# PUENTE *Student Support Program* SPRING 2024

Summary of Program Review:

A. Major Findings

1. Strengths:

Successful college transition among participants, a welcome introduction to NVC services and supports
High-contact program that encourages retention and persistence
Solid course success rates
Strong introduction to academic paths, ed plan development, and student support services
Ongoing innovation in student-success preparation and instruction
Ongoing development of transfer-oriented events and activities
Creativity with programming activities and events
Continuing support of other NVC Learning Communities
Helping connect students with resources, especially MENTIS

2. Areas for Improvement:

- Improve program retention and success rates, particularly with English GE
- Provide additional Phase 3 outreach and support
- Continue Mentor cultivation in Napa community
- Update PLOs/SSOs and regularize formal assessment
- Develop stable budget planning, based on MOU and transparent financial updates and cooperation with NVC Financial office
- Continue to develop use of Starfish

3. Projected Program Growth, Stability, or Viability:

Stability

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The NVC Puente Program is an exemplary reflection of the NVC Mission Statement as it "prepares students for evolving roles in a diverse, dynamic, and interdependent world." We are an important program for NVC as an HSI Institution, serving our Mexican American community. Indeed, we serve all students as we present a fundamental GE/transfer program, with high persistence, success and transfer rates. We are a high-contact program that works as a model for community colleges generally and works with multiple campuses and programs to improve student success. The program's design not only supports developing transfer and career paths as well as English GE requirements, but it also supports students across the institution and directs them to institutional offices and supports to maintain their academic goals and serve the community.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Puente has been an exceptional contributor.

We have been a fundamental program returning in-person instruction and in-person programming to campus in the Covid and post-Covid era, despite personal risks and adapting to needed health protocols.

We have been at the forefront of NVC as an HSI, and we hope our recommendations about bilingual office and administrative support are appreciated.

We have worked within recent administrative protocols, even when those new protocols have disrupted programming that was designed to support the Institutional Mission.

We have worked to provide support to Academic Affairs and Student Affairs programs, despite particular concerns to our cohort community who have struggled under particular health concerns during Covid and are often asked to "represent" beyond regular student participation.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Puente was one of the first classes/programs to return to in-person/on-campus instruction during the Covid periods.

Puente has been a consistent support of campus events and programs, such as the Presidents welcome; the 'Open House'; sponsoring of campus-wide Transfer Events.

Puente sponsored a major on-Campus event this year for our 20th anniversary, with the Poet Jose Oliveres, to help jumpstart on-campus events and despite disruptions because of the finance office and also because of facilities problems.

Puente has adjusted on our own programmatic needs—despite advance planning and working with other campus offices—to accommodate for directives from upper Administration that we have no ability to challenge—i.e. event planning Spring of 2024. Puente continues to support the institutional requests for this period while highlighting how we have continued to provide support to the college despite administrative delays and disruptive requests (which were unexpected as an HSI)

We remain a fundamental program directing students to transfer and/or to career goals.

C. New Objectives/Goals:

Puente moderates itself on this category. In the previous Program Review, Puente worked to push idealized goals even as the initial phase of Covid was spiking in 2020-21. Puente was a program that initiated students back to in-person courses despite ongoing Covid concern in 2022-23. And Puente was a program that tried to restart regular programing while Administration struggled with its own readjustment and CCC financial probation in 2022-24.

In acknowledgment of both the recent Covid-19 conditions and the problems of the NVC accreditation and CCC probation, our goal is to stabilize program efforts with current NVC goals

NVC Puente works to align itself with the Statewide Puente Program, with which our campus establishes a MOU. We are focusing ourselves toward AB705/Ab1705 as well as the new CALGETC and we expect full NVC Administrative support for faculty recommendations in these areas

D. Description of Process Used to Ensure "Inclusive Program Review"

The acknowledgement of Program Review was set to the members of the team—Hope Scott, Eric Martinez Cristina Tapia, Aaron DiFranco and Alejando Guerrero.

The process and basic data was discussed in our regular Monday meetings as the date schedules approached

A draft was presented to the team on 4/22 to develop, where the VP over the team was present.

## I. DESCRIPTION OF PROGRAM

### A. Program Purpose

Describe the purpose of the program – as a general statement.
Following the general statement, a bulleted list may be used to describe the services offered.

The Puente Project is a learning community and academic preparation program (sponsored by a statewide organization) whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges, earn a college degree and return to the community as mentors and leaders for future generations. The learning community classes focus on GE, transfer-level English composition courses to develop basic writing skills; and college success Counseling courses that work on student skills and guide students into educational pathways. The program and courses highlight materials specific to Mexican-American and Latinx experiences, serving NVC's role as an HSI. The program is open to all students.

Academic counseling and direction to campus resources
Community Mentoring
English GE transfer requirements
transfer information opportunities

### B. Alignment with the Student Pipeline

Identify how the program's areas of responsibility align with the student experience.
At what point(s) does the program support students? Use the response in Section I.A to guide this reflection.

The NVC Puente Program directly supports the college's mission to support completion of educational goals and provide a "student-centered, equity-focused, and community-oriented" experience. It is open to all students, with its primary direction to courage transfer to 4-year institutions and developing career paths.

The Puente Program prepares students for evolving roles in a diverse, dynamic, and interdependent world with fundamental English composition instruction in reading, writing and critical thinking. In addition, Counseling courses introduce students to success skills, campus instructional supports, academic pathways, and transfer information, and Counselors also assist in developing ed plans and advising. Puente also exposes students to career possibilities and community networks through its Mentorship program, connecting participants with local professionals who can advise them on their paths.

The Puente Program is a high-contact program committed to student achievement. While its primary operation focuses on retention of a yearly student Cohort and their persistence through GE English requirements, it continues to support its students through their academic paths to completion or transfer as part of its Phase 3 program.

**C. Student Population(s) Served**

What is/are the intended student population(s) that the program serves? The student populations may be identified via a bulleted list.

Unter the auspices of the statewide Puent Project organization, Puente supports students from educationally underserved communities. At NVC, our primary student populations are those from Mexican American/Latinx backgrounds, first-generation college students, and those from economically challenged families.

**D. Delivery of Services (Modalities)**

How does the program deliver services to students? Describe what the program does to ensure access among students, regardless of location or mode of delivery.

Puente organizes itself through year-long cohorts. In their initial year, students enrolled in Counseling 100: Counseling Success and English 120: College Composition in the fall (Phase 1), and Counseling 105: Planning for Transfer Success and English 123: Critical Thinking about Literature in the Spring (Phase 2). Following successful completion of this year, students become Phase 3, in which the program supports them with advising, access to resources, and other supports to meet their transfer or degree goals. Puente also pairs students with community Mentors, who provide career advice based on real world experience and also help students develop networking skills.

As a Learning Community, Puente strongly encourages in-person instruction, events and Mentor activities to foster just that sense of 'community.' Nevertheless, instruction also engages hybrid learning formats through Canvas, appointments via Zoom, and regular email and text-based communications with program participants

**E. Effective Program**

**Program Reflection:**

What does an effective student support service of the type that your program offers look like? Use the responses to Sections I.A – I.D to begin identifying metrics to incorporate into the remainder of the report – to be used to help evaluate effectiveness of the program.

The Puente Program is effective in the way it honors the student experience and brings compassion to them. An essential element of our work is 'Corazon'--heart and care. We listen to their challenges and situations and do what we can to direct them to services and campus supports, even as we provide quality instruction and new experiences. Through courses, events, mentor connections, and other community networking opportunities, we demonstrate how students can affirm their own social and academic paths. Our culturally responsive curriculum provides a sense of validation of their experiences, and our overall emphasis helps them feel connected. We offer a sense of belonging—in the academic environment and in the community.

## II. PROGRAM DATA

### A. Demand

**Puente Cohorts 2020-2021 through 2022-2023**

| | 2020-2021 | 2021-2022 | 2022-2023 | Change over 3-Year Period |
|---|---|---|---|---|
| **Within the Program** | **20** | **24** | **27** | **35.0%** |
| **Across the Institution** | **7,193** | **6,653** | **6,155** | **-14.4%** |
| *Source: Puente Cohorts Provided by Program; SQL Queries for Fall 2023 Program Review* | | | | |

*RPIE (Research, Planning & Institutional Effectiveness) Analysis: The number of students participating in the Puente Program has increased by 35% over the past three years. During the same period, credit-student headcount across the institution decreased by 14.4%.*

**Program Reflection:**

Program Demand reflects the strength and stability of the Puente Program, even during the Covid-19 pandemic operations. Though institutional enrollment struggled through the effects of the pandemic, student enrollments reflect the Puente Program's strong foundation and desire among students for Learning Community supports.

**Demographics among Puente Cohorts vs. NVC Credit Students, 2020-2021 through 2022-2023**

| | 2020-2021 through 2022-2023 | |
|---|---|---|
| | **Puente Student Population** | **NVC Credit-Student Population** |
| **Number of Students (Unduplicated)** | 71 | 13,010 |
| **Gender** | | |
| Female | 84.5% | ***57.0%*** |
| Male | ***15.5%*** | 40.7% |
| Unknown | 0.0% | 2.3% |
| **Race/Ethnicity** | | |
| African American/Black | ***0.0%*** | 4.7% |
| Asian | 2.8% | 4.3% |
| Filipinx | 4.2% | 8.7% |
| Latinx/Hispanic | 85.9% | ***40.4%*** |
| More than One Race | ***0.0%*** | 4.8% |
| Native American | 0.0% | 0.3% |
| Pacific Islander | 0.0% | 0.6% |
| White | ***7.0%*** | 26.0% |
| Unknown | ***0.0%*** | 10.2% |
| **Age** | | |
| 19 or Less | 93.0% | ***45.0%*** |
| 20 to 24 | ***2.8%*** | 23.2% |
| 25 to 29 | ***4.2%*** | 11.2% |
| 30 to 34 | ***0.0%*** | 6.9% |
| 35 to 39 | ***0.0%*** | 4.1% |
| 40 to 54 | ***0.0%*** | 6.2% |
| 55 or Older | 0.0% | 3.4% |
| Unknown | 0.0% | 0.1% |
| **First Generation (Confirmed)** | 43.7% | ***23.6%*** |
| *Sources: SQL Queries for Fall 2023 Program Review & Queries for Puente Spring 2024* | | |

*Note: Age measured as of August 15 for first academic year of enrollment at NVC during the defined period.*

*RPIE Analysis: The table above reports the demographics among the last three Puente cohorts alongside the demographics among NVC credit students over the past three years. Statistically significant differences between the two student populations are highlighted in **bold italics** (with the lower of the two population shares highlighted).*

*The population shares of the following groups are significantly larger among the Puente population than they are among the NVC credit-student population:*

- *Females*
- *Latinx/Hispanic students*
- *Student ages 19 or less*
- *First-generation students*

*The population shares of the following groups are significantly lower among the Puente population than they are among the NVC credit-student population:*

- *Males*
- *African American/Black students*
- *Students of more than one race*
- *White students*
- *Students of unknown racial/ethnic background*
- *Students in the 5 age groups spanning 20 to 54 years old*

**Program Reflection:**

As a Learning Community, the Puente Project is geared toward a Mexican-American/Latinx cultural curriculum and engage the Hispanic student community in Napa; thus, the majority of our students are Latinx, and confirms why this population is higher in the Program than at the college.

A parallel program emphasis is to encourage first-generation college students from the local community. The program is a Gateway into NVC educational Pathways, and first-generation students are often attracted to the additional supports that Learning Community programs offer to help transition into college.

The slightly lower age rate reflects the Puente Program design for incoming students to meet GE composition transfer requirements. Also, Program outreach targets community students incoming from NVUSD high schools. Recruitment does welcome career-oriented and non-traditional students, which is also shown in the data; however, "older," non-traditional, career-oriented, and job re-training students are not often attracted by Puente's emphasis.

Female participation in the program has traditionally been greater than male participation in the program. Levels of male participation ranging 22%-13% in the 2018-21 Program Review cycle, and current levels reflect this pattern. Our team is making efforts to cultivate more male students, but this may reflect a broader cultural aspect of our community regarding higher education as well as job responsibilities outside of the classroom that conflict with Puente's additional activities.

The Puente Program has maintained high rates of retention and success among Latinx, Female, and First-Year equity groups, and is ready to improve already high retention rates of economically disadvantaged groups. This has previously driven support for adding a second Puente cohort at the college, though Covid and current enrollments disrupted those plans.

**Educational Goals among Puente Cohorts, 2020-2021 through 2022-2023**

| General Educational Goal | Number of Puente Students | Proportion of Puente Students |
|---|---|---|
| Students with a Transfer-Related Goal Recorded at NVC | 55 | 77.5% |
| Students without a Transfer-Related Goal Recorded at NVC | 16 | 22.5% |
| *Sources: Puente Cohorts Provided by Program; SQL Queries Conducted by RPIE* | | |

*RPIE Analysis: Over the past three Puente cohorts, the majority of students (77.5%) have a transfer-related goal on file with NVC. The remaining 22.5% of recent Puente students have not identified a transfer-related goal with NVC.*

**Program Reflection:**

While transfer remains a primary goal of the statewide Puente Project that supports our NVC Puente program, we support all students, including those that may have a career- or Certificate-oriented direction. We are proud of the students navigating the California Higher Education system, and we are proud of our students who focus on other career paths that serve the greater Napa Community. Both student groups broaden our network of connections and serve Puente's additional emphasis on community service. As with our Mentor practice. Over the last three years, especially given the Pandemic years of 2020-21 and 2021-22, some students were more directed toward career/professional goals given the state of the economy and ongoing social/academic adjustments.

**B. Momentum**

**Persistence from Puente Year to Following Academic Year at NVC, Puente Cohorts Spanning 2017-2018 through 2019-2020**

| | Number of Puente Students | Proportion of Puente Students |
|---|---|---|
| Number of Unduplicated Students across 3 Puente Cohorts | 76 | 100% |
| Number that Persisted from Puente Year to Following Year | 63 | 82.6% |
| *Sources: Puente Cohorts Provided by Program; SQL Queries Conducted by RPIE* | | |

*RPIE Analysis: Among students enrolled in the Puente Program 2017-2018 through 2019-2020, 82.6% persisted at NVC in the academic year following their participation in Puente.*

**Program Reflection:**

High Persistence rate demonstrates the strong foundation Puente offers to students, especially via Academic Counseling and orientation to campus supports. Our model focuses on transfer, and our program's design supports 'Phase 3' students' academic planning through the degree and transfer stages.

**Completion of Transfer-Level Math and English at NVC, Puente Cohorts Spanning 2017-2018 through 2019-2020**

| | Number of Puente Students | Proportion of Puente Students |
|---|---|---|

| | | |
|---|---|---|
| Number of Unduplicated Students across 3 Puente Cohorts | 76 | 100% |
| Number that Successfully Completed English 120 (Only) | 19 | 25.0% |
| Number that Successfully Completed MATH 232 or MATH 106 (Only) | 3 | 3.9% |
| Number that Successfully Completed Both Transfer-Level English and Math | 34 | 44.7% |
| Number that Did Not Successfully Complete Transfer-Level Course in Either Discipline at NVC | 20 | 26.3% |
| *Sources: Puente Cohorts Provided by Program; SQL Queries Conducted by RPIE* | | |

*RPIE Analysis: Among the 76 students enrolled in the Puente Program in 2017-2018 through 2019-2020, 44.7% successfully completed both transfer-level English and math at NVC. An additional 25% of Puente students successfully completed transfer-level English, and approximately 4% successfully completed transfer-level math. More than a quarter of the three Puente cohorts tracked through summer 2023 did not successfully complete either transfer-level English or transfer-level math at NVC.*

**Program Reflection:**

First Year students (like those in Puente) are often directed through GE Math and English courses, and Puente's design promotes completion of both of the English GE requirements (Composition and Critical Thinking & Composition). NVC students do often struggle to navigate both the Math and English paths at the same time. The data reflects this struggle to adjust follow both GE paths simultaneously, though the 44.7% success rate at completing both initial Math and English GE courses is significant--and it demonstrates how Puente's design nevertheless assists student's successful English outcomes.

**C. Student Achievement**

**Educational Outcomes among Three Puente Cohorts (2017-2018, 2018-2019, and 2019-2020)**

| | Number of Puente Students | Proportion of Puente Students |
|---|---|---|
| Number of Unduplicated Students across 3 Puente Cohorts | 76 | 100% |
| Number that Transferred to a Four-Year Institution (Fall 2018 through Fall 2023) | 19 | 25.0% |
| NVC Degree Recipients among Students Who Did Not Transfer | 11 | 14.5% |
| Number of Puente Students Who Didn't Transfer or Complete Who Were Enrolled at NVC in Fall 2020 or Later | 32 | 42.1% |
| *Sources: Puente Cohorts Provided by Program; SQL Queries Conducted by RPIE; Enrollment Matches among Four-Year Institutions Based on File Submitted to National Student Clearinghouse* | | |

**First Institution of Transfer among 19 Puente Students**

| Four-Year Institution | Number of Puente Transfers |
|---|---|
| UC Davis | 5 |
| CSU Sacramento | 4 |
| Sonoma State | 3 |
| Other CSU (Chico, East Bay, San Jose) | 3 |
| Other UC (UCLA, UCSD) | 2 |
| Santa Clara University | 1 |
| University of Texas Rio Grande Valley | 1 |
| *Source: Detailed Report from National Student Clearinghouse* | |

*RPIE Analysis: Among students enrolled in the Puente Program 2017-2018 through 2019-2020, 25% transferred to a four-year institution between fall 2018 and fall 2023. An additional 14.5% of students in the three Puente cohorts received a degree from NVC. Thirty-two former Puente students (who represent 42.1% of the three cohorts) remained enrolled at NVC in fall 2020 or later.*

*Among the 19 Puente students who transferred to a four-year institution, ten transferred to a California State University campus first, and seven transferred to a University of California campus first.*

**Program Reflection:**

The upper table provides a snapshot of our 2017-2020 cohorts' trajectory toward completion or transfer. We recognize that not all students elect to follow the proposed two-year sequence before transfer, thus the 42% in the " Number of Puente Students Who Didn't Transfer or Complete Who Were Enrolled at NVC in Fall 2020 or Later" (Work and Family responsibilities often mean a longer trajectory for our student population). Covid-19 impacted enrollment and instruction modes for these cohorts, as well as academic/transfer priorities.

The lower table shows that local colleges/universities are primary opportunities for our students (UCD, CSU Sac, Sonoma State), yet broader regional (East Bay, San Jose, Chico) and individual options are present to students.

**Educational Goals among Puente Cohorts, 2017-2018 through 2019-2020**

| General Educational Goal | Number of Puente Students | Proportion of Puente Students |
|---|---|---|
| Students with a Transfer-Related Goal Recorded at NVC | 58 | 76.3% |
| Students without a Transfer-Related Goal Recorded at NVC | 18 | 23.7% |
| *Sources: Puente Cohorts Provided by Program; SQL Queries Conducted by RPIE* | | |

*RPIE Analysis*: Among *the three Puente cohorts enrolled in 2017-2018 through 2019-2020, the majority (76.3%) had transfer-related goal on file with NVC. The remaining 23.7% of past Puente students did not identify a transfer-related goal while attending NVC. These figures reflect the pattern described above, within Section II.A – describing demand among recent Puente cohorts.*

**D. Results of Student Services Outcomes Survey**

*Table containing survey results to be provided later.*

*RPIE Analysis:*

**Program Reflection:**

The SSOC survey is being piloted at the end of the 2023-24 academic year and no data has the been collected.

**E. Student Learning Outcomes/Student Services Outcomes Assessment Findings**

| | Number of Outcomes Assessed | | Proportion of Outcomes Assessed | |
|---|---|---|---|---|
| Number of Student Learning Outcomes | Over Last 4 Years | Over Last 6 Years | Over Last 4 Years | Over Last 6 Years |
| 4 | 3 | 3 | 75% | 75% |

*Current Outcomes Statements for Puente, As Recorded in Nuventive:*

- *Students participating in the Puente program will have an educational goal that they are working toward. (Last assessed: 2013-2014)*
- *Students will utilize campus services such as the Writing Center, Counseling Center, and Transfer Center. (Last assessed: 2019-2020)*
- *Students will understand the unique features of Latino and Mexican-American cultural identities. (Last assessed: 2019-2020)*
- *Students will create a relationship with a mentor or leader as part of the Puente experience. (Last assessed: 2019-2020)*

**Program Reflection:**

Data is not exactly reflective of praxis. Namely, PLO 1 "Students participating in the Puente program will have an educational goal that they are working toward," shows last formal assessment in 2013-14; yet students in each yearly cohort develop an Ed Plan with Puente Counselors; Institutional support of formal assessment can regulate processes (see section "Educational Goals among Puente Cohorts, 2017-2018 through 2019-2020" to validate practice and show transfer rate success). We comply with institutional assessment practices, and each of these current SLOs are directly integrated into Program practice (i.e. Counselor appointments, WSC appointments; Transfer Success class, Mexican-American/Latinx cultural studies and programming).

We are confident in these "PLO"/SSO outcomes and our delivery, yet we are ready to revise and update our SSO orientation based on this Review and our campus' recently adopted Mission/Vision/Values statement. Also, Student Services' recently updated Outcomes Survey will be adapted by our Program at the end of this semester to reflect our operations as aligned there.

## III. EVALUATION OF EFFECTIVENESS

**Program Reflection:**

See above- all our explanation of program and data addresses this response. A core element for us is the way we encourage student relationships with each other, the community, and instructors. They feel connections which keep them engaged and help them keep going on their academic paths. They improve their social and networking skills, and they share what is going on in their lives. They see mentors and instructors model behavior and experience the care/corazon that is at the heart of Puente.

## IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2021) included the following initiatives:

- Stabilize Program Course Offerings in new AB705 curricular design
- Develop 2nd Cohort for Program
- Support hiring of dedicated Puente Counselor and English instructor as program grows
- Assess PLOs, revise as needed
- Develop supports for Economically Disadvantaged students; Cultivate relationship with Financial Aid specialist who understands the cohort and can aid students with FA applications and scholarships
- Ongoing cultivation of Mentor Pool
- Cultivate supports for Mental Health Services for students

### A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- Stabilize Program Course Offerings in new AB705 curricular design

NVC English had just transitioned to comply with new AB705 mandates with new curricular design in 2019-20 when Covid struck; in addition, Puente English re-modified its curricular design between 2019-20 and 2020-21 to comport with Puente Statewide recommendations for compliance, and so were still piloting the mandated adjustments while operating under emergency distance education protocols through Spring 2022. While the program has 'stabilized' operations to accommodate the AB705 directives, Puente, NVC and Community Colleges throughout the state still struggle with meeting student success expectations and are currently in a phase of re-modification under follow-up AB1705 legislation. The Puente English instructor participates with the English Dept in discussing issues and piloting new supports for students.

- Develop 2nd Cohort for Program

We are proud of the success of Puente and what the program offers to students academically, as a service program, and for its community networking opportunities. We do believe this is a model worth expanding. Puente made valiant efforts in 2021 and 2022 to pursue expansion—identifying possible campus funding and initiating planning. However, limits on the funds (i.e. its availability for a calendar year and not an academic year; uncertainty of continuing funding beyond a single year) and the challenges of implementing while still under Covid educational restraints made this expansion impractical. In hindsight, given the drop in enrollments following Covid, NVC's institutional problems with finances, and the challenges of re-starting program elements in the post-Covid period, we are very happy to have maintained stability through this period and going forward—especially as we keep re-building program elements. We still think Puente has distinctive growth potential, especially since NVC is an HSI; however, this must wait until the Institution stabilizes financially, hires appropriate staff, and commits to continuing programmatic support.

- Support hiring of dedicated Puente Counselor and English instructor as program grows

The Puente Coordinators fully support this direction for future planning. We understand though that the Institution is still in a hiring/growth freeze as it stabilizes after its financial probation. We will continue to advocate for dedicated hires to support Puente (as well as other Learning Communities).

- Assess PLOs, revise as needed

As indicated above, while program and instructional design continue to deliver outcomes and meet institutional assessment practices, we can be more active in formal assessment. One particular issue is that outcomes and assessment tools don't effectively cover all the program activities and supports in operation. We hope that the new SSO survey—adapted for our program—will help address a breadth of elements and help us reconsider program outcomes for further revision.

- Develop supports for Economically Disadvantaged students; Cultivate relationship with Financial Aid specialist who understands the cohort and can aid students with FA applications and scholarships

Counselors have become well versed with standard FA particulars, such as CA Promise grant aspects; and the new FAFSA has simplified some issues for students. We have promoted the idea of hiring bilingual Spanish/English Financial Aid Specialists with our HSI coordinator and will continue to do so as hiring returns to the institution.

- Ongoing cultivation of Mentor Pool

This is an ongoing goal for us. Mentor numbers fluctuate depending on social and economic circumstances. We have been able to re-establish pre-pandemic Mentor numbers, and we have tried practices to help them build their confidence working with students (e.g. Mentor Check-in Night). As Napa recovers from the Covid period and post-Covid inflation, we will continue to work at engaging community members.

- Cultivate supports for Mental Health Services for students

MENTIS and the Student Health Center have been major points of connection for our students. Students continue to be affected with significant mental health issues –for familial-, social-, and health-related reasons. We've been grateful for the service MENTIS provides our students, and yet we hope that NVC will continue to expand options and offerings to students.

**B. Recent Improvements**

Every exploration under Program Developments section A, whether successful or not, has lead to improvements, especially as the new team has grown in operations and navigated new institutional and social conditions.

Every year since the end of Covid restrictions after Spring 2022 has seen improvements in programming and

We were one of the early programs to establish full in-person courses and activities on campus following Covid.

We were able to navigate institutional reorganization and administrative procedural changes to bring a major guest speaker to campus, including Jose Oliveras as part of our 20th Anniversary celebrations.

We increased the number of field trips for students, especially transfer-oriented activities.

We re-activated our Puente Club to help serve students, especially those in Phase 3. A recent field trip took club students to 4 UC/CSU campuses in central and southern California as they explored transfer destinations.

We're implementing a new SSO survey tailored to our program.

**C. Effective Practices**

Relationship building with community—establishing connections with instructors and mentors to establish path fir career/academic goals
Students feel connected to college and community connections as they pursue academic goals
Students are able to share how t6hey respond to texts/instruction and develops what is going on in their personal lives

Students can share with class personals element and Corazon—this is an exceptional development—our program highlights transfer elements for students, but to achieve that we engage with individual students and their potential to transfer through their personal aspects as they pthem pathways. We share these cultural and emotional moments with them.

## V. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ● **Stability**
- ○ Growth

*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

This program rocks—we are here for the campus. We ask administration to talk to us if they have questions; yet we have queries for admin especially on financial elements of MOU to discuss

## VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

**Description of Current Program Resources Relative to Plan:**

To finalize this report, we are 'stabilized'--but we call out the fact that that NVC has financial difficulty not related to us. The financial office is not transparent about our program's connection to our financial support from statewide sources, and we are working to develop better procedures to affirm program operations

**THREE-YEAR PLAN**

| ***Program:*** | **Puente** | | | |
|---|---|---|---|---|
| Planning Years: | 2024-2025 through 2026-2027 | | | |
| ***Unit-Level Initiative*** | ***Anticipated Year of Implementation*** | ***Anticipated Outcome of Initiative*** | ***Description of Resource Need*** | ***Type of Resource Need*** |
| Provide academic year planners for entering students | 2024-2025 | improvement of student experience | yearly purchase of 25-30 academic-year planners ~$300 yearly | Supplies |
| Develop Puente textbook library for students | 2024-2025 | improvement of student experience | $200 per year to develop | Supplies |
| Re-start campus visit and field trip events for students in courses and Puente Club | 2024-2025 | improvement of student experience | $8000 for bus hires for 2 annual field trips | Other |
| Hire Puente Admin Assistant as required by Puente MOU | 2024-2025 | increased performance at program level | 50% PT Admin Assistant hire | Staffing |
| Dedicated Bi-Lingual Financial Aid Specialist for Puente (esp. as HSI institution) | 2024-2025 | improvement of student experience; improvement of student experience | 100% FT Financial Aid Specialist | Staffing |
| Update Puente Student Space | 2024-2025 | improve space for students | $8000 reset and re-tech as student space | Facilities |

# PUENTE

SPRING 2024

*STUDENT SUPPORT PROGRAM*

Completed by Supervising Administrator:

Alejandro Guerrero

Date:

May 2, 2024

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

As stated throughout this Program Review, Puente is an evidence based, culturally responsive and relevant learning community grounded in equity and deep care for students and the community it serves. Outcomes and curriculum reflect a transformative approach to student engagement that is making impacts for Puentistas, the faculty who teach them, the mentors, families, and the community. I support Puente's faculty request for a second cohort as this program needs to be expanded in intentional ways to make even more impact. Overall, the program is on track to make deep impacts for years to come.

Areas of concern, if any:

None

Recommendations for improvement:

Continue doing what you are doing. Add a second cohort.

Additional information regarding resources:

N/A