



# **COMPREHENSIVE PROGRAM REVIEW REPORT**

Puente

Program Context

Mission (100 word limit)

1. How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>  
The Puente Project at Cañada College aligns with the college's mission by advancing equity, promoting student engagement, and increasing student success. The program provides personalized instructional and Academic counseling support, as well as mentoring to first-time, part-time, and full-time students. This aligns with the College's focus on transforming lives through accessible education. The mission of the Puente Program is "to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations." This aligns with the district's mission, point 7, "Celebrate the community's rich cultural diversity...and maintain a campus climate that supports students' success."

Program Description (500 word limit)

2. Provide a brief description of your program, what does your program do and who does your program serve?  
Cañada College's mission includes the intention of offering students of diverse backgrounds equitable opportunities to learn effectively so that they may earn certificates, AA/AS degrees, and/or transfer to four-year universities. For a long time, Latinx students have been underrepresented at four-year colleges. As equitable opportunities, the Puente Project at Cañada College provides students with strong academic preparation and additional resources, enabling more students, especially our Latinx students, to succeed in their classes and achieve their educational goals, which include transferring to a four-year university or college.

Assessing Program Impact on Diverse Student Populations

3. How many students are served by your program?

Unduplicated Headcount by Term

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Summer	52	45	39	55	59
Fall	108	92	101	125	135
Spring	87	87	90	108	115
Total	127	112	122	142	150

This data provided by Cañada College's PRIE provides the number of Phase I, Phase II, and Phase III Puente students who the Puente Project served at Cañada College during the last five years, 2020-2025. Phase I and Phase II Puente students received in-person and online instruction (English 105 in-person, English 110 in-person, Career 137 online, and Career 110 online) from the two Puente Co-Coordinators (Puente English Instructor and Puente Counselor) in the fall and spring semesters and academic counseling from the Puente Counselor. Phase III students continued to receive academic counseling from the Puente Counselor until they transferred to a four-year university or college. Overall, the number of students that we have been serving annually from Fall 2020 through Fall 2025 has increased from 108 to 135 and from Spring 2020 through Spring 2025 the increase went from 87 to 115. (See the attachment titled "Puente 3 Cohort Program Review Report 2020-2025")

## Program Review

[https://platform.nuventive.com/viewDocument/mEsuRWnEEA5o/puente3-cohort-prog-review-report-2020-2025v2\(2\).xlsx](https://platform.nuventive.com/viewDocument/mEsuRWnEEA5o/puente3-cohort-prog-review-report-2020-2025v2(2).xlsx)

**4. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.**

The vast majority (91% to 93% within the last five years) of students who have enrolled in the Puente Project at Cañada College have been Latinx, which is an underrepresented group in higher education. In 2024-2025, 60.7% of our students were female while 36.7% were male.

For Phase I and Phase II Puente Latinx students who are enrolled in the Puente English course, most of the English course curriculum is culturally relevant as it focuses on topics that concern the Latinx community, and most of the authors whose published materials we use share the Latinx heritage. Culturally relevant curriculum helps students create meaningful writing, validates their cultural background, and gives voice to their past and present experiences. The curriculum in the career courses offers many important guidelines for transfer opportunities for first-generation college students, which most Puente students identify as. (See the attachment titled "Puente 3 Cohort Program Review Report 2020-

2025"). [https://platform.nuventive.com/viewDocument/mEsuRWnEEA5o/puente3-cohort-prog-review-report-2020-2025v2\(2\).xlsx](https://platform.nuventive.com/viewDocument/mEsuRWnEEA5o/puente3-cohort-prog-review-report-2020-2025v2(2).xlsx)

The Puente Program fosters a sense of belonging amongst the students by offering opportunities that support their learning in and outside the classroom. These experiences boost retention rates, which is a major contributor to closing the higher education equity gaps.

**5. How has student access, retention, and completion changed over the course of this program review cycle?**

Student access to the Puente Project at Cañada College has increased over the past five years as the annual number of students that we have been serving from Fall 2020 through Fall 2025 has increased from 108 to 135 and from Spring 2020 through Spring 2025 the increase went from 87 to 115.

The Puente Project's Annual Course Retention Rates have remained strong over the past five years; from 2020-2021 through 2024-2025 the retention rates ranged from 83% to 96%. In 2024-2025, the retention rate was 84.8%.

The completion rate (success rate) for Puente Project's Puente Section of English 105 over the past five years (from 2020-2021 through 2024-2025) increased for four years (31%, 38%, 44%, 67%) then experienced a decline in the fifth year (56%). The completion rate for Puente Project's Puente Section of English 110 over the past five years (from 2020-2021 through 2024-2025) was not as consistent (92%, 70%, 75%, 90%, 88%); nevertheless, the success rates during the last two years were strong at 90% and 88%. (See the attachment titled "Puente 3 Cohort Program Review Report 2020-2025"). [https://platform.nuventive.com/viewDocument/mEsuRWnEEA5o/puente3-cohort-prog-review-report-2020-2025v2\(2\).xlsx](https://platform.nuventive.com/viewDocument/mEsuRWnEEA5o/puente3-cohort-prog-review-report-2020-2025v2(2).xlsx)

**6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in-person, online, hybrid, evening, in the community, etc.)**

Our program utilizes a variety of delivery methods to best serve the diverse needs of our students. They include in-person and virtual counseling appointments, in-person workshops related to multiple student services, and same-day drop-in counseling appointments. We use communication tools such as Canvas, WebSmart messaging, phone calls, and emails to ensure students receive timely support. We also use social media (Instagram) to provide students with timely information on campus and transfer resources.

During the COVID pandemic, 2020-2021 and 2021-2022 partially, our Puente classes (career courses and English courses) were both taught online and through Zoom. Ever since we were allowed to return to in-person instruction, all of the Puente English courses (English 105 and English 110) have been taught in-person, which has allowed Professor Valenzuela and an embedded tutor to give much more support to students during class. Both of the Puente career courses (Career 137 and Career 110) were accessible as online courses during these past five years. Starting this year 2025-2026, Career 137 has become a hybrid course. The Puente Counselor makes academic counseling accessible to Puente students by offering both in-person and virtual/Zoom appointments.

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### 7. What data and/or feedback do you use to evaluate the success of these delivery methods?

The Puente State Office recently provided our team with 2024-2025 data results obtained from end-of-the-year student surveys. Students responded the following ways regarding how they were impacted by our services: 92% of students strongly agreed and agreed that the Puente English courses influenced their academic success; 84% strongly agreed and agreed that their classroom families ("familias") influenced their academic success; 83% strongly agreed and agreed that the Puente college field trips influenced their academic success, 58% strongly agreed and agreed that Puente's personal development/guidance influenced their academic success; 92% strongly agreed and agreed that they believe they can transfer and graduate with a bachelor's degree; See the attachment titled "2024-2025 Overall Puente Program Feedback" <https://platform.nuventive.com/viewDocument/FLGKW8GUvrSV/2024-2025%20Overall%20Puente%20Program%20Feedback.pdf>

### 8. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.

Our program has a variety of on and off-campus partnerships to support our students in multiple ways. On campus, we collaborate with the Cultural Center, UCC, EOPS, CalWORKs, Financial Aid, Outreach, Associated Students of Cañada College (ASCC), TRIO, Enrollment Services, Transfer Center, Career Center, The Undocumented Community Center, DRC, Promise Scholars, Umoja, Puente Project at CSM, and Puente Project at Skyline College. Off-campus partnerships, we have strong partnerships with the Puente Project Statewide Office, Upward Scholars, and San Mateo Community College District.

Starting this Fall 2025, the Puente Project has begun making more connections with the following four local non-profit organizations: The San Mateo County Chapter of the American Civil Liberties Union (ACLU), The Peninsula Open Space Trust (POST), Redwood City Together, and The PAL Center. The purpose of incorporating a unit about non-profit organizations into the English curriculum is to educate Puente students about non-profit organizations in San Mateo County so that these students may learn about community-focused professional work, develop leadership skills and other skills, and have the opportunity to give back to their community. By learning about how they could work as future volunteers, interns, or employees, the Puente students will be able to support their communities and be exposed to professional opportunities. This Fall 2025, guest speakers from three of these local non-profit organizations spoke to the Puente students about their work in the community and how they could get involved as volunteers, paid interns, or future professionals.

### 9. How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples.

The Puente program is open to all students. However, the curriculum does emphasize issues that have a strong impact on Latinx communities, so most of the students in the program are members of Latinx communities. As previously mentioned, the vast majority (92.6% in 2024-2025) of students who have enrolled in the Puente Project at Cañada College have been Latinx, which is an underrepresented group in higher education. These students enroll in a learning community that links their required English classes (English C1000E and English 110) and career development courses (Career 137 and Career 110) for two consecutive semesters. The program connects the student with a mentor to provide out-of-class support and encouragement. The program also provides free loaned copies of the English course materials to defray the cost of educational expenses. Moreover, the program also coordinates several out-of-class workshops, guest speakers, and field trips to four-year universities to enhance the college experience. All of these services are provided to both part-time and full-time students free of cost.

## Looking Back: Accomplishments and Challenges

### 10. Describe major accomplishments since the last program review cycle.

Restarting In-Person Events: In Spring 2023, we hosted our first in-person End-of-Year Puente Celebration since the pandemic began. We had over 30+ Puente students, mentors, and administrative leaders attend. For the past two years, we have had a dynamic program event calendar that included Mentor/Mentee Social Mixers, one-day and overnight university tours (CalPoly SLO, USC, UCLA), and Puente Transfer Motivational Conferences (UCD, CSUEB). This Fall 2025, we have already had an active event calendar that included the following events: Red Door Escape Room Field Trip and the Puente Mentor Training. We will soon travel to UC Davis for the Transfer Motivational Conference and host our in-person Puente Family Night ("Noche de Familia").

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**Summer Counseling Hours:** Coordinating, recruiting, and registering 26+ students per year is a very critical aspect of the success of Puente's mission, and it is very time-consuming for the counselor of the program. Recruitment occurs every spring semester when the counselor is also helping Phase II students register for fall classes, Phase III students submit their paperwork for transfer, all active Puente students obtain scholarship recommendations and complete scholarship applications, and the Puente English Instructor coordinates spring events. Due to these demanding and time-sensitive responsibilities every spring semester, our Puente Team consistently requested additional funding for Puente summer counseling hours. For the past three summers (2023-2025), we have been fortunate to receive at least 40+ summer counseling hours for the Puente Program, which has helped our program tremendously. For example, this summer 2025 was the first summer when our entire cohort was full before the first day of instruction. This meant that the counselor could focus on onboarding and preparing the students for the fall semester instead of trying to recruit students at the last minute.

**Campus-Wide Events:** In spring 2025, the Puente Project at Cañada College was honored and excited to welcome Luis Valdez, playwright, teacher, director, social activist, and founder of El Teatro Campesino, to speak to a room full of Cañada College students, faculty, and staff on Wednesday, March 19, 2025. Luis Valdez shared inspirational anecdotes that offered insight into the importance of creativity, community, and theater. He also shared his history with Cesar Chavez, their involvement in the Chicano Civil Rights Movement of the 1960s and 1970s, and the lessons learned that could be applied to today's struggles for justice and equity. This was the first campus-wide event hosted by our Puente Program, with over 100 guests in attendance. Luis Valdez also visited our English class and had a more intimate conversation with the Puente students before addressing the larger campus audience. The Puente students were able to ask him prepared questions and enjoy his very warm presence. Another important campus-wide event that was coordinated by the Puente Project and the Undocumented Community Center at Cañada College was a "Know Your Rights Workshop" on Zoom, which a representative from CARECEN facilitated on March 28, 2025. Given the increased presence of ICE in many communities, especially in Latinx communities, it was important to give the Puente students and other students more exposure to this type of crucial information.

**Puente Ambassadors:** The Puente Counselor and the Cultural Center Staff interviewed and hired two Puente/Cultural Center student ambassadors during Summer 2025. These students have already supported several events hosted by both Puente and the Cultural Center. They have also helped with the preparations for our Puente Mentor Training event and will soon help prepare student supplies for the Puente Transfer Motivational Conference.

**More Administrative Assistance:** In the late Spring 2023 and early Summer 2023, the organizational reporting line transitioned for Puente Program; it transitioned from reporting through the Counseling Division to reporting directly to the Office of the Vice President of Student Services. This transition included more administrative support for the Puente Program from the Executive Assistant under the Office of the Vice President of Student Services. During the first two years under the VPSS, there were some administrative changes, which made the transition longer. For example, we have had three new VPSS assistants during these past 2-3 years (i.e., Debbie Joy: Spring 2023 - Fall 2023, Angelica Mendoza: Spring 2024 - Fall 2024, Jackie Flores: Spring 2025 to present). The first two administrative assistants left due to retirement and a change of position, and we are now more established with the third Executive Assistant who will continue to work with us for at least two more years. Our newest Puente Administrative Assistance, who joined our Puente Team in Spring 2025, has been giving us strong and consistent administrative support through the Office of the Vice President of Student Services. She has strong administrative skills and is very resourceful. She has volunteered to be a mentor to two mentees this school year, 2025-2026, which is another example of how hard she works to provide the support that our program needs. VPSS Lizette Bricker has also volunteered to be a Puente Mentor this school year and has shown just as much enthusiasm and support for the program.

**Priority Registration:** At Cañada College, we have strived to reach this goal since we launched in 2015, yet we had not been successful. Encouraged by the fact that our Umoja Program was approved for priority registration on January 7, 2022, the Puente Counselor submitted the necessary paperwork to ESC and met with the CSM and Skyline Puente Teams to get this process started. As a result, our Puente Programs district wide (CSM and Skyline) were successful in getting Priority Registration for our students effective Fall 2022.

### **11. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?**

The majority of our students are Latinx, which is an underrepresented group in higher education. The Puente events on campus help our Puente Latinx students in the following ways: the in-person mentor and mentee social mixers developed a supportive and informative relationship with a mentor who learned how to navigate the



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American college system and earn a college degree; the in-person Family Night ("Noche de Familia") helped the students' parents learn about their children's college experience and services on campus; some field trips helped create community among the students; university tours helped students experience university life and visualize themselves in it; our guest author inspired many of our students and made them proud to be Latinx; the CARECEN "Know Your Rights Workshop" further educated Puente students so that they could protect themselves and their families; a bigger Puente staff that includes two Puente Ambassadors and our Puente Administrative Assistant allows us to offer and coordinate all of these events and field trips; and priority registration helps the Puente students enroll into the courses that they need to move toward transfer in a more efficient manner.

### **12. Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?**

**Puente Summer Counseling Services:** Although we have been fortunate to have received funding for Puente Summer Counseling, it was not until Spring 2025 that we were able to receive sufficient advance notice of the Summer 2025 counseling hours to plan effectively. For example, in the past, before Spring 2025, the Puente Counselor Co-Coordinator needed to quickly find and train a summer counselor to take over the role since these hours were offered close to the last week of instruction. Last Spring 2025, the Puente Team was informed earlier in the semester that there would be a specific amount of funding for Puente Summer Counseling Hours, so the regular Puente Counselor was able to plan for these summer counseling hours into her summer schedule. For Summer 2025, the Puente Counselor Co-Coordinator accepted this extra assignment and was able to recruit the entire cohort and support each of these new students before classes started. Moreover, counseling hours were also available to the continuing Puente students who also had very specific needs during the summer months.

**Curriculum Changes:** Due to CalGETC implementation in 2025-26, Puente programs across the state were required to limit the Counseling/PD courses to three units max per academic year, and they must be UC/CSU transferable. This means that this Spring 2026 semester will be the first time the Puente students will take only English 110 and not Crer 110 (no linked classes) during the spring semester. The program success rates reflected in a previous section of this report are for the linked classes and not stand-alone Puente classes. Moreover, the Puente students have received transfer instruction and resources and have applied for college scholarships as part of the requirements for the Crer 110 course. In addition, some of the preparation (field trip forms, trainings, orientations, etc) for university field trips has often taken place in the CRER courses, but this will no longer be possible in a spring section of Crer 110, starting Spring 2026. This means the co-coordinators will need to figure out how to plan for these new changes.

**Class Time for Puente-Related Requirements:** Another challenge that both the English and Career Instructor experience is finding enough time during class to complete some of the required Puente procedures while trying to cover all of our curriculum objectives. For example, every Fall semester, students are required to attend the Puente Transfer Motivational Conference, which requires students to complete field trip forms, Title IX video training, and an online registration for the conference, and we usually do another community-building field trip in the fall and a university trip in the spring semester, all of which require the same student field trip forms. Every Fall semester, students need to receive a mentee training in either the Career class or the English class. Every Fall and Spring Semester, Puente students complete an online Pre and Post Puente Survey. And although these field trips and surveys are important, they take up a significant amount of class time, especially since there are always students who are absent and need assistance to complete these procedures during another class period.

## Impact of Resource Allocations Process (250 word limit)

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### **13. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.**

The Puente Summer Counseling Hours that we previously requested have made a tremendous difference. These hours allow a Summer Puente Counselor to recruit, orient, and register new students for our new cohort. Most recently, we were able to recruit 28 Puente students for the current Fall 2025 semester. Phase III Puente students also benefit greatly from the Puente Summer Counseling hours since they continue to need assistance with registering for new classes and meeting deadlines for the transfer process.

We were also granted our request of \$10,000 from Cañada College to go on a university tour in 2023-2024. We combined this funding with the additional funding that the Puente State Office provided and had an incredible university tour of USC and UCLA, along with some cultural experiences, which included a visit to the Getty Museum

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in Los Angeles. The Puente students who participated in this Southern California University Tour enjoyed it very much and learned a great deal about transferring to these two universities.

### 14. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

See above.

## SAOs and SLOs (Suggested 250 word limit)

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### 15. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

#### Puente SAOs

Puente students will develop a Student Educational Plan (SEP) with a counselor with the goal of getting an AA/AS and/or transferring to a four-year college or university.

Assessment method category - Use existing data (puente3-cohort-sep-data-fall-2024-25)

Assessment method - During the Fall 2025 semester, the Puente counselor reviewed titled, "puente3-cohort-sep-data-fall-2024-25" sent by PRIE. This list contained information on the entire Puente cohort that includes their program of study and SEP status.

Criterion for success - 80% or higher will: develop a Student Educational Plan (SEP) with a counselor with the goal of getting an AA/AS and/or transferring to a four-year college or university.

#### Career 137 and Career 110 SLOs

The CRER SLO's are assessed at the end of every course offering. Since our counseling department offers several sections of CRER 137 and CRER 110 each semester the CRER instructors decide as a team which SLO to assess. These are the SLO's for CRER 137 and CRER 110 courses:

CRER 137 Life and Career Planning

1. Create an effective resume to be used for career-related opportunities
2. Evaluate career assessment results (interests, satisfying work skills, values and personality)
3. Demonstrate knowledge of informational interviewing skills

CRER 110 Honors Colloquium in Career & Personal Development: Transfer Essentials and Planning:

1. Evaluate coursework for transfer requirements
2. Use a four-year institution catalog to identify upper division course requirements for a bachelor degree
3. Identify transfer policies for admission purposes

The results listed below pertain to the CRER Puente sections:

Student Learning Outcome for Career 137 in Fall 2024: "Students will conduct an informational interview and write a report summarizing their experience." (82% of the Puente students successfully met this student learning outcome in fall 2024). These skills are measured using an informational interview rubric that listed evaluative criteria in four different areas.

Student Learning Outcome for Career 110 in Spring 2025: "Students will write a paper that evaluated coursework for transfer requirements." (81% of the Puente students successfully met this student learning outcome in spring 2025). These skills are measured using a transfer research paper rubric that listed evaluative criteria in three different areas.

#### English 105 and English 110 SLOs

##### **Student Learning Outcomes for English 105 in Fall 2024:**

Upon successful completion of this course, a student will meet the following outcomes:

SLO 1: Apply MLA formatting principles to a college-level essay. (60% of the Puente students met this student learning outcome in a successful manner.)

SLO 2: Organize and compose a well-supported, argumentative, text-based essay. (71% of the Puente students met this student outcome in a successful manner.)

SLO 3: Formulate a compelling thesis to construct a critical expository essay that is guided by that thesis. (88% of the Puente students met this student outcome in a successful manner.)

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These essay-writing skills were measured using an essay-skills rubric when the students' last essay, the Research-Based Essay, was evaluated and graded.

### Student Learning Outcomes for English 110 in Spring 2025:

Upon successful completion of this course, a student will meet the following outcomes:

SLO 1: Analyze literature using various critical approaches. (100% of the Puente students met this student outcome.)

SLO 2: Identify the salient features of various literary genres. (100% of the Puente students met this student outcome.)

SLO 3: Write a complex, sophisticated thesis statement in an essay that articulates an argument about an interpretation of literature. (86% of the Puente students met this student outcome.)

These literature and essay-writing skills were measured using an essay-skills rubric when the students' last essay was evaluated and graded.

### 16. Describe how your program assessed your SAOs and/or SLOs.

The results listed below pertain to the CRER Puente sections:

Student Learning Outcome for Career 137 in Fall 2024: "Students will conduct an informational interview and write a report summarizing their experience." (82% of the Puente students successfully met this student learning outcome in fall 2024). These skills are measured using an informational interview rubric that listed evaluative criteria in four different areas.

Student Learning Outcome for Career 110 in Spring 2025: "Students will write a paper that evaluated coursework for transfer requirements." (82% of the Puente students successfully met this student learning outcome in spring 2025). These skills are measured using a transfer research paper rubric that listed evaluative criteria in three different areas.

Student Learning Outcome for English 105 in Fall 2024: These essay-writing skills were measured using an essay-skills rubric when the students' last essay, the Research-Based Essay, was evaluated and graded.

Student Learning Outcome for English 110 in Spring 2025: These literature and essay-writing skills were measured using an essay-skills rubric when the students' last essay was evaluated and graded.

### 17. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

The Puente Counselor will continue to keep records of active Puente students who do and do not complete SEPs. Moreover, the Puente counselor will continue to work closely with the PRIE Office to get data on Puente student SEP completion to support ongoing case management.

The Puente English Instructor will continue to work with the English faculty in the English Department to strengthen the English curriculum, teaching methods, the use of embedded tutors, the use of retention specialists, and the use of other support services to better meet the needs of the Puente students and other students. By meeting their diverse needs, the English Department hopes to improve students' research skills, MLA formatting skills, retention rates, and success rates in all of our English courses, especially in our students' first transfer-level English course (C1000E/English 105)

### 18. Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?

To identify any possible equity gaps, the Puente English Instructor compared the overall success rates in English 105 and English 110 that represent the Puente students and the Latinx students campus-wide. During the last five school years (2020-2021 through 2024-2025), the overall success rates in English 105 for the Puente students were the following: 31%, 38%, 44%, 67%, and 56%. During the same five-year span, the overall success rates in English 105 for the Latinx students campus-wide were the following: 42%, 38%, 36%, 61%, and 52%. This data shows that the only time that the Latinx students campus-wide had a higher success rate than the Puente students was in 2020-2021 (42% vs 31%). The Puente students had a higher success rate than the Latinx campus-wide population in English 105 during three different school years: 2022-2023 (44% vs 36%), 2023-2024 (67% vs 61%), and 2024-2025 (56% vs 52%). Overall, during the past three years, Puente students achieved more success than the campus-wide Latinx students in English 105.

During the last five school years (2020-2021 through 2024-2025), the overall success rates in English 110 for the Puente students were the following: 92%, 70%, 75%, 90%, and 88%. During the same five-year span, the overall



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success rates in English 110 for the Latinx students campus-wide were the following: 61%, 60%, 75%, 66%, and 70%. This data shows that the only time that the Puente students and Latinx students campus-wide had the same success rates was in 2022-2023 (75% vs 75%). The Puente students had a higher success rate than the Latinx campus-wide population in English 110 during four different school years: 2020-2021 (92% vs 61%), 2021-2022 (70% vs 60%), 2023-2024 (90% vs 66%), and 2024-2025 (88% vs 70%). Overall, during four of the last five school years, the Puente students achieved more success than the Latinx campus-wide population in English 110. (See the attachment titled "CAN Puente Course, Overall, and Latinx Overall Course Success Rates 2020-25") [https://platform.nuventive.com/viewDocument/J8DRN7HkY24C/CAN%20Puente%20Course%2C%20overall%2C%20and%20Latinx%20overall%20course%20success%20rates%202020-25\(1\).xlsx](https://platform.nuventive.com/viewDocument/J8DRN7HkY24C/CAN%20Puente%20Course%2C%20overall%2C%20and%20Latinx%20overall%20course%20success%20rates%202020-25(1).xlsx)

## Looking Ahead

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### **SAOs and SLOs for the Next Review Cycle (100 word limit)**

#### **19. State your SAOs and SLOs for the next review cycle.**

SAO next steps - The Puente counselor will continue working closely with PRIE to get the data reports that include information on Puente student SEP status each semester after census. This would also allow the counselor time to review the data and reach out to students to ensure they have a Student Educational Plan (SEP) with the goal of getting an AA/AS and/or transferring to a four-year college or university.

The CRER 137 and CRER 110 SLOs will remain the same. If any changes occur, they will need to be discussed in the CRER Instructional Program review. Given that the Puente Program is unique because we focus on community building and creating the environment of 'familia,' the CRER Puente courses focus on providing a space where students' knowledge and experiences are validated and encouraged, which gives students the opportunity to learn about and celebrate their families' diverse heritages and combat antiracism this way in the classroom setting. Since 2020 the Puente Counselor has made all her CRER courses, including the Puente sections, part of the ZTC (Zero Textbook Cost) program that has not only helped the Puente students but also the general students in the other CRER sections the Puente Counselor teaches.

The English Department is planning to use the same three SLOs. At the moment, the English Department is updating some of our department's online records regarding SLOs.

### **Program Improvement Initiatives (250 word limit)**

#### **20. State your goals for the next 3 years.**

One major goal for the Puente Project at Cañada College is to bring in a new Puente English Instructor who will be replacing Professor Yolanda Valenzuela for the next three years as a Puente Instructor and Co-Coordinator. Professor Valenzuela has begun mentoring him this school year, 2025-2026, and plans to offer him more mentorship during his first year as the new Puente English Instructor and Co-Coordinator, which will be in 2026-2027. Since the new Puente English Instructor has to first receive a summer training in 2026 through the Puente State Office to be an official Puente Instructor and Co-Coordinator, he is unable to be part of the Puente Writing Team for this Puente Project Comprehensive Program Review. It will be in Fall 2026 when he will be given re-assigned time by Cañada College to begin working with the Puente Counselor to coordinate the Puente Project at Cañada College.

#### **21. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 9)?**

According to PRIE's data dashboard section titled "Equity and Disproportionate Impact," in 2024-2025, the overall success for all Cañada College students was 74.7% while the overall success rate for Latinx students (Hispanics) was 68.6%. In 2024-2025, the overall success rate for Phase I, Phase II, and Phase III Puente students was 60.1% (See attachment titled "Puente 3 Cohort Prog Review Report 2020-2025"). This data shows that in 2024-2025 there was an equity gap of 8.5% between the Puente Latinx students and the campus-wide Latinx population, and there was a 14.6% gap between the Puente Latinx students and the overall campus population. To address these equity gaps, the Puente instructors can plan to have more one-on-one conversations with struggling students, especially in the Fall semester, to motivate them more to seek assistance at our office hours where we can address family-related struggles, job-related schedules that become obstacles, financial needs that lead to longer work schedules, mental health issues, and other needs. For example, the Puente English Instructor could dedicate more time during the English class to these one-on-one retention-like conversations ("conferences") and encourage students who do not use the Writing Center to use these services, which

## Program Review

will help them learn at their own pace and complete more assignments. The Puente Coordinators can also continue to emphasize how important it is for the students to spend more time with their Puente Mentors to benefit from their advice and support.

**22. With an equity and antiracism lens, what changes will be implemented to improve your program? What specific professional development support do you foresee you will need in implementing these changes? Please include meaningful action plans to improve student access and success.**

The Puente Co-Coordinators receive ongoing antiracism training through the Puente State Office in-person and on Zoom. In addition to the two-day Puente Regional Trainings every semester, throughout the year, the Puente State Office holds multiple workshops and retreats related to antiracism work and holistic teaching that help the Puente instructors and students learn despite this ever-challenging world climate.

**23. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?**

Professional development - Our Puente team will continue to take part in training on antiracist practices and equity-focused strategies to ensure that all program initiatives are inclusive and culturally responsive.

Data-driven decision making - We will continue to utilize data provided by PRIE and the Puente Statewide office to monitor student progress and engagement.

**If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.**

#### Non-Personnel Item (2025 - 2026)

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**Requested Year**

2025 - 2026

**Program Requesting Resources**

Puente Program

**Item Requested**

Additional Funds for Student Ambassadors

**Item Description**

The Puente Program has several events and opportunities for students and the community that require additional time to coordinate. The Puente Program student ambassadors need enough hours to sustain them financially and to meet the diverse needs of the program. Moreover, these student ambassadors are under direct supervision of the Cultural Center so they help out with all campus wide events as well.

**Program Goals this Request Supports**

EMP 2.11 Develop the College Cultural Center

**Status**

New Request - Active

**Type of Resource**

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

**Cost**

5,000

**One-Time or Recurring Cost?**

Recurring Cost

**Critical Question: How does this resource request support closing the equity gap?**

Student ambassadors provide a critical role to the college especially our Latinx and underserved populations in higher education.

**Critical Question: How does this resource request support Latinx and AANAPISI students?**

We support a high number of Latinx students. Through the Cultural Center we also serve AANAPISI students.

#### Map Request to College Goals and Strategic Initiatives

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**Which of Cañada College's Goals does this resource request support?**

Equity-Minded and Antiracist College Culture

**Which of Cañada College's Strategic Initiatives does this resource request support?**

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture