets 1-2 times a term starting in Winter 2023 (with on-campus and virtual options) where parents will learn strategies for supporting their students and receive timely information relevant to where their child is on their transfer path (i.e. financial aid, transfer applications, etc.). While this component will be hosted by Puente, it will be led by current and former Puente parents and family members.

### Evidence used to evaluate progress.

(ex: What data are you using to make your progress judgment?)

The Puente program, much like the college, is continuing to try to right itself from the impact the pandemic has wrought upon its enrollments and course success. Where the 2020 Program Review data stops, the Program Review tool seems to indicate over a 10% drop in course success for the Puente sections (2020-21), despite the enrollments in the sections remaining relatively the same from the prior year. Additionally, at the time of writing this evaluation, the Program Review tool doesn’t appear to show any enrollment, nor course success data in the system for the 21-22 Puente cohort. We suspect that there might be an error in the PR tool. That error may be not accounting for many of the Puente designated courses in which a change in section ID occurred due to modality changes in these classes because of the virtual/hybrid learning that occurred between the years of 20-21 and 21-22. Therefore, it is hard to provide an accurate assessment of progress in course success until that is corrected.

Furthermore, due to transfer metrics being lagging indicators that are to be evaluated over time, there hasn’t been enough years between the implementation of some of the proposed ideas to shorten time to transfer, and evaluation of our progress in those areas. At this time we can only provide comments on some intermediary ideas on how we plan to track our progress in this area. One of the key metrics identified for shortened time to transfer (and increased likelihood of educational goal attainment and transfer) is completing both transfer level English and math in the first year. As the Puente program returns to the Engl 1A w/co-req model this year, we’ll be able to begin to compare recent data in an accelerated Engl 1A-to-Engl 1B track to that of the traditional 1S/1T stretched model that historically was a successful part of the Puente program, and was brought back in the 21-22 academic year to better meet the needs of Puente students managing a “post-pandemic” transition into college. By eliminating an additional Counseling course, and effectively replacing it with a transfer level math course during the cohort year, we’ll also be able to assess a change in that metric of passing transfer level math in the first year to previous years.

Another intermediate point for shorter time to transfer is to look at the number of units completed in the cohort year for Puente students. If program’s such as Puente are not just about transfer success, but expedient transfer success (i.e. within 3 years), then we’ll want to take note of how many transferable units a student is enrolling in and successfully completing year to year to remain on track to transfer in that time.

Finally, in the 2020 Puente Program Review, there was mention of removing one of the counseling courses CRLP 71-Exploring Career Fields due to a couple of Puente students having taken that course as part of high school curriculum prior to entering Foothill. The course isn't repeatable for credit and the result was that a couple of students were not able to enroll in that course with the rest of their cohort. The course has been removed from this year's (22-23) Puente cohorted classes, and is not being taught this year at the college.

## New trends, policies, or state initiatives that have impacted your actions for improvement.

There aren't currently any "new" policies or state initiatives that are impacting our ability to proceed with the four identified actions for improvement; though we do anticipate that future initiatives such as AB 1111: Common Course Numbering and Common GE may assist in our overall efforts of shorter time to transfer. We are also aware of the impending sunset of the "hold harmless" provision of the CCC SCFF in 2024-2025, and understand our role in getting our students to and through many of those outcomes, namely completion of transferable English and math and subsequently, increasing transfer rates for Puente students. Furthermore, we always need to be aware of changing federal and statewide policy around immigration (like the stay on DACA), and the ways that ultimately impacts Puente's ability to enroll and retain students in our program.

Institutionally, the sunseting of the Family Engagement Institute (FEI) will have an adverse effect on developing our Puente Parent Program, as the concept was co-designed with the FEI team. Our Family Engagement Institute offers non-credit courses that teaches parents and families how to support college bound students. With their leadership, FEI was going to provide parents' tools to more effectively support and advocate for their children in college, while also currently supporting Puente's high school to college pipeline. Particularly, FEI's role related to their physical placement in the communities of our Puente families created a greater level of access to our college for them. That is an additional lift that was in line with the work FEI does, but is currently beyond capacity for the Puente coordinator and counselor. We are concerned with the ability to do the level of community outreach and relationship building required to initiate and maintain a Puente parent group, but see work like this as an important facet to the success of our students. We believe families as an integrated system of support, will do wonders in impacting their student's success.

## Actions needed/designed to address the area of work/improvement for new trends, policies, or state initiatives.

Puente should be involved with the development of the new BIPOC center to ensure there are no gaps in service and programmatic collaboration that help maintain the necessary support and resources for Puente's undocumented students, and students in mixed-status families.

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This form is completed and ready for acceptance.

Administrator's Name:

Date:

Comments: