Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Student Services - Puente

2022 - 2027

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The Puente Project at Mesa has continued to thrive and expand tremedously since the last comprehensive review. We have been successful in continuing high success and retention rates and have increased the amount of activities and events while also adding a math component to the program. The biggest challenge we faced this year was awaiting the funding that our campus was promised which was held up due to state-wide problems in logistics. However, this funding was an increase from a $7,000 budget, to a $40,000 budget. We have also continued partnerships and collaborations with departments and programs such as KAPWA, UMOJA, Chicano Studies, Work-Based Learning and Mesa Journeys.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
The biggest change has been the addition and implementation of the math component to the traditional Puente model which normally only consists of English and Personal Growth along with a mentor piece. We have now added a Math component as a pilot program that not only included phase 1 (current cohort) students, but also phases 2 and 3. The course offerred as an optional addition for students was Math 119X. This had a positive impact on the program because it gave the opportunity for all Puente project phases to connect and re-connect through a math course taught by a Puente trained professor
Other points to consider:
PUENTE MaS is the incorporation of math into the current Puente learning community geared to spark the STEM identity of many of our STEM Puentistas and increase retention and success in math courses
Puentistas had an option to take Math 119X (Elementary Statistics with support) in the Fall and out of the 22 students enrolled in Math 119X, 19 students passed the course with 5 of those students taking the course as honors
We have two courses: Math 116 (College and Matrix Algebra) for our Business and BIology majors and an accelerated Math 104/141 (Trigonometry and Precalculus) for STEM majors

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
As mentioned in earlier, our funding was increased dramatically this year, but since we had limited access to those funds, we were not able to use them to their full potential yet.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
One of the positive trends that we noticed with the current cohort:
24 of 25 passed PERG 120
21 of 25 passed ENGL 101X
23 of 25 persisted to the next semester
The mentoring component also continues to grow in numbers and diversity of career fields.

Summary and Reflection

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

The only trend we continue to see that seems to be a minor equity gap is the lower amount of interest forms we recieve from males as compared to females. Every cohort does turn out to be evenly made up of males and females, we continue to see males submitting interest forms later than females.
We will continue to outreach students through Mesa Journeys and continue to recruit students by collaborating with other departments such as Chicano Studies, Outreach, and Promise to further advertise Puente. Attending events such as high school college signing days will also help us to reach out to more male students earlier on in the recruitment process. We will also continue to highlight the benefits such as special admission consideration to SDSU and data trends that such as Puente's high retention and completion rates.
Refer to Chart 1

Related Documents for Charts and Graphs

Chart 1.png

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

The Puente team is made up of English faculty (Christie Allred), Counseling faculty (Raul Rodriguez) and Math faculty (Juan Bernal). Team members meet bi-weekly to discuss outcomes and plans throughout the year.

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Along with our continued collaborations and partnerships, we also plan to continue current practices that we believe have made a difference in positive data trends and closing equity gaps.

There are a number of new practices that my co-coordinator, Christie Allred and I have implemented recently to work on improving student success and equity. One of the things that we began doing is sending messages through Canvas to students who we noticed were missing assignments. It helped identify students who were beginning to struggle early on in the semester so that they would not fall any further behind. This helped with a number of students, but there were still some who continued to struggle even after reaching out to them through Canvas. For those students we went a step further to encourage a recommitment to the program. Students who we noticed continued to struggle were invited to attend a re-commitment meeting with both Christie and I. In this meeting we talked about where the students current grade stood and any other issues we noticed in class such as excessive times showing up late, missed assignments and/or absences. After having a conversation with the student and developing an action plan to get back on track we invited the student to fill out a recommitment contract. This has also been effective in helping improve student success and equity as we are able to identify issues and help students overcome them before it is too late. Another improvement we have added this year is a more robust orientation session. In previous years, our attempts to provide an orientation before the semester began were not very successful. We would have low turn out and all though students expressed interest, it was difficult to coordinate a date that would work well for the majority of students in the class. This year we decided to inform students of an orientation a week prior to the beginning of the semester that would be held during their normal class time when following up with students who submitted interest forms. This made it more likely that students would be available to attend since they would have to have this time available to take the classes during the semester. We also were able to invite administrators and mentors to give students an early introduction to their supporters. Our mentor list has also improved since last year. This years group of volunteer mentors is the biggest we have had since beginning our program. We have grown from a list of 12 to 27. We continue to look for and recruite new mentors from the surrounding community as well as on campus.

What other factors (internal or external) might also impact the above data trends and equity gaps?

Something that will make an impact on our positive trends and closing equity gaps will be the dramatic increase in funding we will now have access to for the next year. This big increase in our budget along with a new allotment of funds for our math component will mean that we can now implement plans for resources such as a Puente center

or space. Collaborations and partnerships on campus with KAPWA, UMOJA, WBL, Health Services and Chicano Studies

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

As mentioned in the last update, the Puente Project at Mesa has continued to thrive and expand tremendously since the last comprehensive review. We have been successful in continuing high success and retention rates and have increased the number of activities and events while also adding a math component to the program. Our success rates continue to be in the high 90 percent rate as well as our persistence rates. Examples of Puente events and activities in the fall semester include the Puente Orientation celebration event, the Puente Alliance Day at the Bay, the annual Noche de Familia event, Mentor Mixer events, Puente Alliance University of California San Diego Day, the Chicano Park tour in collaboration with Chicano Studies, the Puente Transfer Motivational Conference at California State University San Bernadino, and the end of semester celebration. Our plan for the spring includes the annual Puente Motivational Hike Challenge, Raza Grad Alumni Panel event, volunteering as workers for the Annual Raza Grad Celebration, San Diego State University Puente Day with the San Diego Puente Alliance, University of California Riverside Day, visiting the Cheech Marin Cultural museum in Downtown Riverside, UCLA STOMP Conference in collaboration with “KUP”, and the End of the Year Celebration at Crown Cove Aquatic Center.

· Request for Puente space

After submitting our request for a Puente Center, we are happy to report that we have been approved to move on to the next stage of securing our Puente Center. We are currently in the process of developing a shared affinity center with KAPWA and UMOJA. The plan is to use a large portion of our funds to purchase furniture, artwork, and signage for our center.

· Continued involvement with KUP and solidarity

Coordinated the San Diego Mesa College KUP event “Mesa Cross-Cultural Solidarity Mixer” in collaboration with KAPWA and UMOJA. We continue to plan future events with the KUP alliance for the spring 2024 semester.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Our success rates continue to be in the high 80-90% for all courses that make up the Puente Project. The fall 2023 semester all 29 out of 29 students passed Personal Growth 120; 28 of 29 passed ENGL 101, and 23 out of 27 students received a 'C' or better in the Math 119X course.

Review Outcomes Report. Review the unit’s outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

Puente Orientation

This year the Puente team turned the traditional orientation session into a lively celebration in the new Mesa quad extending the invitation to the entire campus. The event included outdoor yard games, multiple guest speakers, live music via DJ, free food for all guests, and free swag including hoodies and t-shirts.

· Success data

Puente continues to have impressive retention and success rates. The Personal Growth courses which are made up of PERG 120 and 140 continue to have an over 90 percent success rate.

· Mentor Mixer Events

Our Puente mentor pool has continued to expand. Puente students continue to be matched with mentors from both the on-campus and off-campus communities from various career fields. We were able to coordinate multiple

mentor mixer events which allowed students to continue to strengthen the bond between mentors and mentees.

· Puente Statewide Conference

The Puente team consisting of Counseling, English and Math faculty continue to receive yearly training at the Puente Statewide Conferences, including the 2024 conference in Oakland California.

· Puente Playa Pacifica Alliance Event

San Diego Mesa College Puente has taken the leading role of organizing the San Diego Puente Alliance to include all San Diego area Puente Program campuses. Along with Mesa and City College, our alliance includes MiraCosta, Palomar, SouthWestern, and Grossmont Colleges. This year's first event took place at Playa Pacifica where nearly 200 students heard from Puente Alumni speakers while participating in team-building activities and being treated to live music and food.

· Bienvenida Event

Puente continues to be involved in the campus community with participation in events like the Bienvendia event. Being part of events such as this increase visibility and further promote the program amongst the student population.

· Puente UCSD Puente Alliance Day Event

San Diego Mesa College Puente has taken the leading role of organizing the San Diego Puente Alliance to include all San Diego area Puente Program campuses. Along with Mesa and City College our alliance includes MiraCosta, Palomar, SouthWestern and Grossmont Colleges. This year's first event took place at Playa Pacifica where nearly 200 students heard from Puente Alumni speakers while participating in team building activities and being treated to live music and food.

· Chicano Park and Museum tour

In a continued collaboration with Chicano Studies, students were provided a detailed tour of Chicano Park's historical sites, artwork, and monuments by a steering committee member. After touring the park students were also given access to explore the new Chicano Park museum filled with artwork from various muralists and artists.

· Meeting with Puente Statewide

· Transfer Motivational Conference at California State University San Bernardino

This day-long event included a keynote speaker, student workshops, and the opportunities to win prizes. Breakfast and lunch was also provided. The keynote speaker, Dr Christopher Emdin We anticipate Dr. Emdin gave a powerful message to our Puente students, particularly for our Puente MAS sites and Puente STEM students across all campuses. His message was directed at those working in STEM and with students of color. In consideration of this, the suggested curriculum considers how students can be active participants in the development of their classroom environment.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

The Puente Project at Mesa has continued to thrive and expand tremendously since the last comprehensive program review. We have been successful in continuing high success and retention rates and have increased the number of activities and events while also adding a math component to the program. With the expansion of the budget allocation provided by the statewide Puente project, we have been able to expand the services, activities, and events available to our students. We have also continued partnerships and collaborations with departments and programs such as KAPWA, UMOJA, Chicano Studies, Work-Based Learning, and Mesa Journeys. The KAPWA/UMOJA/Puente collaboration known as "KUP" has held multiple events focused on cultural solidarity, identity, and career readiness. One major change to our program has been in personnel with Patty Rodriguez joining the team as the current counselor/co-coordinator of the team.

As a Puente team, Christie Allred, Juan Bernal, and myself (Patty Rodriguez) we are working together to keep updated with gathering data not only for our campuswide initiatives, annual assessments and also work to provide data and feedback to our statewide program Puente project office which includes MIS data, and student surveys.

The Puente Project at Mesa has continued to thrive and expand tremendously since the last comprehensive program review. We have been successful in continuing high success and retention rates and have increased the number of activities and events while also adding a math component to the program. Our success and persistence rates continue to be in the high 90 percent. Examples of Puente events and activities in the fall semester include the Puente Orientation which has become the Puente Bienvenida, the Puente Regional Alliance Day at the Bay, the annual Noche de Familia event, Mentor Mixer events including the Mentor Training Dinner and the Puente Posada, and the Puente Transfer Motivational Conference at University of California San Diego. Our plan for the spring includes the annual Puente Motivational Hike Challenge, the Chicano Park tour in collaboration with

Summary and Reflection

Chicano Studies, Raza Grad Alumni Panel event, volunteering as workers for the Annual Raza Grad Celebration, San Diego State University Puente Day with the San Diego Puente Regional Alliance, University of California Riverside Day, visiting the Cheech Marin Cultural museum in Downtown Riverside, UCLA STOMP Conference in collaboration with “KUP”, and the End of the Year Celebration at Crown Cove Aquatic Center.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Data collection for Fall 2024 continues to be in progress.

Review Outcomes Report. Review the unit’s outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

The unit outcomes assessment for 23-24 has been in progress and will be completed in Spring 25.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

· Request for Puente space

After submitting our request for a Puente Center, we have been approved to move on to the next stage of securing our Puente Center. Beginning in summer 2024 and this fall semester, we have been working closely with the Director of Events and Operations to prepare the center with KAPWA and UMOJA for an expected opening of the beginning of the Spring 2025 semester. The plan is to use a large portion of our funds for technology for the center.

· Continued involvement with KUP and solidarity

Coordinated the San Diego Mesa College KUP event “Mesa Cross-Cultural Solidarity Mixer” in collaboration with KAPWA and UMOJA. This semester there has a been in an increase in more meeting among the three learning community coordinators. The three learning communities have supported each other’s events throughout the fall semester.

· Puente Bienvenida

This year the Puente team rebranded the traditional orientation session into a lively bienvenida celebration held prior to the start of the semester where students had the opportunity to get to know the Puente faculty, meet Puentistas in Phase III and get a tour of the campus. The event also included outdoor yard games, free food for attendees, and free swag including hoodies and t-shirts.

· Success rates in PERG courses

Puente continues to have impressive retention and success rates. The Personal Growth courses which are made up of PERG 120 and 140 continue to have an over 90 percent success rate for the 23-24 academic year. Puente continues to have impressive retention and success rates in all Puente courses. In Spring 2025, Puente students will enroll in PERG 110 instead of PERG 140 to align with the preparation of the onboarding of the Cal-GETC requirements beginning in Fall 2025.

· Mentor Events

With the expansion of the interest in the Puente mentor pool, this fall semester we held a mentor dinner which was hosted at our 72-fifty cafe. This allowed the Puente faculty to share the importance of being a Puente mentor and review the guidelines and procedures of the mentor component. The mentor also had the opportunity to network and ask questions about their role as mentors. As we end the fall semester, we are looking forward to hosting our first annual Puente Posada where the mentors and students will have the opportunity to interact in an informal setting celebrating the holidays with some cultural elements. After this event, Puente students will continue to be matched with mentors from both the on-campus and off-campus communities from various career fields.

· Puente Statewide Faculty Conference

The Puente team consisting of Counseling, English and Math faculty continue to receive yearly training at the Puente Statewide Conferences, and are planning to attend the 2025 conference in San Diego, California.

· Puente Regional Alliance Day at the Bay

San Diego Mesa College Puente has taken the leading role of organizing the San Diego Puente Alliance to include all San Diego area Puente Program campuses. Along with Mesa and City College, our alliance includes MiraCosta, Palomar, Southwestern, Imperial Valley, and Grossmont Colleges. This event has now become an annual tradition with nearly 200 Puente students participating in team-building activities and were treated to music and food.

· Latinx Heritage Month Event

Puente continues to be involved in the campus community with participation in events like the Bienvenida event held during Latinx Heritage Month, such as Poetry for Cultural Celebration and Healing with Poet Donato Martinez Event. Being part of events such as this increases visibility and further promote the program amongst the student population.

Summary and Reflection

· Participated in Chicana/o Studies Department viewing of Documentary: Chicano Love Story

Students learned about the rich history of Mesa College Alumni who not only participated first hand in the farm workers movement with Cesar Chavez but continued his legacy while creating the Cesar Chavez service club in many of our local San Diego Unified schools.

· Poetry reading with Jeff Knorr in collaboration with Chicana/o Studies and FPAC

This collaboration of bringing poet Jeff Knorr to campus allowed for students to learn about a poet who has struggled with the justice system from the point of view of a family member who wants to offer support from outside the jail cell.

· Transfer Motivational Conference at University of California, San Diego

This day-long event included a keynote speaker, student workshops, and the opportunities to win prizes. Breakfast and lunch was also provided. The keynote speaker was author Rafael Agustin who gave a powerful message to our Puente students regarding perseverance by sharing his personal story of how he was formerly undocumented. Students had the opportunity to pick from a variety of workshops and also receive a campus tour.

· Art Healing workshop with Berenice Badillo

Students had an opportunity to connect with Chicano Park ground-breaking feminist artist, Berenice Badillo, who not only shared her own journey as an artist and breast cancer survivor but also offered the students an opportunity to engage by creating their own art pieces.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

The Puente Project at Mesa has continued to thrive by continuing to implement best practices. We have been successful in continuing high success and retention rates and have increased the number of activities and events while also including a math component to the program. The biggest addition to our program in Spring 2025 was the launch of the KUP (Kapwa, Umoja, Puente) Unity Village which provides our own space on campus for each of our communities to engage outside of the classroom. This has allowed us to strengthen our partnerships and collaborations with Kapwa and Umoja programs while continuing to focus on cultural solidarity, identity, and overall wellness of our students. Puente has also continued to collaborate departments and programs such Chicano Studies, Work-Based Learning, and Mesa Journeys. One new addition to our program has been the onboarding of our first project assistant who works out of the KUP Unity Village and provides additional support to the Puente team.

The Puente team—Christie Allred, Juan Bernal, and Patty Rodriguez—works collaboratively to ensure data are current for campuswide initiatives and annual assessments, while also supplying MIS data and student survey feedback to the statewide Puente Project Office.

Following the last comprehensive program review, the Puente Project at Mesa has demonstrated substantial growth and effectiveness, maintaining consistently high success and retention rates, increasing programmatic activities and events, and integrating a math component. Success and persistence rates remain in the high 80 percent.

Examples of Puente events and activities in the fall semester include the Puente Orientation which has become the Puente Bienvenida, the annual Noche de Familia event, Mentor Mixer events including the Mentor Training Dinner and the Puente Posada, a team building activity where students hiked up Cowles Mountain, and the Puente Transfer Motivational Conference at University of California, Los Angeles. Our plan for the spring includes providing a Chicano Park tour in collaboration with Chicano Studies, Raza Grad Alumni Panel event, volunteering as workers for the Annual Raza Grad Celebration, visiting our local public universities (UCSD and SDSU), attending UCLA STOMP Conference in collaboration with “KUP”, and the End of the Year Celebration.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Puente students continue to have 85% and above pass rate for Courses that are part of the learning community in the first semester. The Fall 2025 Puente cohort students included a total of 28 students who enrolled across 3 courses:

24 out of 26 students passed ENGL C1000 (92%)

25 out of 26 students passed PERG 120 (96%)

17 out of 20 students passed Students passed MATH 116X (85%)

Summary and Reflection

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

At this time there are no resource requests as the Puente statewide allocation has continued to support our program and activities.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

In previous years, the math course being taught as part of the Puente MAS (Math and Science) initiative included MATH 119X and this year the course was changed to MATH 116X.

The request for a Puente space has been completed. The Grand Opening of the KUP Unity Village took place in April 2025! After a very long process of securing the space, working with the Director of Events and Operations to reimagine and develop a new student space, it has all come to fruition. The space has quickly become a hub of student activity.

The long standing success of Puente is due to the implementation of a cohort model focuses on the three main pillars which include instruction (ENGL, MATH, and PERG), counseling and mentoring.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Continue current data trends in completion and retention

Unit Goal: Goal 1: Continue current data trends in completion and retention
Continue to follow the Puente model and pedagogy that has lead to the current data trends.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Continue Puente learning community has continued to include ENGL C1000 & C1000x and a math course. In previous year, the math course was MATH 119X and in Fall 2025, the course was MATH 116x. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/16/2026 **Action Plan Update**: The Puente data dashboard shows positive course success rates and course completion rates for prior years starting in 22-23, 23-24 and 24-25. The biggest change is that the program reported 14 students for the 22-23 and has now grown to 75 students. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 08/04/2025 **Action Plan Update**: The action plan will include created a more specific data set to track cohorts of Puente students with various course changes over the years **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Goal 2: Continue the new pilot math component

Unit Goal: Goal 2: Continue the new pilot math component
Math 119X will once again be offered as an optional addition to the Personal Growth and English components.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Continue working with phase 1, 2, & 3 students on education and career plans. Math 119x has been continuously offered in fall semester but in 25-26 academic year the course will be offered in spring semester to allow for a math course for students with STEM majors in Fall 25. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/16/2026 **Action Plan Update**: The math pilot is part of the Puente MAS (math and science) initiative supported by the Puente statewide program. In a recent report provided by Puente statewide the 1-Term completion for Puente students has rose increased from the first year of implementation. The percent of students completing math in their first semester was 48% in 22-23; 72% in 22-23 and 96% in 23-24. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 08/04/2025 **Action Plan Update**: During Fall 2025, we will take a reflective look at the data collected from the first years of the math pilot **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Goal 3: Continue process of securing space for new Puente Center

Unit Goal: Goal 3: Continue process of securing space for new Puente Center
Currently in process of working with campus leadership to secure a classroom space and an additional shared center that could potentially house all three learning communities (Puente, KAPWA & UMOJA). The vision for the classroom space includes adding culturally relevant décor/art work, collaborative round tables rather than desks, and storage.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Coordinated and planned for the opening of the KUP (Kapwa, Umoja, Puente) unity village. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 07/17/2025 **Action Plan Update**: In April 2025, the KUP Unity Village opened and now allows space for students from 3 learning communities to gather. The journey to secure space was not easy and students are looking forward to having their "own" space. We also want to recognize the limitations of the space as it does how 3 learning communities which each have their own faculty, staff and students. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed

Unit Goals, Action Plans, and Updates

Goal 4: Continue to expand outreach to male students

Unit Goal: Goal 4: Continue to expand outreach to male students
Expand current partnerships and collaborations with Chicano Studies, Work-Based Learning, Peer Navigator Program, and Outreach to recruit more male Puente students. Sharing flyers and promotional material that can be shared with students in instructional faculty classes and events such as college signing days providing Puente with more word of mouth advertising and referrals.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Expand current partnerships and collaborations with Chicano Studies, Work-Based Learning, Peer Navigator Program, and Outreach to recruit more male Puente students. Sharing flyers and promotional material that can be shared with students in instructional faculty classes and events such as college signing days providing Puente with more word of mouth advertising and referrals. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 08/04/2025 **Action Plan Update**: The transition between counselor/coordinator in Puente during the 2024-2025 has delayed some of the progress made in this particular unit goal. Going forward we are hopeful to continue to work on this goal and make more progress. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed