## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blaze Woodlief</td>
<td>Team Member</td>
<td><a href="mailto:blaze.woodlief@marin.edu">blaze.woodlief@marin.edu</a></td>
<td>x7647</td>
<td>all of it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luz Moreno</td>
<td>Team Member</td>
<td><a href="mailto:luz.moreno@marin.edu">luz.moreno@marin.edu</a></td>
<td>x7666</td>
<td>all of it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview—Introduction
Puente-2012

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

Puente is a state-wide transfer preparation program, in 60 California Community Colleges, which has been around for over 30 years. Its mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to their communities as leaders and mentors to future generations. While open to all students, the English courses for Puente (120 and 150) are both focused on multicultural and Latino/a themes and issues, and so the program tends to draw more Latinos/as.

It certainly does draw more Latino/as at COM -- 80 - 90% of the students in our first five years on campus have been Latino/a, which is great because we're serving a growing demographic for the College. Puente students enroll in two Puente English and counseling courses, receive comprehensive and ongoing counseling, and are connected with mentors. They also visit several colleges.

II. Program Purpose
Pathway:
Transfer

Briefly describe how your program fits into the pathways you have chosen.

Students in Puente begin with English 120 (a designated Puente section) and continue into Puente English 150. The program targets transfer-oriented students. Since it begins with English 120, it could also be considered a Basic Skills program in that sense. Many Puente students started English in a lower level (92, 98, etc) and many are also taking basic skills math courses. They are overall transfer-oriented students who begin their pathway at a basic skills level.

III. Students Served

Briefly outline what students are served in your program.

Transfer-oriented students; the majority enrolled to date have been Latino/a, with about 1/3 coming straight out of high school and the remainder continuing students at COM. The majority are 18 - 20 years old.

IV. Program History

Briefly outline the recent history of your program.

The Puente project has been in place statewide for the past 30 years. At COM, it began in 2008-2009 and is in its fifth year. Blaze Woodlief has been the English instructor that whole time; after two year-long part time counselors, the program has had a full-time counselor, Luz Moreno, working in it since 2010.

Attachments:
List and briefly describe any attachments

Puente success data 2008-2010 and 2008-2012
## I. Program Faculty

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moreno</td>
<td>Luz</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Full-time, probationary
- Yes

**Shared W/other program(s):**

**Summer TU** | **Fall TU** | **Spring TU** | **Reassigned (Total)**
---|---|---|---
15 | 15 | 0.000 |

**Years of Service:** 2.5

**Specialty:** Counseling

**Leadership:**
- Puente co-coordinator
- Member, Student Access and Success committee
- Member, Orientation sub-committee for the Student Success Initiative

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodlief</td>
<td>Blaze</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Full-time, tenured
- Yes

**Shared W/other program(s):**

**Summer TU** | **Fall TU** | **Spring TU** | **Reassigned (Total)**
---|---|---|---
0 | 6 | 6 | 6 |

**Years of Service:** 7

**Specialty:** English and ESL composition

**Leadership:**
- Vice President, Academic Senate (2012 - present)
- Educational Planning Committee, member and co-chair (2009-2011)
- Self study co-chair (2009-2010)
- Puente co-coordinator
**Non-Instructional Support Staff**  
Puente-2012

## I. Current Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mina Namvar</td>
<td>Full-Time</td>
<td>Clerical</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Sammy Chavez</td>
<td>Work Study</td>
<td>Other</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

- Provides administrative assistance for Puente events and activities (including PO’s, ordering supplies, check requisitions, etc)
- Puente requires each college to designate a person to perform administrative duties for up to 10 hours/week to support the program onsite

- Sammy is also a member of the Puente Club; as a work-study student, he is helping us update our records and contact info for previous Puente students. We hope to continue having this kind of work-study support.
Facilities Questionnaire
Puente-2012

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The Puente Project needs secure space to store supplies for events (tablecloths, plates, water dispensers, etc) -- currently these are stored in the individual faculty offices, or in the ASCOM room (where they are not secure).

It would also be very helpful if Puente students could have a designated study area, because once they finish the English courses, they lose contact with one another, which affects their motivation and success. Many other colleges with Puente programs have been able to designate a "Puente space" - sometimes with a few computers -- and we hope to some day be able to do the same.
Student Access and Success
Puente-2012

I. Access
Demographic, enrollment and student success information is available in the Data Dashboard which can be accessed through ARGOS. Please use this information and your faculty’s own anecdotal experience to answer the following questions.

Access can be affected if they do not place into English 120 (and thus are not eligible).

An additional barrier is that we can only able to enroll 30 students at a time per year for each cohort. Hence, once the 30 slots are full we are at capacity and turning away students. The counselor maintains a waitlist of interested students.

II. Student Success
Based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student success in your courses or programs? Please begin with: Students who don't succeed often struggle with_________,” and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

Students who don't succeed in Puente often struggle with:
- time management issues
- family/work issues and responsibilities
- language issues (still working on mastering high enough levels of English for transfer-level writing)
- understanding the transfer process
- matriculating fully into the college and understanding college policies and procedures

For some Puente cohorts, students have struggled in passing English 151/155 and in passing their math courses. The math issue is common for many students at COM and there is a lot of math tutoring support on campus. In addition, the Puente club has been sponsoring evening tutoring/math coaching sessions, with specific outreach to current Puente students. It's not clear why some students struggle with English 151/155.

Puente students so far (based on the data we have) are transferring at the same rate as other students who started in English 120 when they did. We expect this rate for Puente students to increase, as recruitment has had a stronger focus on transfer-oriented students after the first two years, and since we now have a full-time Puente counselor to support students consistently on their path to transfer. Having two different part-time counselors, and having to do last-minute student recruiting the first two years, seems to have had a negative impact on the overall transfer rates and completion of those cohorts of students. The third year also had the cohort recruited by one counselor then the hiring was complete for the full-time position and the student's ended up having a different counselor for the Puente experience than who originally recruited them into the program.

III. Improving Student Success and Retention
Please check off which of the following student support services your students used:

- ✔ Bookstore
- ✔ Computer Labs for student use
- ✔ Counseling
- ✔ DSPS
What is their level of satisfaction? Are your students having any problems with any of these services? If so, please explain.

At times, Puente student's are not able to book an appointment with their Puente counselor because her schedule is full.

Due to the fact that Puente students are first-generation college students, understanding the financial aid process and deadlines gets to be overwhelming, especially if the student needs to translate financial aid documents for the parent from English to Spanish.

IV. How do you make sure your students are able to get through your program in a timely fashion? (e.g. “Schedule all required classes every semester.”)

Luz works with them to be sure they had strong educational plans, and that they adjust those plans as needed. Blaze works with them to be sure they stay up to date on their English assignments. An Instructional Specialist also works with them on their papers and assignments, both in and out of class. Retention and success rates for Puente English and Counseling classes are quite high overall, based on dashboard analyses (72 – 94% of students pass Puente Eng 120, compared to 56-67% of non-Puente students; 81 – 96% pass Puente English 150, compared to 62-70% of non-Puente students). Clearly, the support works for students in the program, for their program-related classes. Puente students are also more likely to earn degrees, be transfer-prepared, and continue enrollment at COM, in comparison to other students who started English 120 in the same fall semester. (see attached success data)
Puente success data: 126 students (Fall 2008 – Spring 2012 = 4 cohorts) -- Data generated by Dashboard

Course-level success:

Percent succeeded in English 120 (passed with C or higher):

<table>
<thead>
<tr>
<th>Took 120 during semester…</th>
<th>Puente</th>
<th>All other English 120 sections (excluding Puente)</th>
<th>Hispanics in all other English sections (excluding Puente)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>72%</td>
<td>56%</td>
<td>--</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>86%</td>
<td>62%</td>
<td>--</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>85%</td>
<td>56%</td>
<td>53%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>94%</td>
<td>67%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Percent succeeded in English 150 (note: some new students added into Puente in the spring 2009-2010 and 2011 cohorts)

<table>
<thead>
<tr>
<th>Took 150 during semester…</th>
<th>Puente</th>
<th>All other English 120 sections (no Puente)</th>
<th>Hispanics in all other English sections (excluding Puente)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>96%</td>
<td>70%</td>
<td>--</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>81%</td>
<td>62%</td>
<td>--</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>85%</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>88%</td>
<td>68%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Percent succeeded in English 151/155 (after passing Eng 150) – of those that continued on to the next English level

<table>
<thead>
<tr>
<th>Cohort (passed 150 during this semester)</th>
<th>Puente success in 151/155 after 150</th>
<th>All students success in 151/155 after 150 (includes Puente)</th>
<th>Hispanics (including Puente) success in 151/155 after 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>75%</td>
<td>79%</td>
<td>67%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>40%</td>
<td>80%</td>
<td>69%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>76%</td>
<td>78%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Comparison with non-Puente students who started their English 120 the same fall semesters as the Puente cohorts—analysis through Spring 2012

<table>
<thead>
<tr>
<th>Puente students (N = 126)</th>
<th>Non-Puente students (N = 999)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11% earned degrees/certificates (14 degrees/certs)</td>
<td>8% earned degrees/certificates (79 degrees/certs)</td>
</tr>
<tr>
<td>33% transfer prepared (have earned 60+ COM units) = 41 students</td>
<td>11% transfer prepared (118 students)</td>
</tr>
<tr>
<td>73% still enrolled at COM (92 students)</td>
<td>59% still enrolled at COM (590 students)</td>
</tr>
<tr>
<td>12 transfers of 126 = 9 %</td>
<td>105 transfers of 999 (10%)</td>
</tr>
</tbody>
</table>
Summary:

- Puente students pass their English 120 and English 150 at much higher rates than non-Puente students (and at higher rates than Hispanics in other similar English courses)
- Puente students (for some cohorts) have passed English 151/155 at lower rates than non-Puente students
- Puente students persist in enrolling at COM at a higher rate that non-Puente students who were at the same English level;
- Puente students are more likely to be transfer prepared (60+ units) than non-Puente students
- Puente students are more likely to have earned degrees/certificates.
- The GPA of Puente students is about the same as it is for non-Puente students.
- Puente students have transferred at a slightly lower rate than non-Puente students so far (the first two cohorts are the most likely to be ready to transfer, yet the recruitment of these cohorts did not sufficiently focus on transfer-oriented students, due to the last-minute hiring of part time counselors by the district). Statewide transfer rates for Puente are around 55% and we fully expect our transfer rate to increase as the program has matured and our recruiting is more effectively targeting transfer-oriented students.
Puente Project Success Data: 2008-2010 (first two years)
Two Cohort Groups: Fall 2008-Spring 2010 and Fall 2009-Spring 2010. End Term: Spring 2010

Course-Level Success:

Percent Succeeded (passing) English 120 (Fall 2008 + Fall 2009)

<table>
<thead>
<tr>
<th>Puente</th>
<th>All ENG 120 sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% (37 of 46)</td>
<td>60% (324 of 536)</td>
</tr>
</tbody>
</table>

Persistence (percent moving into English 150 after Succeeded in English 120)

<table>
<thead>
<tr>
<th>Puente</th>
<th>All ENG 120 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>92% (33 of 37 students)</td>
<td>81% (264 of 324 students)</td>
</tr>
</tbody>
</table>

Percent Succeeded (passing) English 150 (Spring 2009 + Spring 2010)

<table>
<thead>
<tr>
<th>Puente</th>
<th>All ENG 150 sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>88% (29 of 33)</td>
<td>75% (198 of 264)</td>
</tr>
</tbody>
</table>

Persistence (percent Succeeded in English 150 after English 120)

<table>
<thead>
<tr>
<th>Puente</th>
<th>All ENG 150 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>63% (29 of 46 students)</td>
<td>37% (198 of 536 students)</td>
</tr>
</tbody>
</table>

Number of certificates/degrees earned: (Cohort Fall 2008 + Cohort Fall 2009)

<table>
<thead>
<tr>
<th>Puente</th>
<th>All ENG 150 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (2+0) 4% (2 of 46)</td>
<td>28 (19+3) 5% (28 of 536)</td>
</tr>
</tbody>
</table>

Number of transfers:

No Data
Cohort Student ENG 120 Success Rate on Puente vs All Students
Cohort 1 and Cohort 2 (FA 2008-SP2010 and FA 2009-SP2010)

<table>
<thead>
<tr>
<th>ENG 120</th>
<th>All</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Black</th>
<th>Multi-Race</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Enrolled</td>
<td>Puente</td>
<td>46</td>
<td>35</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>536</td>
<td>127</td>
<td>61</td>
<td>38</td>
<td>243</td>
<td>265</td>
</tr>
</tbody>
</table>

Puente Project
Planning, Research and Institutional Effectiveness
1/7/2011
Cohort Student ENG 150 Success Rate on Puente vs All Students
Cohort 1 and Cohort 2 (FA 2008-SP2010 and FA 2009-SP2010)

<table>
<thead>
<tr>
<th>ENG 150</th>
<th>All</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Black</th>
<th>Multi-Race</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puente</td>
<td>33</td>
<td>25</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>All</td>
<td>264</td>
<td>65</td>
<td>26</td>
<td>14</td>
<td>1</td>
<td>120</td>
<td>121</td>
</tr>
</tbody>
</table>
Cohort Students Enrolled in ENG 120, Continued, and Succeeded in ENG 150
Puente vs All Students
(Cohort 1 and Cohort 2 (FA 2008-SP2010 and FA 2009-SP2010)

<table>
<thead>
<tr>
<th></th>
<th># of Students</th>
<th>All</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Black</th>
<th>Multi-Race</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puente Enrolled in ENG120</td>
<td>46</td>
<td>35</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Succeeded in ENG 150</td>
<td>29</td>
<td>21</td>
<td>1</td>
<td>38</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>All Enrolled in ENG120</td>
<td>536</td>
<td>127</td>
<td>61</td>
<td>38</td>
<td>8</td>
<td>243</td>
<td>265</td>
<td></td>
</tr>
<tr>
<td>Succeeded in ENG 150</td>
<td>198</td>
<td>47</td>
<td>21</td>
<td>12</td>
<td>0</td>
<td>92</td>
<td>94</td>
<td></td>
</tr>
</tbody>
</table>
1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)
   
   Our focus is helping historically underachieving student populations to transfer, after beginning in at least English 120 (if not earlier in the sequence).

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.
   
   No

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.
   
   NA

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?
   
   NA

5. Have you prioritized your courses according to department goals? (Please attach blueprint)
   
   NA

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.
   
   Yes -- we offer English and Counseling courses with a Puente focus; the course outlines are the same as those for the "regular" English and Counseling programs, and thus have been updated accordingly.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.
   
   A new Puente counseling course has been created: COUN 154. This course, COUN 154: Student Development and Transfer, will emphasize the development of the student identity, values and preparation for transfer with an exploration of cultural diversity.

   This would be a 3.0 UC/CSU transferable course.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.
   
   NA

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.
   
   No

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

   http://programreview.marin.edu/2012/CCReport.jsp

3/2/2013
11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

NA
### Student Learning Outcomes

**Puente-2012**

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### I. General Education/College Wide Outcomes

1. **Did you use the shared assessment rubrics and if so which one(s)? Which courses were assessed?**

   Puente English 150: the instructor uses the college-wide SLO rubric to provide feedback on student essays throughout the course.

2. **GE/College Wide Rubrics:**
   - If you used the shared rubrics, what did you learn? (Report your findings.)
   - What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
   - Will these changes require new resources or a reallocation of resources? If so, explain using data.
   - How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

   The rubrics are very useful for students in learning what the requirements are for written work at the transfer level (based on student feedback forms completed at the end of the semester).

   Changes I made, based on what I learn from the rubrics, include more of a focus on how to use MLA citation styles (something many students are weak in); and a greater focus on explaining and showing them how to analyze evidence from sources.

   I don't know yet how the changes have affected student learning, except to show how they have improved on their scores on the rubric over the semester.

---

### II. Course Level Outcomes:

1. **What Student Learning Outcomes have you assessed from your course outlines over the last year? Describe the assessment, the sections where the assessment was used, and summarize the results.**

   The College-Wide Writing rubric assesses several SLO's for writing, and it is used in Puente English 150. see discussion above.

   An assessment rubric is also used in Puente English 120, developed by Blaze, which assesses students skills in thesis development, essay structure, use of transitions, use of evidence, clarity and fluency and use of introduction and conclusions.

   The rubrics indicate that students improve in thesis, structure, use of evidence, introductions and conclusions. Students also improve a great deal in their use of MLA citation style. Improvements in clarity/grammar and fluency are made, but they are not as dramatic.

   Students appreciate getting feedback on the rubric as it helps them see where their strengths are and where they can improve.

2. **What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?**

   More focus in class and in written responses to students work on clarity issues. More use of sentence combining exercises to improve fluency.
Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Puente Project at COM is now in its fifth year. The program has grown such that we now have a waitlist in the Fall, with 10 - 15 more students interested in the program than we can accommodate. The success rates of students in our Puente English and counseling classes have been strong -- in the case of English, much higher than the rates of non-Puente students. While Puente students are earning degrees and certificates, and earning 60+ units, at higher rates than non-Puente students, the transfer rates are about the same, as is their overall GPA. However, given that many Puente students started their English and math sequences several levels below transfer, this is saying a lot about how much the program has supported student success so far. Students who have transferred report that they feel well-prepared for their transfer experiences, in part because of the Puente program. Puente has also developed a strong mentoring program over the past five years, with a solid core of mentors for students to work with.

II. SLOs
As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.
Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes?
NA

2. How can you improve student performance on this outcome? Give specific strategies.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

1) Provide structured support for Puente students once they finish English 150 and move into English 151/155 (possibly through a study hall, peer coaching, tutoring support, etc). (funding, if needed, will need to be sought or provided from existing Puente funds). This can also successfully be supported if Puente had physical space on campus that the students could go to for support/study hall and collaborate more efficiently with each other.

2) Continue the math tutoring/coaching support through the Puente club and track the success of students who participate in this program (funded to date via ASCOM funds)

3) Improve tracking of Puente students who transfer with a complete database and follow up with students.

4) Offer the new Puente counseling course in the Spring semester (would require 2 additional units/year for Puente)

5) Assess the effectiveness of our Puente mentoring program through a student and mentor survey; create more effective structures/assignments to foster mentor-student connections.
While this may seem like an ambitious list, since the program is still being fully implemented, all of these improvements are needed for Puente to fulfill its goal; also, many of these goals do not require any additional resources.

III. Moving Forward Objectives (Planning)
What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

We have worked with the PRIE department and with the data dashboard to track student success in English 120, 150 and beyond (including GPA, transfer, degrees/certificates, and total units) for all of the first four cohorts/years. This data has helped us see where students are succeeding and where they are struggling.

IV. Assessment of Previous Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?
   NA

VI. Other concluding remarks.
The Puente Project has become fully institutionalized at the College of Marin, and has clearly contributed to student success, especially among the growing Latino/a population at the College. As the program has developed a positive reputation among its students, the reputation of the program, and thus of the College, has grown. The mentoring program has become strong and has helped establish stronger connections to the community through participating mentors, though of course it still could improve. Overall, the Puente Project is working well at the College of Marin; a similar model that serves other underachieving populations at the College would be great (some colleges offer a similar program with an African-American focus). If demand for Puente continues to grow over the next few years, the College should consider opening a second Puente program, as some Colleges have done.