PUENTE: Building Bridges from Community College to Transfer

Presenters:

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INTRODUCTIONS

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Presentation Objectives

- Provide a “snapshot” look at the historical disparities among Latino students in higher education
- Review several key factors influencing retention and persistence of Latino students
- Present the Puente Project as a model for student success on a statewide and national level
- Demonstrate the real success of a Puente program at the community college level
- Discuss methods for developing a learning-community based program at your institution
- Share resources and contacts
Historical Background for Latinos in Higher Education

Too Few Latinos Meet Requirements for Admission into California Four-Year Universities

57% of Latino 9th graders in the class of 2009 graduated from high school, only 16% met the requirements for admission into CSU and UC (see figure on right), and only half of those actually enrolled.

Class of 2009: College Pathways

Percentage of 9th grade enrollment

<table>
<thead>
<tr>
<th>College Pathway</th>
<th>All California Students</th>
<th>Latino Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.S. Grads</td>
<td>67%</td>
<td>57%</td>
</tr>
<tr>
<td>A-G Complete</td>
<td>26%</td>
<td>16%</td>
</tr>
<tr>
<td>CCC Enroll</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>CSU Enroll</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>UC Enroll</td>
<td>2%</td>
<td>5%</td>
</tr>
</tbody>
</table>


Only 2 in 10 Latino community college students complete a certificate, associates degree, or transfer after 6 years, compared to 37% of whites.

California Community Colleges: Many Enroll, Too Few Finish

7 out of 10 California Latino first-time college students enroll in a California Community College. The transfer rate for Latino students is about half that of white students (14% compared to 29%). Latinos who do transfer are twice as likely to transfer to a for-profit university as white transfer students (16% vs. 8%).

Latinos in Higher Education: Current Barriers to College Access

- **Dropping Out of High School:** 57% of Latino 9th graders in the class of 2009 graduated from high school, and only 16% met the requirements for admission into CSU and UC

- **Academic College Preparation**

- **Socioeconomic Barriers/Cultural Social Capital**

- **Increasing Tuition and Lack of Financial Aid**

- **Parental Support and Encouragement**

- **The Transfer Process From Community College to 4-year Colleges and Universities**
Other Factors Influencing Retention

- Educational Goals & Aspirations
- Sense of Belonging
- Student Engagement
- Financial Assistance
- Social Interactions
- Academic Integration & Experiences

Source:
“Hispanics and Higher Education: An Overview of Research, Theory, and Practice”
Amaury Nora and Gloria Crisp, 2009
Puente is a statewide program operating from the University of California Office of the President (UCOP), and established at high school and community colleges across the state to provide support to underrepresented students for transfer to institutions of higher education.

Puente currently supports 61 community college programs and 34 high school programs in California.

Each Puente Program site operates under a MOU between the community college and the UC Office of the President (UCOP).
The Puente Experience

The Puente Experience is its professional development program for teachers and counselors. These trainings give them the tools to deliver PUENTE’s threefold program of extensive writing instruction, sustained academic counseling, and personal mentoring. The project is administered through the University of California, with regional staff overseen by a statewide office that helps teachers and counselors meet the needs of PUENTE students.
Data Supporting Puente Success at Statewide Level

Puente Project Transfers 2005-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>UC</th>
<th>CSU</th>
<th>Private/OSS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>77 (12%)</td>
<td>421 (66%)</td>
<td>136 (21%)</td>
<td>634</td>
</tr>
<tr>
<td>2006</td>
<td>84 (15%)</td>
<td>343 (62%)</td>
<td>129 (23%)</td>
<td>556</td>
</tr>
<tr>
<td>2007</td>
<td>116 (19%)</td>
<td>361 (58%)</td>
<td>141 (23%)</td>
<td>618</td>
</tr>
<tr>
<td>2008</td>
<td>97 (17%)</td>
<td>355 (61%)</td>
<td>132 (23%)</td>
<td>584</td>
</tr>
<tr>
<td>2009</td>
<td>112 (20%)</td>
<td>313 (55%)</td>
<td>148 (26%)</td>
<td>573</td>
</tr>
<tr>
<td>2010</td>
<td>62 (15%)</td>
<td>213 (53%)</td>
<td>128 (32%)</td>
<td>403</td>
</tr>
<tr>
<td>2011</td>
<td>76 (16%)</td>
<td>301 (64%)</td>
<td>92 (20%)</td>
<td>469</td>
</tr>
<tr>
<td>Total</td>
<td>624 (16%)</td>
<td>2,307 (60%)</td>
<td>906 (24%)</td>
<td>3,837</td>
</tr>
</tbody>
</table>
One-Year College Persistence Rate of all CCC Students Statewide and Puente Students*

*First-time freshmen with at least 6 units earned in a fall term in 2008 who enrolled in the following fall term in 2009 (Puente data are for Fall 2009/Fall 2010).
Sources: CCCCQ, Accountability Reporting for the Community Colleges Report, March 2011; Puente Project program data.
Data Supporting Puente Success at Statewide Level

CSU Graduation Rates for CCC Transfers (transferred in 2006)

UC Graduation Rates for CCC Transfers (transferred in 2006)

Sources: UC Corporate Student System, National Student Clearinghouse, Puente Project program data
# SJDC Campus Demographics

## San Joaquin Delta College Campus Demographics

### College Profile

Description of the student population and course sections offered in 2011-12

### STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Gender</th>
<th>Students</th>
<th>Ethnicity/Race</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>57.0%</td>
<td>African American</td>
<td>11.8%</td>
</tr>
<tr>
<td>Male</td>
<td>41.8%</td>
<td>American Indian/Alaskan Native</td>
<td>0.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.2%</td>
<td>Asian</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years old</td>
<td>29.5%</td>
<td></td>
</tr>
<tr>
<td>20 to 24 years old</td>
<td>34.8%</td>
<td></td>
</tr>
<tr>
<td>25 to 49 years old</td>
<td>31.4%</td>
<td></td>
</tr>
<tr>
<td>50 or more years old</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

### OTHER INFORMATION

- Full Time Equivalent Students: 16,457.0
- Credit Sections: 3,532
- Non-Credit Sections: 50
- Median Credit Section Size: 31
- Percentage of Full-Time Faculty: 62.7%
The Puente Model

**Mentoring**
as an avenue to explore careers, develop leadership skills, and gain support for educational goals.

**Writing Skill**
emphasizing multicultural literature and critical thinking skills. College level writing skills through English 79 & 1A prepare students for transfer.

**Counseling**
through individual counseling and an exploration of self-awareness, cultural identity, career and life planning. College success skills are also emphasized.
Who Qualifies for Puente?

- The Puente Project at Delta College recruits a group of new students each Spring semester for the upcoming academic year.
- Orientations begin in early April-May until the 35 new openings are filled.
- Incoming students should have (1) applied for admission to Delta College (2) taken the assessment test (3) attended an orientation session.
- A Level 2 is required in Reading & Composition.
- Students must demonstrate a level of commitment to the goals and mission of the Puente program.
- Puente is open to ALL interested and qualified students.
Institutional Support for the Learning Community Model

Learning Communities

What is a Learning Community?

- Two or more classes linked together by a common theme or context. For example, "Pathway to Careers in Health" combines ENG 70, READING 91B and READING 98. This learning community is designed for students who are either pursuing a career in health sciences or simply seeking a healthy lifestyle.

- Various assignments and/or activities in one class relate to the other class(es) in the learning community.

- The same students enroll in all classes within the learning community, fostering a sense of "community" among students and faculty.

LEARNING OUTCOMES

Students will:

- engage in learning through facilitated faculty and peer interaction
- collaborate with peers who share similar personal and/or career interests
- appreciate diversity in people, cultures, and experiences
- identify and choose appropriate academic and career support services
- demonstrate confidence in their academic abilities
Puente Project: We Are Family

Delecia Nunnally, Program Administrator
Martin Rojas, English Professor
Heather Robinson, Counselor
Cynthia Gatlin, Program Specialist
Monica Rodriguez, Student Support
Phase 1: Fall Semester

Puente Learning Community Courses
- English 79 – Preparatory English
- Guidance 19 – Orientation to College & Planning

- Individual Counseling
- Mentoring Activities
- Puente Motivational Conference
Phase 2: Spring Semester

Puente Learning Community Courses

- English 1A
  - Written Communication
- Guidance 5
  - Enhancing Self-Esteem, Cultural Awareness & College Success
- Guidance 20
  - Transition to University Life

Campus Tours to 4-year Colleges & Universities
Counseling & Mentoring Activities
Puente Phase 3: Continues Until Transfer

Students in Phase 3 will no longer be in the “learning community” classes, but will continue taking courses towards transfer, meeting with their Puente Counselor and mentors, and engaging in community service and outreach.

The “familia” connections and support becomes an important aspect of the transfer success of Puente students.
SJDC Puente Program Outcomes

SJDC Puente Program One-Year Persistence Rates Fall 2008/Fall 2009 First-time Students

SJDC Puente Program Six-Year Transfer Rate of All Students & Puente Students
SJDC 2011-12
Puente Program Outcomes
Puente Program Activities

**Fall Semester**
- Puente Picture Day
- Delta College Transfer Day
- Noche de Familia Day Picnic
- Mentoring Campaign
- Puente Northern Region Motivational Conference Sonoma State
- CSU – Sacramento/State Capitol Trip
- Mentor Orientation & Dinner
- CSU Monterey Bay & Aquarium

**Spring Semester**
- University of the Pacific
- San Jose State University College Transfer Students
- UC Davis Discover Day
- UC Berkeley
- UC Santa Cruz
Campus Tours
Mentoring: A Key Program Element

- Mentors provide support and guidance
- Mentors are role models
- Mentors foster self-esteem & self-efficacy
- Mentors create a “vision” for the future
- Mentors relate life experiences to personal growth
Recruiting Mentors

Puente Project 2012-2013

- Faculty/Teachers & Administrators
- Alumni
- Hispanic Chamber of Commerce
- Local Professional Association Chapters
- Community Events
- Mentoring Campaign

Who mentored you?

We all hear that “it’s not where you’re from, it’s where you’re going.” However, successful people are the first to thank those who helped them achieve their success; their mentors. It’s just as important to have influential mentors as it is to have motivation and ambition. Remember the person who mentored you, now it’s your turn.

“Be the change you want to see in the world”

Be a mentor.

Heather Robinson Counselor/Professor/Program Coordinator
http://www.deltacollege.edu/dept/puente/index.html & hrobinson@deltacollege.edu
FAMILIA

de

NOCHE
Sí Se PUENTE

The San Joaquin Delta College Puente Project invites you to join us for

2012-13 Student Achievement Ceremony & Reception

with special recognition to our Puente graduates & transfer students

Thursday, May 9th
3:00 - 5:00 pm
DeRico #275

Reception following on DeRico Patio
We look forward to seeing you there!!
Puente Program Accomplishments

Obulio Villapando – transferred to UCLA on full scholarship in Fall 2012

Sergio Juarez – awarded paid internship in Summer 2012 through MESA

Arianna Perez – student speaker for SJDC Commencement Ceremony, May 2012

Delta College Puente Project awarded “Program of Excellence” in 2012 by the UCOP

San Joaquin Delta College was awarded “Program of Excellence” in 2012 by the Puente UCOP
A Call to Action

Breakout Activity: Brainstorming Ideas
A Call to Action: Brainstorming Ideas

□ WHAT do you envision for a learning-community based transfer program at your institution?

□ WHERE will key resources be sought?

□ WHO can you enlist to work with you on this plan?

□ HOW will you get started?
Resources

Puente Project
http://www.puente.net/index.html

Center for Educational Partnerships-UC Berkeley
http://cep.berkeley.edu/

San Joaquin Delta College Learning Communities
www.deltacollege.edu/div/instserv/lc/

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