



Student Services Program Review

Program: Puente

Manager: Therese Mosqueda-Ponce & Alejandro Omidisalar

Participant Names: Therese Mosqueda-Ponce & Alejandro Omidisalar

Date: 5 May 2024

Previous Program Review Date: 18 February 2020

Part 1. Program Mission Statement

College Mission Statement

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

Department Mission Statement

The mission of the Puente Program is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations.

A. How does it align with Cypress College's mission?

Our program transforms lives through creating lifelong learners by providing students with educational opportunities including thorough guidance through the university transfer process. In accordance with our college's mission, Puente's fostering of academic progress in an underserved student population enhances economic mobility, fosters equity, and enriches society; the alumni who participate in the mentorship component of our program especially demonstrate our program's alignment with Cypress College's mission statement.

Part 2. Program Overview

A. Briefly describe your program, including program components, function, and purpose.

Established in 1996 at Cypress College, Puente was a response to three major factors that contributed to the low academic achievement among Hispanic/Latinx students: lack of strong English skills, lack of a mentor, and lack of academic counseling guidance. The Puente Program specifically addresses these factors via an interdisciplinary approach that combines writing, counseling, and mentoring with a fixed student cohort.

Our annual cohort (generally ~30 students) are placed within four classes together across their first academic year at Cypress College: English 101 C (Enhanced College Writing) and Counseling 150 (Academic & Life Success) in fall semester, English 104 (Critical Analysis and Literature) and Counseling 160 (College/University Transition). In addition to these courses, the cohort also takes Ethnic Studies 150 (Chicano Studies) in the spring semester to better enrich their understanding of Chicano history and culture, a thematic pillar of our program. This course fulfills the cultural diversity requirement for the liberal arts associate degree at Cypress College; it also counts as an Area F requirement for all CSU institutions' lower division GE breadth

9200 Valley View Street
Cypress, CA 90630-5897
(714) 484-7169
North Orange County Community College District
www.CypressCollege.edu

requirements and their Humanities and Social Sciences GE requirements.

In addition to the academic side of our program, students are paired with mentors in their same major fields/adjacent major fields whenever possible. Mentors are meant to provide students with a grounded, real-world view of how to pivot from higher education to the worlds of their respective career aspirations. Mentors also provide emotional and academic support, in the form of regular meetings, participation in program activities whenever possible, and recommendation letters for scholarships, university transfer admissions, and professional opportunities, such as job postings and internships.

The program also has a robust calendar of activities that varies on a yearly basis, but generally includes cohort parties (beach bonfire, potluck, etc.), cultural events (Hispanic Heritage Month, poetry readings, museum visits, plays, etc.), and trips to college campuses.

B. Describe how your program interacts or collaborates with other on and off campus programs.

Over the past three years, Puente has engaged in various collaborative efforts with multiple on-campus programs, including the Hispanic/Latinx Faculty & Staff Association and our sister program, Legacy. In fact, in the Fall 2022 semester, Puente and Legacy collaborated to commemorate the opening of our cultural centers on campus with a very well-attended ribbon-cutting ceremony that garnered attention from local news outlets and the presence of various governmental dignitaries.

For several years now, the Golden West Puente Program has partnered with us in an annual Poetry Slam. We alternate from campus to campus and share expenses for food and guest speakers.

Thanks to our dense roster of alumni across various public universities in California and Dr. Mosqueda-Ponce's connections, our program collaborates with a wide variety of off-campus institutions to provide our cohort with access to a range of higher educational experiences. Over the past three years, we have taken students to visit the following college campuses: UCLA, UC Riverside, UC Santa Barbara, UC Santa Cruz, Cal Poly Pomona, Cal Poly San Luis Obispo, UC Berkeley, University of La Verne, Harvey Mudd College, Claremont McKenna College, Cal State San Bernardino, CSU Fullerton, among others.

C. How is your program funded? Please include sources of funds such as categorical (e.g., SEA, EOPS, DSS), general, or grant.

In 1998, our then President of Cypress College Dr. Christine Johnson, made the Puente Program a line-item budget for our campus. Therefore, we are guaranteed some funding from NOCCCD—approximately \$7,000.00 annually. The Puente State office always provided \$1,500.00 annually for primarily Mentor/Student events. In 2018, Puente started receiving Student Equity Funds (SEA) which really helped our program's funding needs. Last year, in 2022, we received a one-time amount of \$40,000.00 from the Puente State Office that needed to be spent by June 2024. This year the Puente State office provided us with \$75,000.00.

Part 3. Student Satisfaction with Services

A. Summarize the survey results for the SSPR Survey (Appendix A). Please focus on trends and address student feedback/comments.

In all, our survey results appear favorable. Questions 1 (“Please rate the following aspects of the Puente Program based on your experiences.”) and 2 (“Please rate the following aspects of the Puente Program based on your experiences.”) only received results in the “Excellent,” “Good,” “Strongly Agree,” or “Agree” categories. This indicates broad student satisfaction with our program and the varied services it provides.

One student commented, “Have better guidelines for the mentors to know if they have time to provide the support needed.” We have recently received reports of certain mentors not maintaining the 9-hour minimum of meetings across the semester and will instruct our replacements to make this requirement explicitly clear to all mentor recruits in the future.

Another student commented, “I think having guest speakers who are in certain careers relating to our majors could really help us see if that's the right career for us.” While we have occasionally had guest speakers, this idea is well-suited to our current set of program goals and is an avenue we will recommend that our replacements pursue.

B. Compare these survey results with results from previous program review.

So far as we can tell, the previous program review did not include a survey comparable to the one mentioned above; therefore, we cannot perform the requested comparison.

Part 4. Program Analysis and Planning

A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc. Consider the following questions. How many students are enrolled in your program? How do your students compare to the overall student population at Cypress College? Include other qualitative or quantitative information about your population. If necessary, contact the Office of Institutional Research and Planning to obtain data.

Our program’s average size is about 30 students per academic year. Given that Puente is run by a two-person team, both of whom must teach 1 class for the program per semester and coordinate all program events, Puente’s size and enrollments won’t really be able to grow without additional personnel and resources from the college.

Demographically speaking, the Puente Program primarily serves a Hispanic/Latinx student constituency. Our audience is somewhat self-selecting, given the Hispanic/Latinx-focused curriculum; this means our program is not necessarily representative, statistically, of the broader Cypress College student population. That said, we make it consistently clear at all recruitment events that all students are welcome, and that neither Latinx/Hispanic heritage nor knowledge of the Spanish language are required to apply. We are proud to say that in addition to our predominantly Latinx/Hispanic student constituency, we have had students that identify as Korean, Vietnamese, White, Filipino, and African American in our program.

Below is a table laying out our program’s success and retention rates, followed by a layout of success and retention rates, college-wide:

	Students	Enrollments	Success Rate	Retention Rate
Fall 2021	30	124	59.7%	81.5%
Spring 2022	17	95	89.5%	94.7%
Fall 2022	30	124	79.8%	92.7%
Spring 2023	25	123	86.2%	95.1%

Course Success and Retention Rates by Academic Year

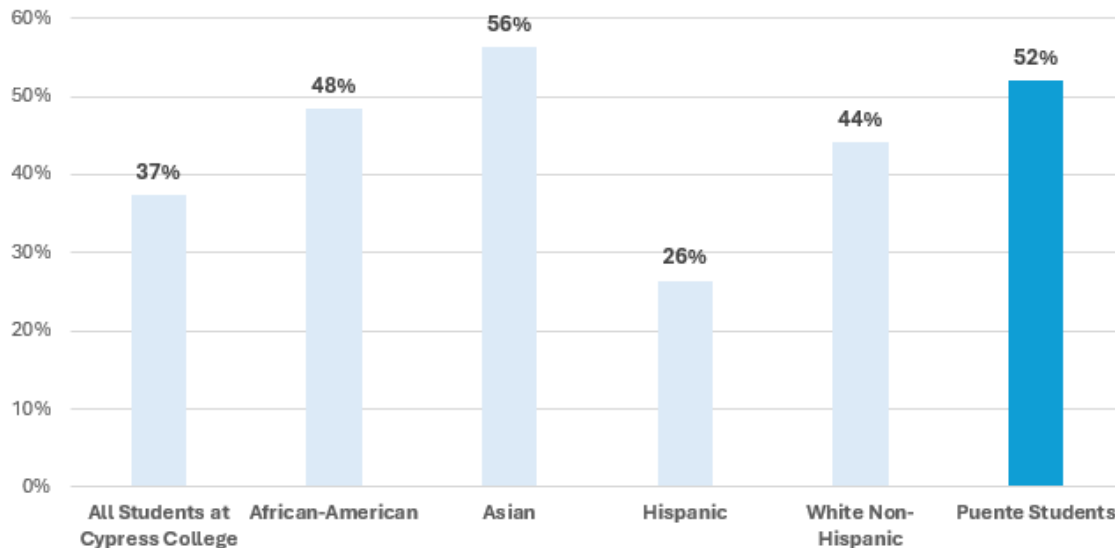
	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	73.1%	72.8%	73.7%	72.7%	70.9%
Retention Rate	85.5%	82.7%	84.2%	85.0%	85.5%

As demonstrated by the above tables, our program's success and retention rates consistently exceed college-wide rates. The one exception was Fall 2021 (Dr. Omidasalar's first semester with the program) because of complications associated with COVID-19 pandemic-caused distance learning. Given that our primary student constituency is an educationally disadvantaged group, distance learning took a serious toll as many of our students faced a variety of non-academic problems that interfered with their success in a Zoom-based environment, like unstable Internet connections, substandard technology, and varied economic pressures. However, the bounce back to higher results once in-person learning was re-established demonstrates our program's capacity for consistently producing above-average success and retention rates.

Below, you can find data recently furnished to us by the Puente State Office that covers the transfer rates of our students. This data has been broken down on the basis of ethnicity in the first table and the latter table demonstrates the progress of our transfer rates for recent cohorts.

Puente Community College Program - Cypress College

**Six-Year Transfer Rates¹ of All Cypress College Students by Ethnicity and Puente Students,
2018-19 Cohort² Transferring by 2023-24**

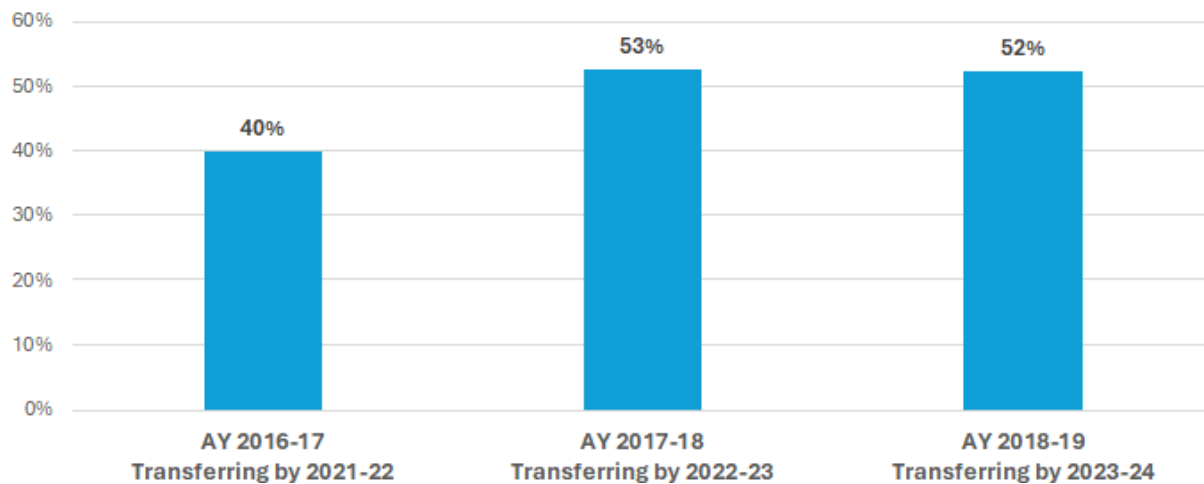


Sources: California Community College Chancellor's Office; National Student Clearinghouse; Puente Program

¹The CCCCCO calculates the transfer rate for all students at Cypress College who indicated intent to transfer. This is defined as: a) enrollment in a transfer-level English or math course, and b) completion of at least 12 units in the CCC system.

²Most recent transfer rates available for all Cypress College students from CCCCCO Datamart is for the 2014-15 cohort.

Puente Community College Program- Cypress College Six-Year Transfer Rates of Puente Students



Part 5. Program Accomplishments, Improvements, Challenges, and Obstacles

A. Document accomplishments and/or improvements since your last program review.

Puente finally has its own on-campus space, a center with a dedicated classroom in the Humanities building. In addition to being a major point of focus during our ribbon-cutting ceremony, the Puente Center serves as a hub for our cohort to socialize and study between classes, as was envisioned by Dr. Mosqueda-Ponce. Furthermore, having a dedicated center with its own classroom space has built up the overall *esprit-de-corps* of our past three cohorts. We have also hosted events in the Puente Center, such as building an *ofrenda* for *Dia de Los Muertos* every October.

B. Document program challenges and/or obstacles since your last program review.

The primary challenge currently facing our program is replacing Dr. Therese Mosqueda-Ponce. She is deservedly retiring after 45 years of service to the college, 28 of which were spent building the Puente Program here from the ground up. Needless to say, she leaves behind big shoes to fill. While a replacement has been found for Dr. Omidasalar in the estimable Professor Ruth Gutierrez, a successor for Dr. Mosqueda-Ponce hasn't yet been found; that being said, we have received assurances from Chancellor Breland that a replacement will be hired and we have been told that a job posting for her replacement will be made public once Dr. Mosqueda-Ponce's retirement is official.

The challenge the Puente Program has consistently had since its inception is recognition from Cypress College. Although Puente started here in 1996, most students and staff still do not know we exist. For instance, participation in our Hispanic Heritage Month events is consistently low. Our hope is that this will change in the future; thanks to Anthony Diaz, a former Puente student now working in our communications department, we now are beginning to experience wider recognition.

Part 6. Ensuring Equity in Student Services

- A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

We liaise with on-campus resources such as Pathways of Hope, EOPS, and DSS as necessary to ensure that our students' varied pedagogical and basic needs are met. As we have some undocumented students, we regularly refer them to on- and off-campus services as needed.

- B. How do you serve students regardless of service location or delivery method? (i.e. distance education, after hours)

Luckily, we are no longer required to provide distance education and have been back to full, in-person learning since Spring 2022. That said, in addition to office hours and regular in-class contact with instructors, students know that they can easily contact Dr. Mosqueda-Ponce and Dr. Omidzalar via email at any hour of the day. To make ourselves even more available to students, we have also been using WhatsApp to create a group chat for each cohort that we use to communicate; it has proven especially helpful for providing last-minute deadline reminders, coordinating during field trips, and soliciting student volunteers for our events. The variety of in-person and remote contact methods assures that students can access their instructors in whatever medium they feel most comfortable; we find this increases overall student comfort and transparency with us, and we recommend that our replacements continue to use WhatsApp as a cohort-wide messaging option.

- C. Do you receive funding from Student Equity and Achievement (SEA)? If so, explain its usage and effects on your program/department. (SEA funding allocation should also be included in Part 2C)

In 2018, Puente started receiving Student Equity Funds (SEA) which really helped our program's funding needs. Our SEA funding has consistently remained approximately \$30,000.00 per year.

Part 7. Student Services Learning Outcomes (SSSLOs) and Assessment

- A. Programs must assess SSSLOs annually. Provide your SSSLOs, assessment methods, results, and changes you will make based on your assessment results. (At least four SSSLOs should be listed.)

	SSSLO	Assessment Method	Assessment Result	Change
1	Students in the Puente Program	Yearly and	Student	None

	will receive guidance, support, and materials necessary to complete their educational goals(s).	quadrennial program reviews; student surveys	satisfaction and results remain at positive rates, per survey results and institutional data	required
2	Students will receive English instruction, academic counseling services, and have a mentor for further guidance.	Grading in English class; yearly and quadrennial program reviews; student surveys	Student satisfaction and results remain at positive rates, per survey results and institutional data	None required

NOTE – After contacting Troy Davis and Treissa Cassens for guidance on the topic of SSSLOs, we were provided with the two above. We recognize that the program review lists a minimum of four SSSLOs, but these were all we were provided with.

Part 8. Evaluation of Previous Goals

- A. List your goals and objectives from your last program review. Did you meet your goals? If not, please explain.

	Goals	Objectives	Accomplish Goals? (Y/N)	If goal was not met, please explain
1	Puente Center	Have a dedicated, formal space for cohort students to study and socialize on campus	Y	n/a; goal met
2	Start a second Puente cohort	Fullerton College has two cohorts along with other campuses that offer Puente. We would eventually like to add a second Puente cohort on this campus, especially since this is a Hispanic serving institution that has been granted Title V funding.	N	Since the Cypress Puente team remains only 2 individuals (1 counselor, 1 English professor), we are not yet capable of sustaining a double-cohort system.
3	Maintain status quo in terms of success and retention.	Maintain status quo in terms of success and retention.	Y	n/a; goal met

Part 9. New Program Goals

NOTE – As there will be an entirely new Puente team starting with the next cohort, we do not think it would be appropriate to plan out new goals for this as-yet-unformed team to fill.

	Goals	Objectives	Timeline	Campus Plans and Initiatives Highlight plan/initiative to which your goal relates.
1	Maintain status quo in terms of success and retention.	Maintain status quo in terms of success and retention.	Perennial	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
2				Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
3				Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
4				Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other

Part 10. Resources/Needs Assessment

- A. Please link all requests to the goals above. Include the goal reference number in the “Justification” section below. Prioritize your requested resources. (Example: If you have three resources listed, then you will prioritize #1, #2, and #3, with #1 being the most important.)

Personnel			
Position	Justification and Impact on Goals	Cost	Priority #
New counselor	A replacement for Dr. Mosqueda-Ponce has not yet been found. While she undoubtedly leaves big shoes to fill, the program cannot run without a member of counseling staff to fill her vital role.		1
Professional Development			
Activity	Justification and Impact on Goals	Cost	Priority #
n/a	n/a	n/a	n/a

Facilities			
Repair or Modification	Justification and Impact on Goals	Cost	Priority #
n/a	n/a	n/a	n/a
Technology/Equipment/Supplies			
Item	Justification and Impact on Goals	Cost	Priority #
Document camera	The document camera in HUM-128 is outdated and limited in its functional capacity; specifically, it can neither zoom in nor zoom out, which frequently makes using it to teach writing skills less than optimal. A document camera is a vital pedagogical tool in English, given our class's emphases on critical reading and annotation as college success skills.	\$400.00	2

Part 11. Program Review Involvement

A. List the names of faculty and staff who participated in the program review process.

Alejandro Omidasalar, Therese Mosqueda-Ponce, Eileen Haddad, Kristina Oganessian, Rick Luna, Troy Davis

B. Describe the involvement of faculty and staff in the program review process.

Dr. Omidasalar and Dr. Mosqueda-Ponce completed the report. Eileen Haddad, Kristina Oganessian, and Rick Luna supplied vital statistical data. Dr. Davis oversaw the process.

Part 12. Publication Review

As part of the program review process, please conduct a review of your department webpage and other publications to ensure all information is accurate. Please note any inaccuracies identified in the review and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, Cari Jorgensen, Web Content Specialist at cjorgensen@cypresscollege.edu.

New pictures, names, and contact information will have to be included to reflect the new Puente team for the coming academic year. Ruth Gutierrez from English will be assuming Dr. Omidasalar's role; the counselor to replace Dr. Mosqueda-Ponce has not yet been announced. The on-campus location of Puente is currently listed as Humanities 124, but that number should be changed to 128 to reflect the dedicated Puente classroom in the Puente Center. Dr. Omidasalar contacted Cari Jorgensen via email on May 14 about these desired changes.

Part 13. Evaluation and Approval from Division Dean

Comments

As the Dean that oversees the overall operations of the Puente Program, I am in agreement with the write-up of all involved in the provided report. Dr. Therese Mosqueda-Ponce has confirmed her retirement and a 1-Year Temporary Puente Counselor position is currently being

advertised for 2024-2025 applicants through May 29, 2024. Applications will be reviewed for interviewing to take place the week of June 3, 2024.

Division Dean Signature: *Dr. Tracy Davis* Dean's signature

Date Approved: May 22, 2024

Puente Faculty 1 Signature: *Therese Mosqueda-Ponce* Therese Mosqueda-Ponce (May 29, 2024 17:45 PDT)

Date Approved: May 22, 2024

Puente Faculty 2 Signature: *Alejandro Ormisdal* Alejandro Ormisdal (May 30, 2024 09:54 PDT)

Date Approved: May 22, 2024