

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The mission of **Student Success and Retention Services (SSRS)** is to address historical and institutional inequities resulting in achievement gaps for underserved students by fostering a community of learners and leaders through innovative services and pedagogies that increase retention, persistence, graduation, and transfer rates.

SSRS provides **academic enrichment** and support services for

- first-generation college students
- students from groups that have been historically underrepresented in retention and transfer rates

The Puente Project's mission is to increase the number of historically underserved students who:

- transfer to four-year colleges and universities,
- finish their degrees
- return to their communities as leaders and mentors

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The Puente program's mission is to increase the number of educationally underserved students who enroll in four-year colleges and universities, who earn college degrees and who return to the community as mentors and leaders of future generations. We provide academic programs that meet the students' needs at different levels of basic skills and we continue to work with the students' until they complete college level math and English courses specifically. Our programs also provide opportunities for students to become more involved in their communities at home and on campus through assignments, field trips, and guest speakers. Our end of the year event is an example of our students using their creativity to demonstrate their knowledge and skills gained with our integrated curriculum. Also, a significant number of our former Puente students come back and serve as mentors for the incoming Puente cohort.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Retention	94% annual retention rate	Co-coordinators	Teaching faculty, HEFAS, Financial Aid, Food Pantry,	Village events and centers to help feeling of belongingness and to have access to non-Puente faculty; help students stay on the path with collaborations mentioned and with dedicated adult mentors and peer tutors	Retention rates in all Puente classes	Calculate the retention rate in all Puente classes
Success rates	90% annual success rate	Co-coordinators	Teaching faculty, HEFAS, Financial Aid; DASG (funding for tutors)	Partners in Learning professional development helps faculty gain cultural sensitivity and adjust pedagogy/curriculum to meet students' needs; help students stay on the path by removing barriers that prevent them from dedicating time to schoolwork such as providing financial aid so they don't have to work as much;	Success rates in all Puente classes	Calculate the success rate in all Puente classes
1st year educational plan	100% of students entering the program will complete an education plan for their first entire year	Counselor	N/A	Direct students to career/major related events; clarify the path for students by having clear ed plans	Number of completed educational plans for the first year	Identify the number of completed educational plans for the first year

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

AB705 has had an impact on our students' success. Because students are automatically placed at EWRT1A level, we are seeing some negative effects:

- Some students who enroll in Puente find the pace of EWRT1A too quick and think college is not for them.
- Some students have experienced higher amounts of anxiety because they are worried about their GPAs whereas starting at EWRT211 (a P/NP class) in the past allowed them to improve their writing with lower stakes.
- Success rates dropped from 96% to 79% the first year that Puente offered EWRT1A rather than EWRT211 in the Fall. Although that year was also interrupted by Covid-19 (another significant variable as a possible reason for the drop in success rates), if we look at all four years since AB705 was implemented, the average success rate dropped 10 percentage points. This is similar to the drop in success rates in all EWRT1A courses campus-wide since AB705 implementation, with success rates dropping between 3-20 percentage points across all ethnicities. Furthermore, the equity gap has widened by 5 percentage points for Latinx students since AB705 implementation.

The co-coordinators have had to spend a significantly larger amount of time trying to convince students to stay in college as a result of this increased anxiety.

Although AB705 claims to have better throughput outcomes, when we offered EWRT211 in the Fall, the throughput rate for Puente students completing a transfer level English course in 1 year was 95%, which is 14 percentage points higher than the campus-wide

throughput rate for English post-AB705. In other words, the pre-AB705 format for Puente resulted in drastically better success rates (95%) than their fellow students' success rates (81%) post-AB705 implementation.

Even though Puente still has high success rates compared to the rest of the campus post-AB705, the Puente success rates have, nevertheless, dropped since implementation.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Puente						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	30	32	32	31	30	0.0%
Enrollment	146	149	138	114	165	13.0%
Sections	7	5	6	4	6	-14.3%
WSCH	204	198	183	153	190	-6.9%
FTES (end of term)	13	13	12	10	13	0.0%
FTEF (end of term)	0.5	0.5	0.5	0.4	0.4	-18.4%
Productivity (WSCH/FTEF)	401	404	378	399	458	14.1%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The increase in enrollment is not a result of increased number of unduplicated headcount. Instead, it is a result of additional classes that students are taking within the Puente program. This demonstrates an increased interest in faculty offering sections in their discipline that are specifically geared toward students in the Puente program.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmy>).
- Cite current industry trends.
- Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

D. Course Success

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Course Success

De Anza College

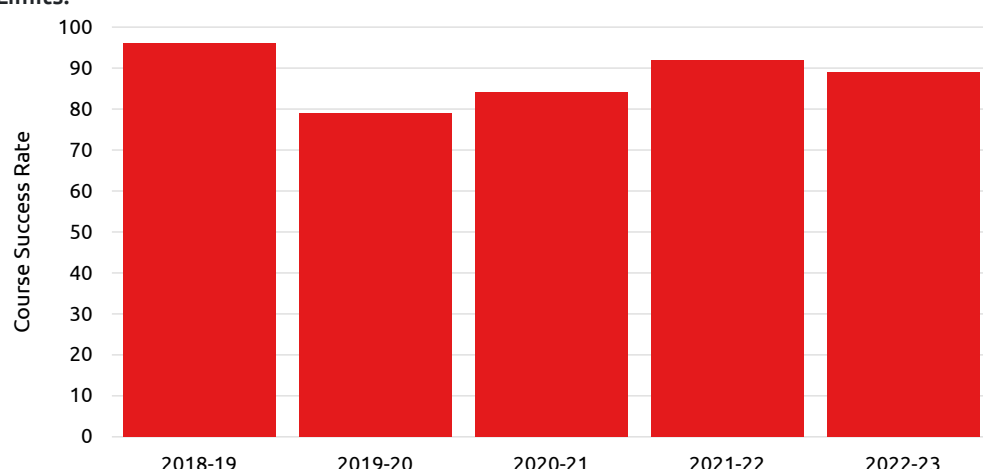
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	146	96%	140	149	79%	118	138	84%	116	114	92%	105	165	89%	147

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

1. AB705 has impacted our students' success. "Success rates dropped from 96% to 79% the first year that Puente stopped offering EWRT211. That year was also interrupted by Covid-19 (another possible variable for the drop in success rates), but looking at all four years since AB705 implementation, the average success rate dropped 10 percentage points. This is similar to the drop in success rates in all EWRT1A courses campus-wide since AB705 implementation. Success rates dropped between 3-20 percentage points across all ethnicities, and the equity gap widened by 5 percentage points for Latinx students.
2. The co-coordinators spend significantly more time trying to convince students to stay in college because of this increased anxiety. We offer weekly, individualized tutoring to every Puente student, and we offer many, many additional office hours and appointments to help students. We need to implement an MPS-like model in which students spend extra time in class completing assignments with an instructor present since many students who are struggling have trouble completing their work once they leave school.
3. This trend is not specific to Puente EWRT courses. **ALL** EWRT1A success rates have dropped since AB705 implementation (ranging from 3-20 percentage points decrease). Focusing only on throughput rate is problematic because it is taking some students multiple times to pass EWRT1A. Also, the equity gap is widening for targeted populations, but little is being shared with the campus on the increasing equity gap post-AB705.
4. Still, Puente's success rates remain higher than the campus-wide success rates for non-targeted and targeted populations. This aligns with our program goals because students are more competitive for transfer admissions, and their success is in classes that are identified as part of their educational plan for transfer and degree completion.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

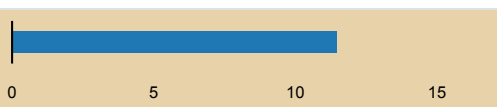
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

Puente						2022 Fall to 2023 Spring
Number of sections: 6						
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students	165	89%	89%	0		
Asian	0		89%			
Black	0		89%			
Filipinx	0		89%			
Latinx	165	89%				
Native American	0		89%			
Pacific Islander	0		89%			
Unknown ethnicity	0		89%			
White	0		89%			
Female	97	94%	82%	+11		
Male	68	82%	94%	-11		8
Non-Binary	0		89%			
Unknown gender	0		89%			
Foster youth	0		89%			
Individuals with disabilities	2	100%	89%	+11		
Low Income	95	92%	86%	+6		
Not Low Income	70	86%	92%	-6		5
Veterans	0		89%			

¹The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

there is no gap (e.g., 0)

- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

Since almost all of the students in the Puente program typically tend to be Latinx, the equity comparison is not relevant. However, there is an equity gap for males vs. females of 11 percentage points. Although we try to recruit equal numbers of male and female students for the program, we have been noticing that it is increasingly difficult to recruit males to the program. We are unsure for the reason for this except perhaps Covid-19 and learning styles might play a role. We employ many pedagogical strategies including hands-on learning, groupwork, and encouraging all genders to share their thoughts in class. We utilize curriculum by both male and female Latinx authors, including some readings such as Richard Rodriguez's "Complexion" that addresses a cultural pressure by some families for males to work with their hands and bodies rather than with attend school and use their brains. Rodriguez describes his father as calling him "effeminate" because he read books so much, and we discuss these types of ideologies with the class.

Further exploration of reasons for this gap is necessary; as a campus, we have not done much (or any) work on disparities between the success of students based on gender

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Curriculum -- we utilize curriculum that reflects the ethnicity of the students so that the relevance of the material to their lives is a motivator. Every year, numerous students state, "This is the first book I have read all the way through" with some students even giving a copy of the book to family members for them to read. Other assigned readings have similar themes and reactions from the students. Curriculum also helps students navigate college more effectively particularly because students are often first-generation-to-college.
2. Assignments -- assignments are varied and relevant to students' lives, ranging from exercises geared to learn more about navigating college, to writing about ethnic identity, to writing analytical and argumentative essays, to writing memoirs that are compiled in a published anthology at the end of the year.

3. Classroom pedagogy -- we implement collaborative learning as much as possible. We form "familias" for students to meet with during class groupwork. We encourage students to form study groups through their familias and to support each other inside and outside the classroom. We structure our class on groups and class discussion rather than more traditional lecture formats.
4. Tutoring -- we require all students in EWRT1A to go to a half-hour tutoring session to get support, stay on top of homework, get advice from a peer on navigating college, etc.
5. Counseling support -- students not only meet one-on-one with the Puente counselor, but the Puente counselor and English instructor work closely to support each other's classroom.

Trends in Awards

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Degrees and Certificates by Ethnicity

De Anza College

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 22-Nov-2023

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show:

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

Not applicable. Puente as a program does not award degrees or certificates.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

Not applicable. Puente as a program does not award degrees or certificates.

Staffing Trends

Faculty Workload

Faculty Workload
Puente

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.1	0.4	0.1	0.4	0.4	212%
Full Time %	26.2%	73.9%	27.6%	100.0%	100.0%	282%
Overload	0.4	0.1	0.4	0.0	0.0	-100%
Overload %	73.8%	26.1%	72.4%	0.0%	0.0%	-100%
Part Time Load	0.0	0.0	0.0	0.0	0.0	
Part Time %	0.0%	0.0%	0.0%	0.0%	0.0%	
Total FTEF	0.5	0.5	0.5	0.4	0.4	-18%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. The data does not accurately demonstrate that the FTEF has remained steady because it is separated by regular load and overload. Every year, the program has a counselor/co-coordinator (1.0 FTEF) and an English faculty member/co-coordinator (.250 released time). Other than the consistent .250 released time each year, the FTEF load for the English faculty member ranges from .325 to .425 depending on whether an ELIT41 Ethnic Literature course is offered in the Spring as a GE course for Puente students.
2. We also have assistance from the SSRS administrative assistant (1.0 FTEF) whose time is shared by all the SSRS programs.
3. The released time for the English instructor provides some flexibility in scheduling so that the instructor can have quarterly individual conferences with each student. The 100% assignment of the counselor to the Puente program allows for the counselor to meet regularly with each student to create ed plans and to chart progress.
4. Although our current staffing levels are sufficient, we have envisioned adding a second Puente cohort at a future date, and to do so, we would need increased staffing both in terms of counseling support and instructional FTEF for the classroom faculty.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. The Counseling and English co-coordinators meet weekly and regularly discuss student progress and how we can best support students.
2. The program offers quarterly field trips to transfer institutions so that students can envision themselves at various 4-year schools. One of the field trips is to the annual statewide Puente Motivational Conference where numerous 4-year institutions hold information sessions and panels for students. The counselor meets regularly with students to create first-year educational plans for each student. The counselor also meets with Puente students beyond their first year to keep track of their progress toward their educational goals. The English instructor offers a PIQ workshop for UC applications every Fall to help prepare students for transfer. The program offers mentor events multiple times a quarter and assigns a one-on-one adult mentor, to help support students through their first year of college. Many of the mentors are former Puente students who have graduated from a 4-year institution, and many of the mentors continue to meet with Puente students beyond the first year. We work with various offices on campus such as HEFAS, Financial Aid, Guided Pathways, the Pride Center, etc. to provide resources to the students based on their individual needs.

Dean/Manager Comments

The learning communities within Student Success and Retention Services continue to set incredible standards in areas of course completion for students in their first year at De Anza College, reinforcing the College's belief that equitable outcomes for some of our most disproportionately impacted student groups is an achievable goal. What isn't accurately captured in this program review template is just how comprehensive the interventions and strategies are that allow for this level of success. Learning community counselors teach their

own set of classes, are embedded in the other courses in the cohort, and provide case management counseling and services to not just the incoming cohort of students but all continuing students still in the program, up and through to their successful completion of their educational goals—namely graduation and transfer. As coordinators, they are designing and implementing co-curricular programming that invite new and continuing students to engage more deeply with De Anza College, build community amongst their peers, and explore concepts like identity, leadership development and college/career choice. These activities can occur during the work week, in the evenings, during the weekend, or in overnight trips.

SSRS faculty work collaboratively with faculty and deans from other disciplines/divisions to provide a selection of GE courses that is culturally relevant to our population and satisfy transfer patterns. They meet over the summer and weekly during the school term planning courses, discussing student performance, and engaging in professional development activities. It cannot be understated the amount of work that goes into a Program Lead organizing all of these components that allow for the kind of success rates these programs enjoy.

The difference in course success rates for last year's males in the Puente cohort requires some attention, as it seems to be a trend over the past few years. I am hesitant to consider it a difference in learning "styles" as much as it may be that they need something else that we can provide, or something more that we aren't providing. However, Puente enjoys a large, statewide network that they can connect to, where they can explore other strategies and interventions utilized by other programs to address this challenge. Despite, this concern, and other concerns around the loss of the EWRT 1AS/1AT stretched English and its impact on Puente's completion rates in their EWRT classes, I think the program is doing a phenomenal job in addressing students' needs in a post-COVID learning environment, helping them to succeed in all of their cohort-ed classes.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.