

Foothill Annual Program Review 2024

Annual Program Review Template 2024

Annual Program Review 2024

1. Number of full-time faculty in the program.

2

2. Number of part-time faculty in the program.

0

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

No

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

While several actions were recommended for improvement in the 5-Year Self Study, we will comment on several from last year’s annual review. The first, our efforts to continue increasing **course success**– particularly in Puente designated courses. Puente is expanding the number of courses they offer in the program for Phase I students (i.e. first-year cohort) to include a math course. We are also expanding by building a Phase III cohort for second-year Puente students to include ethnic studies, literature, journalism, and creative writing courses.

A second action is the lowering of the **gender disparity** by continuing workshops and activities with gender specific social/emotional support, i.e. men’s circle and women’s circles, and gender specific panel discussions and workshops. In the second half of the academic year, we will integrate mental health and wellness activities for all Puentistas, and focus on male students through different activities.

(See full report attached)

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

Shout out to nuestra comunidad: The progress we made to expand the Phase I and III Puente cohorts, the successes and challenges we and our students experienced as a learning community, required the invaluable support and contribution of so many college allies who are not individually acknowledged by name in this report but do represent numerous Foothill College programs and support services. It takes a village and we want to acknowledge that the two of us, Maritza and Hilda, are not doing this imporant heart and equity-aligned work alone. Nuestra comunidad (students, staff, faculty, admin) is actively and consistently working alongside us throughout the summer and academic year.

Phase I Expansion: This is the second year Puentistas take math as part of the Puente required courses: Phase I Puente students who are non STEM will take Math 10 with Patrick Morriss

(See full reponse attached below)

7. Explain your implementation timeline and if there have been any changes or updates.

Three years ago, we began requiring a mandatory Puente Orientation two weeks before the fall quarter for all incoming Puente students to prepare students for college success. We will continue this practice.

Three years ago, we included math 10 as part of the Puente curriculum. In 2022-2023, we shared a Math 10 section with Umoja. In 2023-2024, we partnered with MPS and had an MPS math 10 section available to our Puente cohort. In 2024-2025, we are have our own math 10 section just for Puente students that will be taught by Patrick Morris. Our goal is to partner with the Puente State Office to offer our students an official Puente Mas program which is the regular Puente curriculum including math.

The Puente Peer Ambassador program started summer 2024 and will continue to grow.

As for a timeline for all other program updates, we first need approval for those additions.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

Puente Phase I and II Data: 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. The Puente program returned to the Engl 1A w/co-req model two years ago and modified the English sequence, but we did notice that Puentistas needed more F2F time with the Puente coordinators to provide programmatic wrap around support and bolster student confidence winter quarter, which is a challenging transition for first year college students in general. The Black, Latinx, and Fillipinx course success data shows that Puente students' course succeed at 85%, which is higher than the general student population: 79%. The data shows that being in the Puente Program increases the college success rates for students of color.

(See full report attached below.)

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzpIFgcB5ogzcvUXLknHrIXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

The group experiencing a disproportionate impact in the most recent year are our male students at a -18%. The number of additional successes needed to erase the percentage point gap is 5.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

Here is our full document below.

2024-25 Annual Progress Report

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

While several actions were recommended for improvement in the 5-Year Self Study, we will comment on several from last year's annual review. The first, our efforts to continue increasing **course success**—particularly in Puente designated courses. Puente is expanding the number of courses they offer in the program for Phase I students (i.e. first-year cohort) to include a math course. We are also expanding by building a Phase III cohort for second-year Puente students to include ethnic studies, literature, journalism, and creative writing courses.

A second action is the lowering of the **gender disparity** by continuing workshops and activities with gender specific social/emotional support, i.e. men's circle and women's circles, and gender specific panel discussions and workshops. In the second half of the academic year, we will integrate mental health and wellness activities for all Puentistas, and focus on male students through different activities.

Our third action: Over the summer, we started planning a **Puente peer mentor** program that resulted in a **Puente Peer Ambassador** program. There are a lot of studies that suggest peer mentoring supports the success of first generation college students that is unique and sometimes more effective than professional or faculty mentoring. Even without an official study, we could see the positive influence our Puente club leaders have already had on our incoming Puente students.

Puente is also coordinating efforts with the Dean of Language Arts, Valerie Fong, to contribute to the **Linguistic Justice Space** that is set to open winter quarter. Possible contributions include submitting student work and active student participation and input to the space. Also, Puente coordinated efforts with the **Journalism Club** team to encourage Puente students to submit publications and/or join *The Script* editorial team.

Actions taken and progress made in accomplishing the improvement.

Shout out to nuestra comunidad: The progress we made to expand the Phase I and III Puente cohorts, the successes and challenges we and our students experienced as a learning community, required the invaluable support and contribution of so many college allies who are not individually acknowledged by name in this report but do represent numerous Foothill College programs and support services. It takes a village and we want to acknowledge that the two of us, Maritza and Hilda, are not doing this important heart and equity-aligned work alone. Nuestra comunidad (students, staff, faculty, admin) is actively and consistently working alongside us throughout the summer and academic year.

Phase I Expansion: This is the second year Puentistas take math as part of the Puente required courses: Phase I Puente students who are non STEM will take Math 10 with Patrick Morriss Winter quarter. This math requirement strategy is different from last year's approach which was a F2F MPS course and hopefully students will achieve higher success rates than the year prior. Last year's success rate was 65%. We are also working with the Puente State Office to officially incorporate math into the Puente curriculum.

Phase III Expansion: Puente is continuing the coordination efforts with Ethnic Studies faculty, English faculty, and the Language Arts Dean to develop a second-year cohort series. Most courses will be offered in person and year 2 Puente students will be asked to select one or more ways to contribute to the college community (i.e. internships, RSLs, Business Innovation Challenge, The Script, MESA, Puente Club, ASFC).

Phase III Expansion (continued): Hilda met with Dean Valerie Fong to discuss possible student contributions to the new **Linguistic Justice** space. Hilda has shared student linguistic justice examples representing various genres (poetry, visual art, essay excerpts) to begin the brainstorming process. Also, mid quarter, several **Journalism Club** members led a workshop at the WLC, introducing the newspaper platform, *The Script*, to

Puente students and described the multi genre publications that FC students have contributed in the past years. Recently, several JC members also led a workshop on source credibility to initiate the research unit for English 1A.

Gender Gap: To continue addressing the **gender disparity**, we partnered with the Umoja program and about once a month hosted a men's circle led by Umoja coordinator Brandon Young and Football assistant coach Anthony Herera and a women's circle hosted by Umoja and Puente coordinators, with the help of the BIPOC Center team last year. We are in the process of developing men's and women's circles for winter or spring quarter, which we will coordinate in collaboration with Ulysses Acevedo (Ethnic Studies professor), the Puente Club leadership, and the Puente Ambassadors. We will develop guided workshops that will address toxic masculinity and help students identify and assess their mental health to take action and ask for assistance when the pressure of college and family responsibilities becomes too much.

Also, as part of the **Puente Club** space, we will develop and establish restorative justice norms that Puente Club members will agree to honor while working in the space. These norms will also assist students in practicing a protocol for discussing challenging or controversial topics, or settling a disagreement amongst club members. Last year, both Puente and Umoja were sharing the Village Space but with both programs growing, Puente requested their own space. The Puente Space has been thriving since it opened last year, moving to room 4221. It is managed by the Puente Peer Ambassadors and provides a space for Puente students and Friends of Puente students to collaborate, study and socialize. The space creates a sense of belonging.

Finally, Puente coordinators are working with Chris Yang (Equity Office Supervisor) and Adrienne Hypolite (De Anza Associate Dean of Learning Communities) to identify Puente students who would be great candidates for the **RISE Leadership Retreat**: to develop student leadership skills through engagement of cultural identity and helping students understand how to utilize those skills back at their campuses.

Puente Ambassador Program: We created a Puente Peer Ambassador program in the summer of 2024 which included the hiring of four Puente students who had successfully completed the Puente program in a previous year and partnered with Discovering My Purpose, a non-profit organization, that focuses on helping youth identify a sense of purpose through peer to peer education. The program required that the Ambassadors teach four lessons on purpose and meaning in the Puente CNSL 1 class, along with assisting in the coordination and emceeing of Puente events: Puente Noche de Familia, Latinx Heritage Month, Puente Club meetings and events. Puente Peer Ambassadors also supervise and monitor the Puente space (Room 4221) creating a safe space for Puente students and Puente Club members to collaborate, study, and socialize.

NeURO-CC Fellowship Stanford University

Foothill College and Stanford University partnered four years ago to offer two Foothill College Puente and Umoja students an opportunity to participate in neuroscience research. While only one Puente student was selected in 2020, and again in 2021, two Puente students were selected in 2022 and again in 2023 to join a neuroscience laboratory at Stanford University to do research full-time during the summer. This opportunity allowed our students to learn more about the field of neuroscience and research while also earning a stipend. This opportunity also allowed our students to see themselves on the Stanford campus building self-efficacy and self-confidence. Below is a link to the program.

<https://neuroscience.stanford.edu/programs/training-programs-and-fellowships/neuroscience-undergraduate-research-opportunity-community-college-neuro-cc-fellowship>

Stanford Summer Bridge

The Office of Retention Services at Foothill College has partnered with Stanford University since the summer 2022. This program's main goal is to give students the opportunity to experience taking a class at a prestigious institution like Stanford to help them build their confidence as they pursue their academic goals. Since the start of this program, we have had 9 Puente students participate and all 9 have since transferred to a four-year university or are in the process of transferring. Not one student has dropped out of college.

Other Puente Student Opportunities

Puente students are leaders on campus and are regularly sought out to participate in college recruitment events such as Day on the Hill, Middle School & High School visits and student panels. We are grateful that there are so many opportunities for Puente students but managing the requests and supporting Puente student participation is taxing on the two person Puente team. Under actions needed to support the Puente Program, we are requesting a Puente Coordinator to support us and the Puente students.

Addressing Mental Health Issues due to Election Results:

We have been working tirelessly since the elections, shifting curriculum and assignments to make space for discussing the election results to, at minimum, acknowledge students' (and their family members') growing fears in a concrete and authentic way, something we have had to do mostly on our own without admin direct support or guidance. In fact, since FEI was allowed to sunset two and a half years ago, Maritza and I joined the HEFAS led Educational Justice for Undocumented Students committee (De Anza College) to share and consolidate information to provide our undocumented student population and staff timely and accurate information and updates.

Here is a list of unpaid and unrecognized labor we have performed because Foothill College has failed to provide our undocumented students and students from mixed status families the support they deserve since the summer of 2022:

- Attended Chabot College's Dream Center Virtual UndocuAlly Training (November, 2024)
- Puente students and coordinator attended [UndocuCon](#) hosted by Santa Clara University (2023 & 2024)
- Puente coordinators and a Puente student attended [De Anza's UndocuWelcome](#) Orientation (2023 / 2024)
 - Puente coordinators attended De Anza's HEFAS planning meetings to prep for the UndocuWelcome Orientation (2023 / 2024)
- Puente coordinators attend De Anza's Educational Justice for Undocumented Students (EJUS) monthly meetings (Fall 2023-present)
- Puente coordinators attend the BIPOC's UndocuCoalition Meetings (Fall 2022- present)
- Puente coordinator attends and participates in the planning and advertisement of UndocuSol (2024)
- Puente coordinates and supports Puente students access to immigration legal advice through the Immigration Institute of the Bay Area, Foothill's free, in-house immigration legal services provider

Evidence used to evaluate progress.

Puente Phase I and II Data: 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. The Puente program returned to the Engl 1A w/co-req model two years ago and modified the English sequence, but we did notice that Puentistas needed more F2F time with the Puente coordinators to provide programmatic wrap around support and bolster student confidence winter quarter, which is a challenging transition for first year college students in general. The Black, Latinx, and Fillipinx course success data shows that Puente students' course succeed at 85%, which is higher than the general student population: 79%. The data shows that being in the Puente Program increases the college success rates for students of color.

Also, last year we eliminated a Counseling course during winter quarter and replaced it with a transfer level math course during Phase I. The intention for this adjustment was to improve Puente students' success and completion rate of college level math. We partnered with the MPS program and had 20 Puente students take Math 10. Of the 20 students who registered for the Math 10 MPS class, 13 passed the course at a 65% success rate. The Black, Latinx and Pillipinx non-Puente student population course success data for Math 10 last year was 69% which is slightly higher than our success. Including math as part of the Puente curriculum is still a work in progress. This year we have decided to not use the MPS model and are offering Math 10 through the traditional offering of in-person two days a week. In addition, we are reaching out the the Puente State Office to formally include a Puente MAS program at Foothill College which is the Puente Program with a transferable math component.

We will continue to review student success trends (number of transferable units enrolled in and completed) for Phase I students to help guide the course load and pacing for Phase III Puente students.

Gender Disparity: The Success Rates by Gender data shows that we have successfully decreased the gender gap (from 24% male enrollment to 37%) getting closer to the pre-pandemic numbers. Also, the course success rates jumped significantly for the men (to 78% success rate from 58%) and the women (to 91% from 78%).

Withdrew Data: It is also important to evaluate the number of courses students withdrew from alongside the success and non success course rates. The most recent data shows that the Puente withdrew percentage decreased from 10-13% to 3% in the last five years. This might be due to several changes in the mentoring component of our program: 1. Starting Fall 2022, we began one-on-one matching of mentors and Puentistas and 2. implemented a mandatory two-day Summer Puente Orientation (2022) as part of the program. While it is not clear why fewer Puentistas withdrew from their Puente courses at a lower rate, we are pleased to see an increase in our retention rates.

To close the gender disparity, we will develop a men's discussion panel, which will include Puente, male alum and Foothill Latine male staff and faculty. The panel will focus on discussing men's mental health and their views on the concept of "masculinity" as a class, which will influence the type of workshops, activities, assignments, and surveys we develop to attain gender parity in program enrollment, retention, and course success.

Ambassador Program: Studies suggest that youth who become aware of their purpose can reduce the feeling of depression and anxiety. Purpose awareness leads to improved decision making based on purpose, which leads to greater well-being. Studies also highlight how peer mentor programs can increase overall college success. While we don't have hard data to assess the impact of the Puente Ambassador Program yet, we have noticed a significant increase in Phase I students asking ambassadors for support in a range of areas: using Canvas, first year challenges, class participation struggles, completing homework, accessing support services. Many Phase I students also study and socialize at the Puente Club space to discuss assignments, plan club events, discuss college courses, and get to know each other more. We believe Phase I students identify and see themselves in the Puente Peer Ambassadors since the Ambassadors have participated or facilitated Puente events and taught lessons in Puente Counseling 1 class.

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

The impending anti-immigrant policies that the new presidency has vowed to implement starting January has already significantly impacted our students' and their family's sense of safety and well being. Numerous Puente students have shared their anxiety and fear for what is to result from the incoming president's threat of mass deportations. Already, our students' college success rates have been negatively impacted.

Considering that Foothill College's only established program (Family Engagement Institute) with the people power (executive director, director, supervisor, and several student employees) and an established network of information for providing immediate and accurate legislative information and advocacy rights, was allowed to sunset in June of 2022, the enormous task of supporting our undocumented students or student from mixed status families has fallen mostly on our shoulders, which is a mission impossible for the BIPOC Center Supervisor, Pauline Brown. Not establishing an UndocuAlly program, a Dream Center, or, at minimum, hiring a dedicated UndocuLiasion (AB 1645 requirement, Dreamer Resource Liasion) to offset the tremendous and important work that the FEI team provided Foothill College for over a decade is ridiculous, irresponsible, and inequitable.

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

1. Advocate for the immediately hire of a dedicated UndocuLiasion to support Pauline Brown, former FEI Supervisor and current BIPOC Center Supervisor, to gather and disseminate accurate and timely information about policy and policy changes, new services, or important community-orientated information available for undocumented students or students from mixed status families.
2. Advocate for the establishment of a campus-wide process for disseminating accurate and timely information about any policy, policy changes, new services, or important community-orientated information available for undocumented students or students from mixed status families.
3. Advocate for the establishment of a process for developing a Dream Center at Foothill College with the support and input from the campus community (students, faculty, staff, admin) who have extensive

experience working with this community.

4. Advocate for a Puente Peer Ambassador Coordinator. This year we began communication with the BIPOC Center regarding starting a peer ambassador mentoring program for Umoja, Puente and the BIPOC Center students. While we have already started a Puente Peer Ambassdor program we would like to continue discussion with the BIPOC Center and Umoja regarding collaborating and sharing resources. Most colleges who have a peer mentoring program or peer ambassador program have a dedicated coordinator managing the hiring, training, hours, payroll, etc. This type of support would free up the Puente Teams time to teach, coordinate the mentoring component of Puente and plan extracurricular events such as Noche de Family, Puente Motivational Conference, Latinx Heritage Month, Puente Club events, Overnight University Field trips and the Puente End of the Year Celebrtion to name a few.
5. Advocate for a Puente Coordinator: As mentioned throughout this program review, the Puente Team is over extended with their Puente roles of teaching and coordinating the Puente Program in addition to coordinating multiple academic and extra-curricular opportunities for Puente students. This also includes the multiple and lengthy attempts to work with campus partners such as the bookstore and financial aid. Having a full-time Puente Coordinator to support the Puente Team especially as they try to advocate for a Dream Center, more support for undocumented students, and extending the Puente Program to include a second year cohort and Puente Mas would be the support needed to continue to build Puente.
6. **Puente Priority Registration: The most recent Puente MOU from the Puente State Office demands that all Puente students be provided priority registration. This has not yet occurred and we woud like this to be in place starting spring 2025.**

As a college, we are ALL responsible for the success of our undocumented students and students from mixed status families. Securing their college success will depend on how we come together to decrease the already surging fear and anxiety impacting this population and being informed about how to best keep them safe from harm within and outside the college campus.

Click on the link below to view the Annual Program Review Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnIz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CIfFMU

End of Annual Program Review Template 2024

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program’s goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

☒ Meets Expectations

☐ Needs Improvement

Feedback

After reviewing the annual program review for 2024, it is clear to me the Puente program continues to be a campus leader in supporting the academic needs of its students. The annual review highlights three core initiatives that align with the program’s overarching goals of increasing the number of students who enroll and transfer to four-year institutions, as well as becoming mentors in their own communities. The high-impact practices the team focused their review on were: (1) Course completion, (2) enrolling and supporting Latinos in post-secondary education, and (3) Peer student mentoring opportunities.

Overall, the annual review objectives were clearly stated and the decisions made were based on the available data points, grounded in known effective practices in higher education and within their scope of control. For example, understanding that there is a strong correlation between taking transfer-level math and English in the first year as a student is linked to higher rates of transfer, the Puente team has rightly focused on better understanding how to increase the course completion rates of students in the program through these “gateway” courses, such as Math. The team has made the decision to introduce Math 10 instead of continuing with MPS, which was a strategic choice informed by data.

Moving forward, I would like to see the Puente program continue to collect information on the impact the Peer Mentoring program is having on the experiences of students receiving support from the peer mentors, and how the peer mentors themselves are experiencing the Peer Mentoring program. Collecting this type of information, coupled with the other identified areas of interest in this annual review, will continue to help the faculty coordinators make informed decisions on how to best continue to support students as their needs evolve.

Overall, Maritza and Hilda continue to demonstrate they are committed to the work of supporting the Puente program and the greater undocumented student community at the college. As mentioned in the annual review, the college needs to continue to look for better ways to institutionalize support for some of our most marginalized communities, especially over the next several years, as federal pressures continue to mount in opposition to diversity, equity and inclusion initiatives.

This form is completed and ready for acceptance.