I.   PROGRAM DATA

A. Number of Students Served by Program

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount	27	22	22	

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Program Reflection:

Section A Program Data will be inflected by two major institutional adjustments over the 3-year review period: 1) curricular re-design mandated by AB705; 2) Distance Education mandates/adjustments due to Covid-19

Program Headcounts dropped from 27 in 2018-19 to 22 in the following years due to curriculum adjustments mandated by AB705. Prior to Fall 2019, headcounts were controlled by enrollment caps in English 90, which were set at 28 students. Chancellor's Office recommendations for AB705 made transfer-level English 120 courses the new 1st semester Puente English entry course, which has a class cap of 25. Program numbers fluctuate around class caps; nevertheless, the AB705 transition to English 120 courses plays a major factor in headcount reduction.

Other headcount reductions from 2019-2021 reflect decreased enrollments and Emergency Withdrawals (EW) over this same period in response to Covid-19 and emergency distance education adjustments.

Enrollments, however, "increased" --or rather remained relatively stable—when comparing 2018-19 and 2020-21 because of curricular changes from AB705. A new co-requisite course for English (English 95 for Fall 19 and Fall 20; English 96 for Spring 20) was introduced which added an additional enrollment requirement for the Program.

The additional co-requisite requirement may also have influenced the decreased enrollment headcounts in 2019-20 and 2020-21, with some students opting not to enroll because of the increased curricular demands.

Despite being structurally driven by AB705 curriculum change and class caps, Puente headcount decreases reflect institutional trends in headcounts. Because of structurally driven by AB705 curriculum changes, enrollments have increased in contrast to institutional enrollments.

Headcounts prior to AB705 had ranged between 27-32, promoting a push to add a second cohort to accommodate student interest. The structural change because of AB705 encourages this demand for a second cohort because of the lower cap space for English 120 and 125.

B. Demographics of Students Served by Program

Program Reflection:

The Puente program is based on Latinx & Mexican-American curriculum and texts to support the Napa Hispanic student community; thus, the vast majority of our students is Latinx, and confirms why the number is higher than the college's number.

A parallel program emphasis is to encourage first-generation college students, particularly from the local Hispanic community. The program is a Gateway into NVC educational Pathways.

First generation students had additional burdens from Spring 2020 to Spring 2021 adjusting to Covid-19 circumstances. Many report mental health concerns adjusting to the pandemic and the educational adjus 11.04 Toq5₄

Bold italics denote a statistically significant difference between rates at the program and institutional levels.

D. Transfer Rate of Students in Program

Cohort	Size of Cohort	Number of Transfers	Rate of Transfer
2015-2016 Cohort	30	14	46.7%
2016-2017 Cohort	28	16	57.1%
2017-2018 Cohort	28	11	39.3%
Three-Year Rate	86	41	47.7%

Program Reflection:

Three-year rate of transfer of 47.7% demonstrates the success of this program in guiding students on transfer path, especially given the equity group focus on Latinx/Hispanic, First-Generation, and Economically Disadvantaged students.

Tracking students after their 1-year participation in the Puente Program can be complicated. Rates here include transfer from 2015-18 showing transfer *within* three years. Our students typically adjust goals and remediate some coursework, which often delays their transfer for one to two years and may transfer outside of this three-year window.

While transfer is a main objective of the Program, some students have career/technical paths (e.g., Nursing) with paths outside of transfer. Tracking of educational success via certificate and AA degree as well should be monitored, even as transfer remains a Program goal.

Our students typically have work and have other family obligations that also impede their progress—some having to discontinue college altogether for a portion of time until they return. We hope to extend the window for observing transfer success to account for the nuances of this pn tdow

Program Reflection:

Success rates among equity groups are in line with the institution. The slightly higher rates for Latinx/Hispanic students reflect the Programs focus on this population.

The lower success rates among Economically Disadvantaged students are an area for further improvement. Puente does work through its Counseling area to direct students to Campus support services, yet our student population often navigates between academic coursework and full- and part-time jobs. Student commitment to family economic needs within this cohort often take precedence over educational goals, a situation exacerbated by the pandemic lockdown.

Working with a Financial Aid specialist who can learn about and address the specific needs of this cohort would be a boon for this program and others.

Though important to recognize that given our small headcount size, this difference in rate may be a matter of 1-2 students, this is an area we can continue to develop, especially in connecting with campus offices (Financial Aid, EOPS, ASNVC, Food Pantry).

Economically disadvantaged students often reported stress, anxiety and other mental health concerns. Counseling and English faculty are also aware of these mental health issues across equity groups and encourage more institutional supports for student well-being and retention.

II.   CURRICULUM
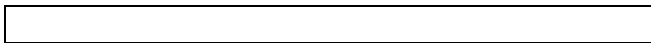
III.   LEARNING OUTCOMES ASSESSMENT

    A.

Program Reflection:

Puente had not designed PLOs before the Previous Program review. The program has successfully created and assessed 75% of PLOs since then.

Puente can work toward 100% PLO assessment, and should consider regular cycle of assessment, which would include mapping relevant PLOs to associated Course Level Outcomes.

CLOs are more determined by Counseling and English disciplines rather than Puente Program. Program
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overall program objectives under advisement of NVC Assessment Coordinator.

B.   Summary of Learning Outcomes Assessment Findings and Actions

PLO 1 Students participating in the Puente program will have an educational goal that they are working toward.
--Every student meets with Puente Counselor and develops an Ed Pan in Fall semester.
PLO 3 Students will understand the unique features of Latino and Mexican American cultural identities
--Submission of "I Am Puente" poem in Coun 100 in Fall 2019.
--Active students   @   h
with and connection to their ancestors, the community, their current identity, and their future goals. We
                    @   K   k   #   8   zales, an activist in the Chicano Movement of
                                                    u   #   U   "
The assignment informed students about the legacy of the Chicano Movement and Latinx expressions of identity. It also encouraged participation in this expression of Latinx identity and motivated them toward goal setting and academic success in the future. Activity also modeled creative writing and expression. Assignments like this introduce Latinx/Hispanic cultural history, encourage self-exploration and awareness of cultural and identity, and enable practice of writing skills

PLO 4: Students will create a relationship with a mentor or leader as part of the Puente experience.
--Students created and presented collages about their mentors after interviewing them in Fall 2019.
Active students submitted the Mentor Collage assignments, with each collage including at least 3 items that

Program Coordinators should discuss PLOs in conjunction with scheduling course CLOs   these are not aligned as CLOS   connect to CLOs.

		Mental Health services and build more direct supports	commitment to student mental health services

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.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Puente Program is financially supported by MOU between NVC and Statewide Puente Program. Current funding levels help to maintain basic program functions, but financing may need reconsideration as we adjust from Covid restrictions into opportunities to UC campus visits and other program field trips.

Other costs (in-person events) may be impacted by the return to campus post Covid restrictions and inflationary elements.

NVC supported development of an office center for students and support staff in the pre-Covid period; the office is established but operational costs may increase in the post-Covid period.

The Puente Program pursues funding to develop a second cohort at NVC. The college administration has indicated Workforce funding available for this cohort, but as a pilot and running from Spring-to-Fall, which is not aligned with Puentes normal Fall-to-Spring flow.

V. PROGRAM HIGHLIGHTS

    A.   Recent Improvements

Reconfiguration of English course sequence in response to state-law AB705 mandates. This includes two curricular overhauls over three years: from the original English 90 and English 120 model in 2018-19 to the English 120B+96 in 2019-20; to the English 120+95 and English 125 (or 123) of 2020-21 and beyond.

Managing Distance Education developments and innovating for online Program events and online.

Developing Puente Office for students to do work and gather   a significant space that is useful now during Covid and will continue to be when in-person instruction returns.

Hiring a Program Administrative Assistant to help with planning, organizing, and monitoring students.

Ongoing promotion of 2nd Puente Cohort, including potential funding approval from Workforce funds.

The Puente Program model remains a highly successful curricular design for incoming students and can address the needs of a variety of equity groups. We support program expansion for more Latinx students as part of our HSI directive, and also encourage consideration of this Learning Community model for all incoming students.

    B.   Effective Practices

Establishing Educational Plan

Feedback and Follow-up Form

Completed by Supervising Administrator:

| Sr. Dean Maria L. Villagomez |

Date:

| 11/10/21 |

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

Program Strengths and Effective Practices
- o Student retention, successful course completion, and fill rates are very strong overall, despite challenges brought to the program by mandates and the pandemic.
- o The Puente Program continues to maintain high levels of retention, success, and completion at above-average rates compared to the college.
- o Due to the great success of this model program, the Puente team has proactively sought the creation of a second cohort.

Innovation and Potential
- o The Puente program staff is engaging in innovative ways by which to meet student needs, particularly as it related to equity gaps.
- o The transition to online synchronous tutoring has been seamless, effective, and accessible to students.

Student-Focused
- o Through deep reflection and analysis, the Puente program remains focused on supporting students to reach their transfer goals.

Bravo to the Puente Team! I commend the Puente team for their outstanding diligence and their dedication to our students.

Areas of concern, if any:

None identified.

Recommendations for improvement:

Areas for Improvement
- o As Puente moves forward with a second cohort, the team will need to build institutional support to include dedicated FT Counselors and English faculty is an ongoing project.
- o Building institutional supports for the second cohort, including dedicated FT Counselors and English faculty is an ongoing project.

As the area supervisor, I look forward to supporting the department to ensure it meets its areas for improvement goals.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	In the event of adding a second Puente cohort, the team might need support to hire additional faculty whose areas of expertise align with the emerging needs of our students.
Personnel: Classified	None identified.
Personnel: Admin/Confidential	None identified.
Instructional Equipment	Updated technology in general classrooms
Instructional Technology	Updated technology in general classrooms
Facilities	Maintain clean classrooms
Operating Budget	Continue to fund outreach and communication efforts
Professional Development/ Training	Some funds for continued professional development support and continued support to maintain a robust Mentor group
Library & Learning Materials	Some funds to support activities and events, a crucial componeno sup