

SAN DIEGO
MESA COLLEGE



Program Review

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

Student Services - Puente

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 tremendously 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 offered 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

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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.

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 receive 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

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.

Related Documents for Charts and Graphs

[Chart 1.png](#)

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

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and recruit 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

Are there any edits or updates to the Executive Summary above?

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.

Are there any edits or updates to the Data Reflection above?

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.

Are there any edits or updates to the Practice Reflection above?

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

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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 Bienvenida 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.

Summary and Reflection

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: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Completion - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Continue Puente structure to include English 101X & 205 and Math 119X Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Completion - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Continue working with phase 1, 2, & 3 students on education and career plans.	

Summary and Reflection

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Completion - Objective 1: X
- Completion - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Continue working with phase 1, 2, & 3 students on education and career plans Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X

Summary and Reflection

- Completion - Objective 2: X
- Completion - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>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.</p> <p>Action Plan Cycle: 2023 - 2024</p>	