

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

Puente Project/Student Success and Retention Services (SSRS) Name of individual(s) completing the form:

Liliana Rivera and Christine Chai

2. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Feedback from RAPP regarding Mission Statement:

Our feedback from RAPP focused on the Puente mission statement, which is established by the statewide program and not created by the co-coordinators at De Anza College. The official Puente mission is as follows:

“The mission of Puente is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders for future generations. The program is interdisciplinary in approach, with writing, counseling, and mentoring components.”

Because this mission statement comes directly from the statewide office, we are not able to modify it, and it does not specifically reference basic skills as previously mentioned by RAPP. We cannot combine the SSRS mission statement with the Puente statewide mission statement.

Feedback from RAPP regarding Enrollment Trends:

RAPP also addressed the potential expansion of Puente. Currently, enrollment is capped at 30 students per English class. According to statewide guidelines, adding another cohort of 30 students would require the creation of an additional Puente team. This expansion would require hiring both another counselor and another English instructor to ensure the program maintains its quality and integrity.

Our new MIS reporting guidelines expand our ability to serve students through counseling and events—even if they are not officially part of the Puente cohort. While the reach remains limited, these updates now allow us to include non-cohort Puente students in our reporting. For example, once the Puente counselor has filled the cohort for the year, additional students who express interest in joining Puente are no longer turned away. Instead of telling them the

program is full, the counselor invites them to participate in university visits, events, and counseling sessions. Thanks to the new reporting guidelines, we are now able to count these students as part of our service impact.

Feedback from RAPP regarding the gaps in successful course completion

RAPP highlighted a notable equity gap, with male students experiencing an 11% lower success rate compared to female students. In response, Puente has begun exploring potential collaborations with the Men of Color program as well as the campus Mental Health and Wellness Center. While formal partnerships have not yet been established, we recognize the importance of these collaborations and are committed to developing them in the near future.

Encouragingly, this year Puente has a particularly strong cohort of male students who have expressed a desire to be more engaged with the program. They have proactively voiced interest in contributing ideas and identifying opportunities to expand Puente's reach and impact. This enthusiasm provides a valuable foundation for building targeted programming and deeper community connections that address the needs of male students while strengthening overall student success. Every year, we also hold spots for male students. We have definitely noticed a trend in female students signing up very quick (since our program is first come first serve). We could probably fill our cohort even faster than it already fills with only females, but we save spots to have a proportional number of males and females in each cohort.

At this time, it remains unclear when our current grant funding will conclude, as the statewide office does not yet know how long support from California will continue. Once the grant ends, Puente at De Anza will continue to receive funding through our B budget, annual DASG allocations, and contributions from the Puente statewide office.

Per our Memorandum of Understanding (MOU), De Anza College is required to commit \$7,500 annually in order to maintain its agreement with Puente statewide. In addition, we apply each year for DASG funding, and we receive \$1,500 from the Puente statewide office to support our mentor component. These funds are used to provide food and supplies for mentor events held throughout the year. These funds (\$1,500) are provided every year by Puente statewide.

Feedback from RAPP regarding Program Goals:

Each year, we recruit 20–25 volunteer mentors—individuals who have graduated from four-year universities—to engage with Puente students. Mentor activities include networking opportunities, career panels, dinners, and game nights, all designed to strengthen connections and provide students with guidance and inspiration as they pursue their educational goals. Mentors are NOT paid.

Although we did not include this as a goal (to empower students to return to their communities as leaders and mentors), it is part of our mission statement. We know that about 90-95% of our Puente mentors are Puente alumni from De Anza College. Our students are returning after they graduate from their four-year university to become volunteer mentors. Every year, we also recruit about 4-5 Puente students to become English tutors for the following year. Tutors are second year Puente students who support the first year Puentistas in English 1000. Tutors are required to submit their resume/cover letters to the co-coordinators. Tutors are usually recommended by the Puente English Instructor.

Last year, the Puente program participated in Partners in Learning. During this event, Mallory presented statistics highlighting the Latinx community, and Puente students had the opportunity to engage with and learn from this presentation.

3. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Since the last program review, Puente has expanded its opportunities for students by visiting several four-year universities, including UC Davis, CSU East Bay, UC Berkeley, UCLA, and CSU Long Beach. Thanks to statewide funding, we have been able to increase the number of campuses we visit in recent years. In addition, through DASG support, we hired tutors to assist incoming first-year students in English 1000/1001.

We also enhanced student learning outside the classroom. A financial literacy speaker provided first-generation students with essential knowledge about saving, budgeting, establishing credit, and managing debt. We included financial literacy in classroom activities, because many male students feel pressured (or are expected) to provide for their families. Financial strain is a significant factor contributing to the loss of male students during their first year, and addressing this need helps us better support their success. Puente collaborated with external partners such as the County of Santa Clara and the Chicana Latina Foundation Scholarship to host specialized workshops. These included guidance on securing internships within the County of Santa Clara and applying for the prestigious Chicana Latina Foundation scholarship. Furthermore, first-year students were invited to apply for the Puente statewide scholarship during the spring quarter.

Our mentor program continues to thrive. Each quarter, we host mentor nights where students practice networking and build connections with Puente alumni and community members. We are proud that 90–95% of our mentors are Puente alumni from De Anza College.

This year also marked a new milestone: for the first time, Puente students participated in a ropes course at Mt. Hermon Adventure in Felton. The event was a tremendous success, fostering teamwork and a stronger sense of community among Puentistas.

Another significant development has been the shift in MIS data reporting. With new statewide codes and reporting standards, our Puente counselor and data analyst now collaborate closely to submit data each quarter. As a result, the Puente program at De Anza

College received an additional \$25,000 in funding. While most colleges received \$75,000, De Anza College was awarded \$100,000, allowing us to further support our students.

4. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Success Rates	90% success rate	Co-Coordinator, Students, mentors, Puente tutors	Teaching Faculty, DASG	Students course attendance records, student attendance at the Puente activities and community building events, grades in the counselor's classes (COUN 5, CLP5) and English classes (EWRT1A/2).	Meetings with co coordinator (1-1), we do monitor the students during this time, program review	Text book selection, 1-1 student meetings with English instructor, build community and trust in classroom, Familia structured assignments, tutoring support (all students go to tutoring not only the ones who need it), provides flexibility in the English courses (extensions on deadlines from

						English instructor

5. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
N/A	N/A	N/A	N/A	N/A	N/A

6. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

We are sufficient in staffing at the moment to run one cohort of Puente. We are unable to expand the Puente program to two cohorts because we do not have reassigned time for another English instructor to coordinate a second program. English classes have a cap of 30 students, and that is why we only accept 30 students per year. We have not put in a formal request for an additional counselor or English Instructor. We do want to expand the Puente program, but we envision needing another English instructor with additional reassigned time.

7. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

The Puente Program provides a wide range of resources that have significantly supported our students' success. The program's most impactful components are its English component, counseling and mentoring structure. Students practice networking with mentors who help them navigate their first year of college, offering guidance on both academic and professional pathways. Mentors share their workplace and college experiences. Quarterly mentor mixers introduce Puente students to networking opportunities and highlight the importance of building meaningful connections during their first year of college.

Our co-coordinators receive ongoing training that is subsidized from the Puente statewide office and participate annually in professional development conferences. These trainings focus on equity-centered teaching and counseling practices, ensuring that our faculty are equipped with strategies that foster inclusion and engagement. Practices that Puente faculty have learned at the statewide conferences that we have implemented are: fostering *cariño* (care about student's well-being, not just academics), set high expectations, genuine relationships, and interactive facilitation. Through critical thinking, diverse and culturally relevant texts, the program empowers students to engage deeply, honor multiple realities, and succeed academically and personally. When students see themselves reflected in the curriculum, they are more motivated and invested in their learning.

Puente also provides case-management style support through a dedicated counselor and English instructor who work closely with students throughout their first year. Puente counselor and English instructor meet once a week to discuss student progress in English courses. Together, they help students develop educational plans and build strong rapport, creating a foundation of trust and accountability.

In English 1000 and 1001, students have access to English tutors. They can receive assistance on their English assignments from previous Puente students who have received an A in the classes. Students also have access to a dedicated counselor where they can meet regarding class registration, transfer and personal guidance.

Beyond academics, Puente offers students a welcoming space on campus (the SSRS) where they can study, collaborate, and access resources such as printing. With new state funding, we have expanded our offerings to include university visits in Southern California, guest speakers, and community-building events. These opportunities not only broaden students' horizons but also strengthen their sense of belonging and connection to higher education.

8. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>PUEENTE students will explore possible transfer institutions and specific requirements at the college/university of their chosen major</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Puente students have several opportunities to attend university visits throughout the year. We provide at least 1-2 university visits per quarter. Apart from this, students enroll in COUN 5, where they learn about transfer. Students also meet with Puente counselor 1-1 to plan out their transfer goals. Since writing this report, we have taken students to two university visits (UC Davis and UC Berkeley). At each university visit, there is always some type of admissions workshop for transfer.</p> <p>Every year, Puente statewide invites our students to the “Transfer Motivational Conference” (TMC). We advertise this trip as “mandatory” and there is an assignment embedded in the COUN 5 course. Students are told about this event during Summer Bridge. We are told to advertise this event as “mandatory” by the Puente statewide office, but we still do not have 100% attendance. We know we do not have 100% attendance because we have sign-in sheets, permission slips, and assignments that relate to this trip. We also provide an alternate assignment if students can’t go.</p>
<p>Summary of Assessment Results</p>	<p>23/29 students went to the TMC this year.</p> <p>19/29 students attended the UC Berkeley trip.</p> <p>28/29 passed the COUN 5 course.</p>
<p>Reflection on Results</p>	<p>We feel that we could be doing a better job of getting more students to this event. Typically, on any given year, we have about 23-24 students attend. Our goal for next year would be to get 25 students there. The good part is that we do have several university visits throughout the year and we notice that students who did not attend TMC will attend other university visits. We don’t feel that the challenge is about the number of opportunities our students have to explore transfer, but rather how do we increase the turnout at these different activities.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>We think we could do a better job of getting more students to this event. We aren’t sure if we can remove the “alternate assignment” from our syllabus, but that could be a possible strategy of getting more students there. We could also implement an assignment in the English class to ensure that more students go. We will talk to the statewide office to get suggestions on what other colleges do. We could also provide “shorter bites” of that experience (admissions workshop with university reps) if students can’t go on the field trips.</p>

Please email this form to your dean/manager.

9. Dean Manager Comments:

It is clear that the Puente program continues to have meaningful impact on disproportionately impacted Latinx and first-generation students through a strong instructional/counseling partnership, an embedded mentoring structure, and intentional case-management support. The proactive steps being taken to address the equity gap for male students — including outreach to Men of Color and Mental Health and Wellness — demonstrate a commitment to data-informed, equity-driven improvement.

The increase in college tour opportunities, strengthened mentor engagement, targeted workshops, and the development of new community-building activities all show continued growth in alignment with Puente's goals of transfer preparation and belonging. The additional MIS-based funding award is also a testament to the team's diligence in adapting to new reporting standards. While it is encouraging to see strong success rates and ongoing assessment of learning outcomes, the discussion of attendance gaps at the Transfer Motivational Conference highlights an area where continued intervention could support even stronger transfer-focused engagement. I support the program's exploration of embedding stronger academic requirements or incentives to increase participation and would encourage them to take chances with implementing some of these ideas.

10. Vice President/Associate Vice President Comments:

The Puente Project continues to demonstrate strong impact in advancing transfer, persistence, and sense of belonging for Latinx and first-generation students. The integrated model of English instruction, counseling, and mentoring provides high-touch, case-management style support that has resulted in strong course success and retention outcomes. Expanded university visits, financial literacy programming, and strengthened mentor engagement reflect a thoughtful response to student needs, particularly for male students who face additional financial and family pressures. The program's ability to secure additional MIS-based funding reflects effective adaptation to statewide reporting standards. Continued investment in faculty coordination and counselor capacity will be essential to support future program growth and expanded cohort access.