Student Success and Equity Project Evaluation 2017-18

Project Contact Name & Department: Guillermo Garcia Academic Counseling

Project Name: Puente program

Project Outcomes

1. Describe the project, including activities utilized and intended outcomes.
   The Puente project provides support for our first-generation college student by helping them develop the skills necessary to acclimate to the community college system and transfer to a four-year university. In addition, students get the opportunity to learn about a rewarding career by participating in our career mentorship program. Part of the Puente project activities includes university trips, cultural events, family information nights, and mentor events. During our university trips, our goal is to provide students with opportunities to learn about each university and gain information about admissions requirements. In addition, each semester we host 2 mentor nights for our students to learn about rewarding careers from local industry leaders. We usually host these events at SRJC and we collaborate with Los Cien, Hispanic Chamber of Commerce and our own SRJC staff, faculty, and administrators. As part of our parent support effort, we also host two family nights per semester. In these events, students share what they have learned with their parents and we have a conversation about university requirements and how best to support their students at home.

Which Student Equity Indicator(s) is your project expecting to impact?	○ Access ○ ESL and Basic Skills ○ Transfer ○ Course Completion ○ Degree / Cert Completion
Which of the Integrated Student Success Goal(s) is the primary focus of your project?	○ Invited and Welcomed ○ Engaged and Empowered ○ Guided and Supported ○ 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.
      i. Our program serves first-generation college students that are predominantly of Latinx heritage. Puente has a long-standing history in the community which allows us to have a pool of strong candidates for our program. We also work closely with high school counselors that also spread the good word about the Puente program. In addition, our biggest allies are our former students that also advocate for the program during the recruitment process.
   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?
      i. Puente students had a higher percentage of feeling welcomed and invited to the Santa Rosa Junior College campus. This is due to our welcome events such as our summer orientation, following up with students to ensure they select the appropriate classes, and following with students to ensure they sign up for SRJC services such as EOPS, financial aid, and DRD. In addition, students receive peer mentoring from former Puente students that have completed the program the previous year. I also believe that the cultural events that we organize give

students a sense of empowerment and ownership of the program and their educational experience. These events include Puente Cash for College, Dia de Los Muertos, Herencia. Our students also have a higher completion rate and course retention because we help students develop the skills necessary to research instructors and develops study skills to excel in class.

c. Based on the Student Survey data, did your project impact the Integrated Student Success goals? Which goal area and why?
    i. Yes, we improved course completion among first generation students. We had an impacted on student access to college programs and services. We also had an impact on course completion and transfer for our students.
    ii. I believe the biggest reason we made an impact in these areas is due to our commitment in the classroom but also the extracurricular actives that involve a motivational conference, leadership activities, and university exposure. The more students have an opportunity to get involved and gain exposure, the more their self-efficacy increases which allows the student to feel empowered to make a change.

3. Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?
    a. Yes, the Puente program has helped SRJC make progress towards the Integrated Student Success goals, especially in the area of increasing access for first generation students
    b. We have also made an impact on increasing the transfer rate of students.

Evaluation and Project Improvement

4. Is your project utilizing other methods to receive feedback or evaluate your project? If yes, please describe.
    a. Yes, at the end of every week we provide students with a feedback survey we call "Puente Honesty". In this survey student talk about what worked for them and what did not work for them as students. Each week we have a conversation and we find solutions to some of the issues that arise.

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

    a. Our long term vision for the Puente program is to remain at 25-30 students to provide quality service to a population that has limited information on how to navigate the university system. Our goal is to increase university exposure by visiting more universities and developing a partnership with summer research opportunities for our students. In addition we would like to provide more support for parents by offering more workshops in Spanish on the following subjects: how to pay for college, transfer requirements, career exploration, and education beyond a bachelor's degree.

6. What can the Integrated Student Success Committee do to support your project?
    a. Funding is always an issue.
    b. More student success coach to help with our large group.
    c. More PAALS in the classroom

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

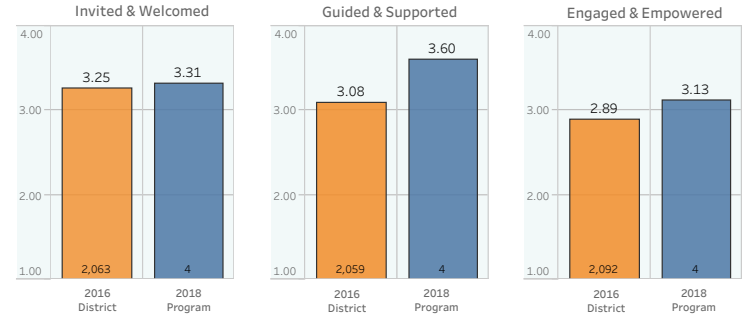
Student Equity & Achievement Data:
Puente_SR: FA17 & SP18

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

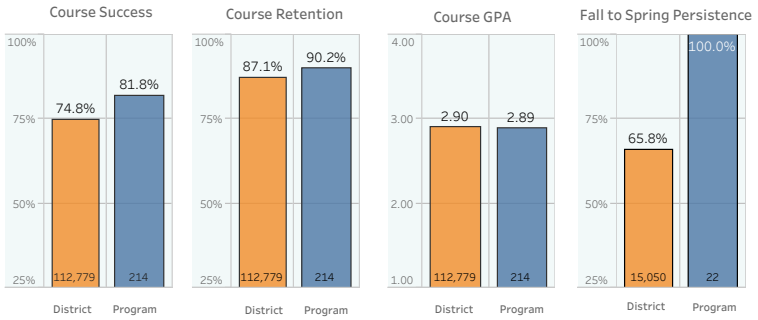
Program Participation Rate

	District	Program
African American	135 2.8%	0 0.0%
Asian	247 5.1%	0 0.0%
Latino	2,030 42.0%	42 95.5%
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%	2 4.5%
First Gen Student	1,312 27.1%	23 52.3%
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 Particaption Rate** table and the **Pillar Score Survey** and **Academic Outcomes** charts - between the district population and selected program of interest.
Program Particiaption Rate:
Compares individual headcount and proportion (%) of district population with the selected program of intetrest (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 Acedamic Outcomes:
Success, Retention, and GPA comparisons between district average and program of intetrest - 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 acedemic year if enrolled in both terms (select Term filter to dissagregate 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.

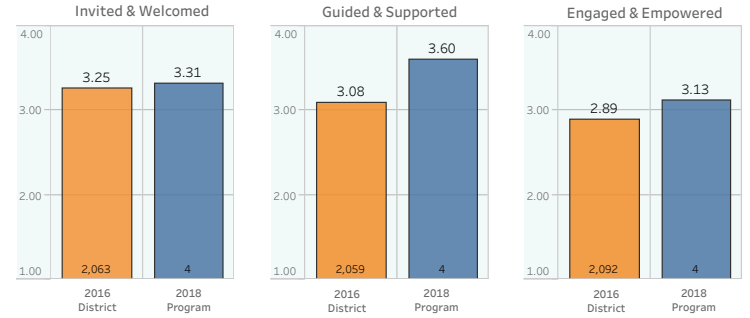
Student Equity & Achievement Data:
Puente_SR: FALL 2017

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

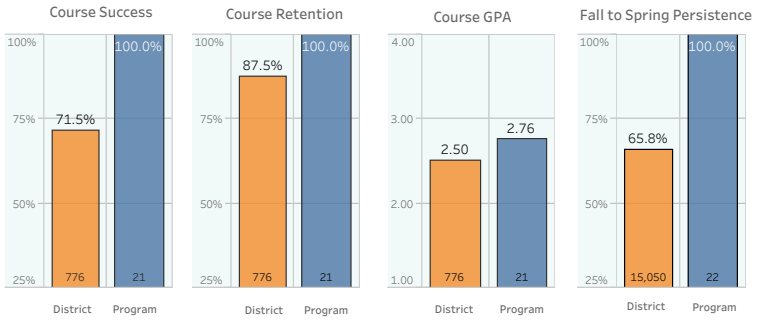
Program Participation Rate

	District	Program
African American	23 3.0%	0 0.0%
Asian	24 3.1%	0 0.0%
Latino	416 53.7%	20 95.2%
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%	1 4.8%
First Gen Student	279 36.0%	12 57.1%
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_SR: SPRING 2018

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

Program Participation Rate

	District	Program
African American	48 3.1%	0 0.0%
Asian	84 5.3%	0 0.0%
Latino	672 42.7%	22 95.7%
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%	1 4.3%
First Gen Student	438 27.8%	11 47.8%
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%

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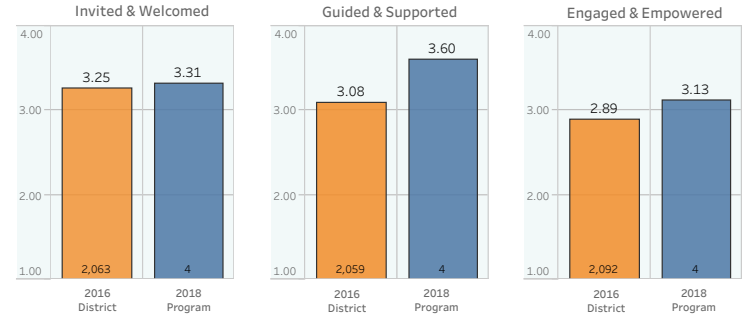
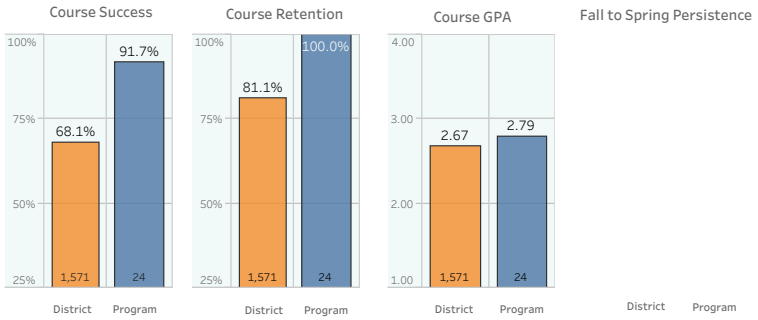


2017-18 Academic Outcomes



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