

Student Success and Equity Project Evaluation 2017-18



Project Contact Name & Department: Roberto Alvarado/Counseling Dept

Project Name: Petaluma Puente

Project Outcomes

1. Describe the project, including activities utilized and intended outcomes.

Santa Rosa Junior College's Puente Project (Spanish for "bridge") is a national award-winning program that has helped prepare thousands of students for success in university studies. The Puente Project's mission is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations.

Puente Students participate in a year-long learning community. The English sequence focuses on Multicultural Literature and experiences. The Counseling sequence focuses on transition to college and the transfer process. In addition, students are matched with a professionally and academically successful mentor from the community. Students participate in a number of college tours and cultural events/ activities to enrich their college experience.

Which Student Equity Indicator(s) is your project expecting to impact?	X Access <input type="radio"/> ESL and Basic Skills X Transfer	X Course Completion X Degree / Cert Completion
Which of the Integrated Student Success Goal(s) is the primary focus of your project?	X Invited and Welcomed X Engaged and Empowered X Guided and Supported X Succeeding and Completing	

2. Reflect on the data provided by the Office of Institutional Research.
 - a. Based on your project's student population data, what student groups is your project serving? Please provide a brief explanation for these results.

The program is serving Latinx , first generation, low income students. 50 % of the program participants are male which is an extremely high demographic consider the avg. is 37% across all equity programs.

- b. Based on the Student Equity Indicator data, did your project participants have better academic outcomes as compared to the District averages? Which outcomes and why?

For 2017-2018 across all measures used, the program generated higher averages than the district. In particular fall to spring persistence was at 100%. Course success was at 83% compared to 74.8% from the district avg. Course retention was at 94.5% compared to 87.1%. GPA was only slightly higher by .10 from the avg. The results are due impart to the structure and support that is provided in the Puente program. We provide a number of wrap around services. We take students on a number of college tours, they attend an annual motivational conference, and we engage them in

cultural activities and events all of which help build community and familiarity with each other and of course the higher educational system.

The relationships they establish with faculty is key. We are able to hold them accountable for things that other faculty might not be able to do because of the relationships that are established. I believe we hold students to a higher standard and they rise up to meet expectations regardless of the challenges and obstacles they may be facing. Often we lower expectation because of the challenges they experiences but we know in the real world that will not happen. You can be empathetic to what is happening in a student's life but still hold them accountable for the things that need to be done.

- c. Based on the Student Survey data, did your project impact the Integrated Student Success goals? Which goal area and why?

The Puente program on average scored equal to or high in all areas presented in the data. Goes back to what I stated earlier in question 2b.

3. Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?

If you gage the level of campus and community involvement among Puente students compared to the district you will find that many of our students go on to work on campus, create club culture, get involved in student government, and get involved in the community. Example, most of the student success team coaches in the first year of implementation at Petaluma were/are Puente students. Two years ago the SRJC Student President was a Petaluma Puentista. The majority of students (about 25) that go out to help the Outreach Coordinator since the position was created in Petaluma are Puentistas. They are active and visible on campus which provides other students with role models they can identify with. Helping close the equity gap.

Evaluation and Project Improvement

4. Is your project utilizing other methods to receive feedback or evaluate your project? If yes, please describe.

Through the SLO process we are able to gage how students are meeting or satisfying the learning outcomes of Engl 100, 1A and Coun 10, 80.

5. What is your long term vision for the project?

Just continuing to improve the outcomes and results for students. For example we can stand to do better in helping students do better in their classes meaning getting a higher GPA. I noticed that there was a drop from fall (3.38) to spring (2.81). That second semester they may experience courses with more academic rigor. I need a designated Puente space on the Petaluma campus.

6. What can the Integrated Student Success Committee do to support your project?

More FUNDING please. I am grateful for the contribution we get from equity but there are numerous Puente program out there that receive a lot more of these funds and we have a proven track record of success. I need a designated Puente space on the Petaluma campus. That has been provided to EOPS, MESA, and other learning communities but I feel we have been left out.

Please submit to gbertone@santarosa.edu by September 17th 2018

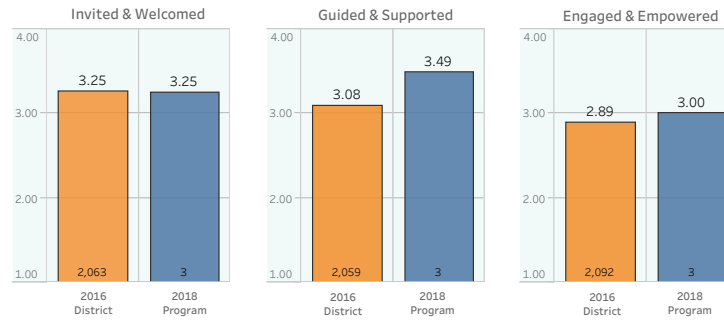
Student Equity & Achievement Data: Puente Petaluma: FA17 & SP18

Program	
Puente Petaluma	
Gender	Ethnicity
All	All
First Gen	Financial Need
All	All
DSPS	Veteran
All	All
Foster Youth	Homeless
All	All
LGBTQ	FT/PT Status
All	All
Term	Matric Status
FA17 & SP18	All
Course	
all courses	

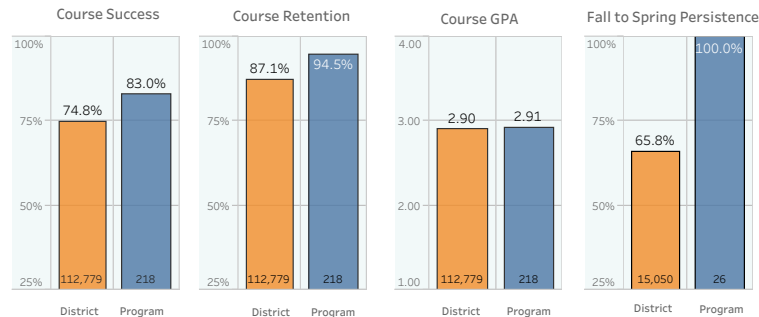
Program Participation Rate

	District	Program
African American	135 2.8%	0 0.0%
Asian	247 5.1%	0 0.0%
Latino	2,030 42.0%	52 100.0%
Multi-Ethnicity	331 6.8%	0 0.0%
Native American	30 0.6%	0 0.0%
Other	25 0.5%	0 0.0%
Pacific Islander	22 0.5%	0 0.0%
White	2,019 41.7%	0 0.0%
First Gen Student	1,312 27.1%	32 61.5%
DSPS	512 10.6%	0 0.0%
Veteran	173 3.6%	0 0.0%
Foster Youth	89 1.8%	0 0.0%
Homeless	23 0.5%	0 0.0%
LGBTQ	181 3.7%	0 0.0%

Pillar Scores from Student Survey



2017-18 Academic Outcomes



Notes:

Selectable Filters (upper left):

Specify the groups to compare on the **Program Participation Rate** table and the **Pillar Score Survey** and **Academic Outcomes** charts - between the district population and selected program of interest.

Program Participation Rate:

Compares individual headcount and proportion (%) of district population with the selected program of interest (unduplicated by term).

Pillar Scores from Survey:

Measure to assess how **Invited & Welcome**, **Guided & Supported**, and **Engaged & Empowered** students feel at SRJC.

A subsection of questions from the 2016 SRJC Student Climate Survey, that touch on these topics, were administered to program participants in May 2018.

2017-18 Academic Outcomes:

Success, Retention, and GPA comparisons between district average and program of interest - individual students are duplicated by enrollments.

Fall to Spring Persistence Rate is based on unduplicated enrollments.

Terms:

Unduplicated by term: A individual student is represented once per term, yet may be counted twice for the academic year if enrolled in both terms (select Term filter to disaggregate further).

Course Success: Passing grade of "C" or better.

Course Retention: Any non "W" grade.

Spring to Fall Persistence: Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.

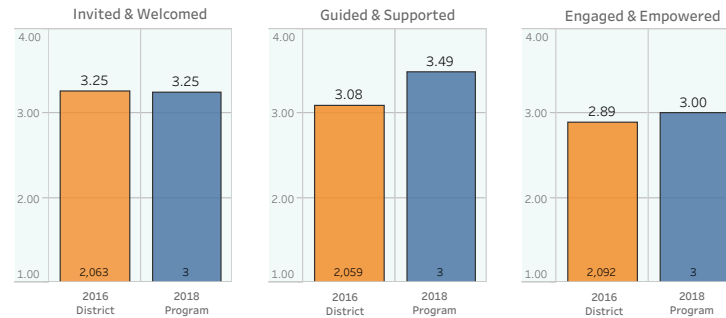
Student Equity & Achievement Data: Puente Petaluma: FALL 2017

Program	
Puente Petaluma	
Gender	Ethnicity
All	All
First Gen	Financial Need
All	All
DSPS	Veteran
All	All
Foster Youth	Homeless
All	All
LGBTQ	FT/PT Status
All	All
Term	Matric Status
FALL 2017	All
Course	
ENGL100	

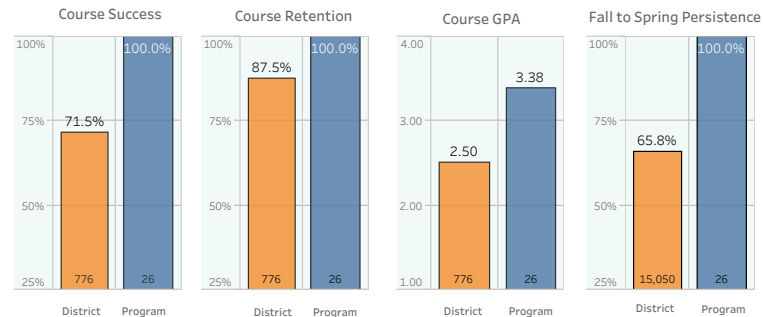
Program Participation Rate

	District	Program
African American	23 3.0%	0 0.0%
Asian	24 3.1%	0 0.0%
Latino	416 53.7%	26 100.0%
Multi-Ethnicity	48 6.2%	0 0.0%
Native American	7 0.9%	0 0.0%
Other	5 0.6%	0 0.0%
Pacific Islander	2 0.3%	0 0.0%
White	249 32.2%	0 0.0%
First Gen Student	279 36.0%	16 61.5%
DSPS	84 10.9%	0 0.0%
Veteran	28 3.6%	0 0.0%
Foster Youth	8 1.0%	0 0.0%
Homeless	2 0.3%	0 0.0%
LGBTQ	26 3.4%	0 0.0%

Pillar Scores from Student Survey



2017-18 Academic Outcomes



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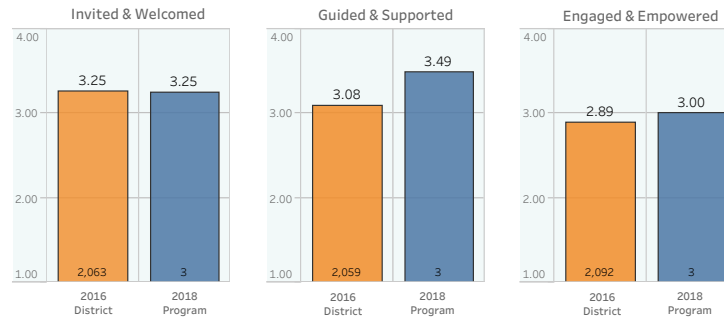
Student Equity & Achievement Data: Puente Petaluma: SPRING 2018

Program	
Puente Petaluma	
Gender	Ethnicity
All	All
First Gen	Financial Need
All	All
DSPS	Veteran
All	All
Foster Youth	Homeless
All	All
LGBTQ	FT/PT Status
All	All
Term	Matric Status
SPRING 2018	All
Course	
ENGL1A	

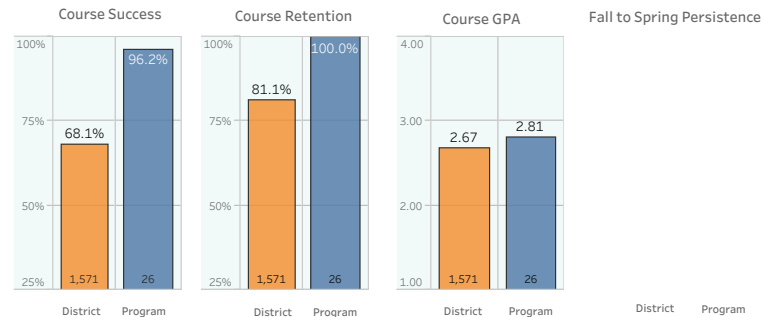
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	District	Program
African American	48 3.1%	0 0.0%
Asian	84 5.3%	0 0.0%
Latino	672 42.7%	26 100.0%
Multi-Ethnicity	113 7.2%	0 0.0%
Native American	9 0.6%	0 0.0%
Other	7 0.4%	0 0.0%
Pacific Islander	7 0.4%	0 0.0%
White	633 40.2%	0 0.0%
First Gen Student	438 27.8%	16 61.5%
DSPS	179 11.4%	0 0.0%
Veteran	61 3.9%	0 0.0%
Foster Youth	33 2.1%	0 0.0%
Homeless	8 0.5%	0 0.0%
LGBTQ	59 3.8%	0 0.0%

Pillar Scores from Student Survey



2017-18 Academic Outcomes



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