

Puente Addendum

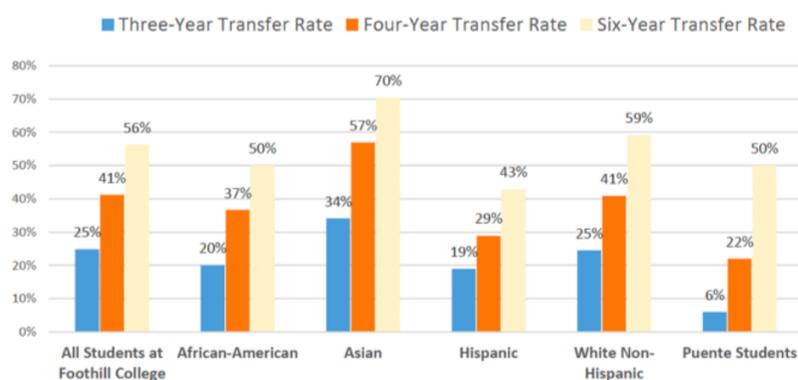
Puente Addendum 2020-21

1. What are the Puente Program outcomes/strategic objectives for the next 5-years?

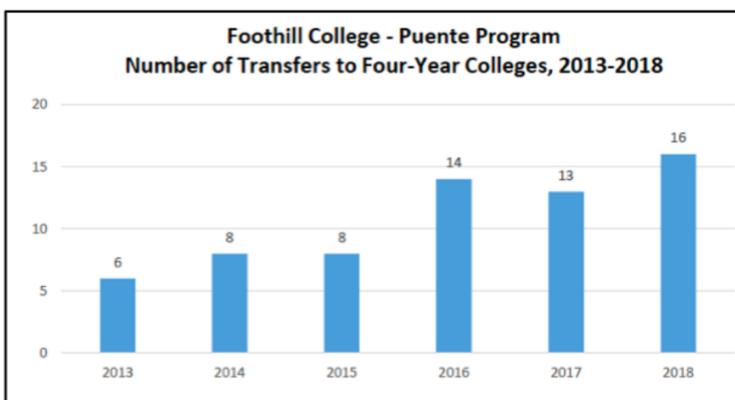
- It is our goal to have Foothill Puente students continue to transfer at a higher rate than non-Puente Latinx students but in a shorter period of time, within 3-4 years. With changes in the Puente course sequence related to AB705, along with the implementation of Foothill College Promise and the future of Guided Pathways, we anticipate shortening the amount of time it takes for Puente students to transfer.
- It is our goal to grow and maintain our new Puente Mentoring program. As noted earlier in our program review, we started a new Mentoring program this year. Past Puente students who have achieved the Puente mission of transferring from a community college to a four year university and earning their degrees are returning to Foothill College to mentor the next generation of Puente students. We are using a minute mentoring model rather than a direct matching model.
- It is our goal to start a second Puente cohort so that no student is turned away from the program. Each year, we have a number of students interested in Puente that we cannot accept because we reached full capacity.

A. Transfer

Puente Community College Program-Foothill College
Six-Year Transfer Rates of All Foothill College Students by Ethnicity and Puente Students,
2012-13 Cohort Transferring by 2017-18



¹The CCC statewide transfer rate is calculated for community college students who indicate intent to transfer. This is defined as: a) enrollment in a transfer-level English or math course, and b) completion of at least 12 units in the CCC system.



2. What does the data trend indicate about the rate and number of transferring Puente students?

In the chart entitled Number of Transfers to Four-Year Colleges from 2013-18, it is noted that the number of Puente students who transfer each year has increased. Puente Statewide research also shows six-year transfer rates of all Foothill College students by ethnicity and Puente students from the 2012-13 cohort transferring by 2017-18. Notably, Puente students are transferring at a higher rate than Latinx non-Puente students. However, the data also show that Puente students take more time to transfer than Latinx non-Puente students. Since Puente is a transfer program, we are pleased to see this data and speculate that its due to incorporating the completion of English 1A and 1B the first year in the program which according to the Loss of Momentum Framework is an indicator of future degree completion and or transfer. The Puente program also includes counseling courses specific to student success and transfer, a mentoring component, the practice of intrusive counseling, along with culturally relevant curriculum. We believe that these key components of the Puente model continues to support students' academic goal of

transferring. We speculate that each year more and more Puente students are transferring due to the fact that we accept a new cohort each year building the pool of possible Puentistas who can transfer. In addition, over the years we have tailored our recruiting efforts to only those students who have a goal of transfer.

B. Transferrable Units

Transferable Units Earned Fall-Spring

Average Transferable Units Earned Fall-Spring				
Foothill College > Puente Cohorts vs. Comparison Groups by Year				
	2016-17	2017-18	2018-19	2019-20
Puente Cohort (all)	20.6	21.8	22.8	23.7
Puente Cohort (Latinx)	20.5	20.7	22.8	24.1
Puente Cohort (not Latinx)	22.0	26.2		13.0
Comparison Group	10.9	22.0	15.4	16.1

Note: "Transferable units earned" means units earned through achieving a passing grade in a transfer-level class.

3. What does the data trend indicate about the number of transferable units earned by Puente students compared to other students in one year?

The data here show that although many of our students tend to work full-time or almost full-time, they are still taking more transferable units in one academic year than students in the comparison group. With the exception of 2017-18, more students earned transferable units in one year which is inline with our goals of preparing students for transfer. What we can learn from this is that the program components- challenging but culturally relevant curriculum, high-touch counseling, mentorship and leadership opportunities, and the creation of a safe space for processing learning challenges and building student skills- are all working together to support and motivate students to meet the challenges of being a first-generation college student.

C. English 1B Completion Within One Year

English 1B Completion Within One Year

Percent Completed English 1B Within One Year				
Foothill College > Puente Cohorts vs. Comparison Groups by Year				
	2016-17	2017-18	2018-19	2019-20
Puente Cohort (all)	64%	62%	48%	54%
Puente Cohort (Latinx)	62%	62%	48%	56%
Puente Cohort (not Latinx)	100%	60%		0%
Comparison Group	21%	44%	23%	27%

Note: Students completed ENGL 1B within one year if they successfully passed ENGL 1B prior to the fall term of the subsequent year.

4. What does the data trend indicate about Puente students completing the English sequence through Engl 1B within 3 quarters compared to other students?

Because one of the goals of the Puente Program is to have students be transfer-ready, they are enrolled in transferable, required English courses. The data demonstrates that Latinx students in the program have had a higher throughput through the English 1A/ English 1B sequence than non-Puente Latinx students. With the exception of one year in particular, there is an over 50% completion rate for Puente students. As mentioned above, one indicator of future degree completion or transfer as noted by the Loss of Momentum Framework, is the completion of English 1A and 1B the first year. This data reassures us that we are providing students the space and support they need to move towards their transfer goals; it is promising to see that despite the changes we've made to the English course sequence (due to AB705), students continue to see higher rates of success in English than the comparison group.

D. Persistence Rates

Persistence to Following Fall Term

Percent Enrolled in a For-Credit, Transferable Course in the Following Fall Term				
Foothill College > Puente Cohorts vs. Comparison Groups by Year				
	2016-17	2017-18	2018-19	2019-20
Puente Cohort (all)	75%	65%	60%	64%
Puente Cohort (Latinx)	77%	71%	60%	67%
Puente Cohort (not Latinx)	50%	40%		0%
Comparison Group	47%	79%	54%	55%

Note: Students enrolled as of census.

5. What does the data indicate about Puente students who persist through the following fall term compared to other students?

With the exception of one year, 2017-18, Latinx Puente students do have a higher persistence rates than the comparison group. We measured persistence by looking at students who return to school the subsequent year that they start Puente. The Puente Program is currently only a one-year program where students in the cohort are enrolled in classes together, but after the first year the counselor continues to check in and work with them to ensure they are on track with their goals. We believe this continued high-touch counseling is a major reason why persistence is notably higher for Puente students than the comparison group. Additionally, through increased campus participation (the Puente Club, student organizing, leadership retreats, writing retreats, etc.) students form stronger academic identities and social capital through the program which we believe encourages them to persist and return the following year.

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