



PUENTE Program Report 2016-17 to 2021-22 Student Cohorts

Prepared by Office of Research, Planning, and Institutional Effectiveness (ORPIE), Spring 2023

Introduction

Golden West College (GWC) offers the PUENTE Program, a learning community which provides academic counseling and career guidance to students. PUENTE students complete the program as a cohort and are required to enroll in specific courses for the first two semesters of the program. These courses include English, Psychology, and College preparation courses. Specifically, PUENTE students must enroll in Freshman Composition (ENGL G100) in the first fall semester and enroll in a Critical Thinking Literature course (ENGL G110) the following spring. After the two semesters of courses, PUENTE students continue to participate in PUENTE events and receive academic counseling, updated education plans, and support during the transfer process. Table 1 below lists and describes the different PUENTE program components. Students must have the intent to transfer to a four-year college or university to qualify for the PUENTE program.

Table 1. PUENTE Program Components

Program Components	Details
Outreach	<ul style="list-style-type: none"> ○ Conduct outreach events at GWC events like Goldchella, club rush and career and transfer fair. ○ Conduct outreach at regional High Schools. ○ Pipeline from Westminster High School PUENTE program to GWC PUENTE program. ○ Outreach to applicants/students that completed MAP. ○ Referrals from former PUENTE students.
Phase 1 and 2: Year 1	
Phase 1: Parent Orientation (Noche de familia)	<ul style="list-style-type: none"> ○ Provide information on PUENTE program and GWC. ○ Provide activities/workshops on how to support students. ○ Discuss college processes and differences between high school and college.
Phase 1: Fall Semester	<ul style="list-style-type: none"> ○ Students need to enroll in English G100S and Counseling G104 in the fall semester. ○ PUENTE faculty collaborate with Sociology G134 (Introduction to Chicana/o studies) instructor to encourage PUENTE student enrollment.
Phase 2: Spring Semester	<ul style="list-style-type: none"> ○ Students need to enroll in English G110 and Psychology G167 in the spring semester. ○ PUENTE faculty collaborate with Global Studies G101 (Introduction to Global Studies) instructor to encourage PUENTE student enrollment.
Curriculum/Material Alignment for PUENTE Courses	<ul style="list-style-type: none"> ○ Faculty discuss and align their course material so similar content/concepts are covered at the same time. ○ Faculty dovetail course assignments. ○ Faculty align their class policies (e.g., absence policy, classroom expectations) and development of these expectations with the class.
Case Management	<ul style="list-style-type: none"> ○ Faculty meet regularly to discuss the progress and academic/non-academic challenges faced by the PUENTE students.

Table 2. PUENTE Program Components (Continued)

Program Components	Action Items
Mentorship	<ul style="list-style-type: none"> ○ Students are matched with and mentored by professionals with similar demographic backgrounds.
Phase 1-3: Continuous/On-going	
Cultural Activities	<ul style="list-style-type: none"> ○ Host events like Dia de los Muertos (Day of the Dead). ○ Take students to cultural plays and/or concerts that vary on availability. ○ Biannual visits to the Chicano Park in San Diego. ○ Collaborates to host the annual Chicano poetry slam with Cypress College. GWC and Cypress alternate hosting from year to year. ○ Annual visits to the Museum of Latin American Art (MOLA) in Long Beach.
Transfer Empowerment	<ul style="list-style-type: none"> ○ Counselor provides guided transfer support including sending reminders on application, personal essays, and timeline. ○ (New – 2023-24) Students automatically qualify and can participate in the Transfer Academy program. ○ Students attend the annual transfer motivational conference where they can connect with other PUENTE program students in Southern California. ○ One student attends the UC Riverside Summer Residence Program and participates in a leadership conference. ○ One student attends the UC Berkeley Summer STEM Residence Program. ○ Program provides 6-8 university (e.g., UC, CSU, and Private Universities) tours on an annual basis. <ul style="list-style-type: none"> ○ Culturally relevant programs at the universities are identified and asked to provide the campus tours.
Case Management	<ul style="list-style-type: none"> ○ PUENTE counselor checks-in regularly with PUENTE students to provide academic and non-academic support. ○ PUENTE professional expert tracks student retention, completion, and academic progress and connects student with counselor when there is an academic issue, personal issue, and/or a student drops-out.
Community Building	<ul style="list-style-type: none"> ○ PUENTE Club membership is offered as an option for program students. ○ PUENTE Club students can connect with new or previous PUENTE students. ○ Club Students are also able to volunteer for campus events.

This report compares the academic performance of PUENTE students to other GWC students. The parameters used for academic performance were the following:

- Course success rates – The percentage of students who enrolled in a course and received a passing or satisfactory grade.
- Persistence rates – The percentage of students retained from the Fall of their cohort year to the following fall term.
- Grade point average (GPA) at the end of students' cohort year.
- Completion of transfer level English/Math – The percentage of students who completed transfer-level Math and English at the end of their cohort year.
- Degrees and Certificates – The percentage of students who received a degree or certificate within three academic years.
- Transfer rate to 4-year institutions – The percentage of students who transferred to a 4-year institution after their cohort year.

Comparison Groups

Three groups were established for the academic performance comparisons in this report: **PUENTE students, PUENTE Equivalent Hispanic (PEH) students, and PUENTE Equivalent non-Hispanic (PENH) students.** PUENTE students were identified as students enrolled in the PUENTE courses with designated course reference numbers (CRNs). Please refer to Appendix A for complete list of the PUENTE CRNs. To establish a fair comparison group, criteria for PUENTE Equivalent students includes English course enrollment, educational goals, and units attempted.

In 2016-17 and 2017-18 academic years, PUENTE students were required to enroll in ENGL G099 (preparation for college writing and reading). For cohort years 2018-19 and 2019-20, English requirements changed to concurrent enrollment in English G095 (English Basic skills corequisite) and G100 (Freshman Composition) due to AB705. Starting in cohort year 2020-21, students were required to enroll in ENGL G100S freshman composition with support, which combines ENGL G095 and G100 into one course.

PUENTE students are committed to transferring to a 4-year college or university; therefore, PUENTE equivalent students are students with the educational goal of transferring to a 4-year institution. Last, PUENTE students are typically first year, full-time, students with no more than 24 units completed by the end of their first year, thus, we restricted total units attempted by PUENTE Equivalent students to 12-24 units at GWC by the end of their cohort year. Table 2 illustrates the comparison group requirements for each criterion and the cohort year(s) they apply to. The PUENTE Equivalent comparison group is further separated into Hispanic/Latinx and non-Hispanic/Latinx groups since most students in the PUENTE Program are Hispanic/Latinx.

Table 3. Criteria for PEH and PENH comparison groups

COHORT YEAR	English Course Enrollment	Education Goal	Units Attempted
2016-17 to 2017-18	Enrolled in ENGL G099 in Fall semester	Indicates A.A. with Transfer Or Bachelor’s degree as Education goal	Attempted 12 to 24 units by end of academic year
2018-19 to 2019-20	Concurrently enrolled in ENGL 095 and ENGL G100 in Fall semester		
2020-21 to 2021-22	Enrolled in ENGL G100S		

PUENTE, PEH, and PENH Groups

PUENTE students were identified as students enrolled in the PUENTE courses with designated course reference numbers (CRNs). PEH and PENH students were identified using the criteria discussed above (Table 2). Table 3 lists the size of each group by cohort year from 2016-17 to 2021-22.

Table 4. Number of PUENTE students, PUENTE Equivalent Hispanic (PEH) Students, and PUENTE Equivalent Non-Hispanic (PENH) Students over 6 years.

COHORT YEAR	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PUENTE Students	31	34	32	33	32	24
PEH Students	166	192	24	62	30	65
PENH Students	237	257	32	85	21	57

a. Cohort years included students who attempted between 12 and 24 units at GWC within that academic year.

PUENTE Student Demographics

For the last six program years, most PUENTE students were Hispanic/Latinx, female, and/or 18 to 19 years old (Table 4). Please refer to Appendix B for a demographic breakdown of all GWC students from 2016-17 to 2021-22.

Table 5. PUENTE Student Demographics

	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%	N	%	N	%
Race/Ethnicity												
Asian	0	0.0%	1	2.9%	0	0.0%	0	0.0%	2	6.3%	3	12.5%
Hispanic/Latinx	30	96.8%	32	94.1%	31	96.9%	33	100.0%	29	90.6%	21	87.5%
Two or more races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.1%	0	0.0%
Unknown	0	0.0%	0	0.0%	1	3.1%	0	0.0%	0	0.0%	0	0.0%
White	1	3.2%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Gender												
Female	19	61.3%	18	52.9%	26	81.3%	21	63.6%	27	84.4%	22	91.7%
Male	12	38.7%	14	41.2%	5	15.6%	12	36.4%	5	15.6%	2	8.3%
Unknown	0	0.0%	2	5.9%	1	3.1%	0	0.0%	0	0.0%	0	0.0%
Age Group												
18 to 19	21	67.7%	22	64.7%	28	87.5%	28	84.8%	27	84.4%	18	75.0%
20 to 24	8	25.8%	7	20.6%	3	9.4%	4	12.1%	5	15.6%	4	16.7%
25 to 29	2	6.5%	4	11.8%	1	3.1%	0	0.0%	0	0.0%	1	4.2%
30 to 34	0	0.0%	0	0.0%	0	0.0%	1	3.0%	0	0.0%	1	4.2%
35 to 39	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
40 and Over	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Results

Course Success Rates

Course success was determined for sections of Counseling G104, English G095, English G100, English G100S, English G110, and Psychology G167. Comparisons were made between PUENTE sections and Non-PUENTE sections based on CRN designation (Please refer to Appendix A for a list of CRNs).

Results indicated that for the last 6 years all PUENTE sections had higher course success rates than non-PUENTE sections except for PSYC G167 in 2021-22 and English G110 in both 2019-20 and 2021-22 (Table 5).

Table 6. Course enrollment and Success Rates of Counseling G104, English G095, English G100, English G100S, English G110, and PSYC G167 by PUENTE sections and Non-PUENTE sections.

ACADEMIC YEAR	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
SUCCESS RATES	N	%	N	%	N	%	N	%	N	%	N	%
COUNSELING G104^a												
<i>PUENTE Sections</i>	29	97%	28	79%	25	96%	26	77%	25	88%	27	81%
Non-PUENTE Sections	602	64%	562	69%	640	74%	662	75%	442	75%	374	71%
ENGLISH G095^b												
<i>PUENTE Sections</i>	--	--	--	--	32	91%	33	91%	--	--	--	--
Non-PUENTE Sections	--	--	--	--	355	61%	311	68%	--	--	--	--
ENGLISH G100^b												
<i>PUENTE Sections</i>	29	97%	28	79%	32	91%	33	82%	--	--	--	--
Non-PUENTE Sections	2,447	71%	2,562	73%	3,075	67%	3,299	63%	--	--	--	--
ENGLISH G100S^c												
<i>PUENTE Sections</i>	--	--	--	--	--	--	--	--	29	83%	27	78%
Non-PUENTE Sections	--	--	--	--	--	--	--	--	412	46%	374	52%
ENGLISH G110^d												
<i>PUENTE Sections</i>	--	--	--	--	25	88%	27	70%	24	75%	19	63%
Non-PUENTE Sections	--	--	--	--	1,491	80%	1,621	77%	1,881	74%	1,589	70%
PYSC G167^e												
<i>PUENTE Sections</i>	--	--	--	--	--	--	--	--	--	--	21	71%
Non-PUENTE Sections	--	--	--	--	--	--	--	--	--	--	87	74%

a. Counseling G104 is titled Career and Life Planning.

b. English G095 was added to the PUENTE program in the 2018-19 academic year as a co-requisite to English G100. Both ENGL G095 and ENGL G100 were removed from the program after the 2019-20 academic year.

c. English G100S is freshman composition with support and was added to PUENTE requirements in 2020-21. The single course combines English G095 and English G100 curriculum.

d. English G110 was added to the PUENTE program in the 2018-19 academic year.

e. Psych G167 (Psychology of Racism and Oppression) was added to the PUENTE program in the 2021-22 academic year.

Grade Point Average

Grade point average (GPA) for PUENTE, PEH, and PENH students was calculated at the end of their cohort year. **PUENTE students had a higher average GPA than PEH and PENH students for the last 6 years** (Table 6).

Table 7. Average GPA of PUENTE students, PUENTE Equivalent Hispanic (PEH) students, and PUENTE Equivalent Non-Hispanic (PENH) students by the end of the spring semester of their cohort year.

COHORT YEAR	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	2021-22
PUENTE Students	2.66	2.30	2.54	2.48	2.40	2.56
PEH Students	1.88	1.67	1.81	1.89	1.47	1.35
PENH Students	2.42	2.55	2.44	1.71	1.46	2.00

Persistence Rates

Persistence was measured as the number of students in each cohort who enrolled at GWC the Fall term following their cohort year. The majority of PUENTE students start the PUENTE program in the fall semester. In 2016-17, however, there were a few PUENTE students who started the program in the spring. For this year, persistence was measured as 1) fall to fall enrollment for those who started the program in the fall and 2) spring to spring enrollment for those who entered the program in the spring. In 2017-18, the methodology was changed to include persistence to the next fall semester regardless of which semester the student started the PUENTE program. **The persistence rate for PUENTE students was higher than that of PEH and PENH students except for 2016-17 and 2019-20 where the persistence rates for PUENTE and PENH students were the same** (Table 7).

Table 8. Percentage of PUENTE students, PUENTE Equivalent Hispanic (PEH) students, and PUENTE Equivalent Non-Hispanic (PENH) students who continued at GWC the following Fall term.

COHORT YEAR	2016-2017		2017-2018		2018-2019		2019-2020		2020-21		2021-22	
	N	%	N	%	N	%	N	%	N	%	N	%
PUENTE Students	31	77%	34	71%^a	32	78%	33	64%	32	75%	24	88%
PEH Students	166	62%	192	58%	24	58%	62	42%	30	37%	65	42%
PENH Students	237	77%	257	68%	32	59%	85	64%	21	29%	57	58%

a. Three students that joined PUENTE in Spring 2018 are included in this persistence to Fall 2018 per new methodology adopted in 2017-18 academic year.

Completion of Transfer Level English and Math

The percentage of students who completed transfer-level Math and English at the end of their cohort year was determined for PUENTE, PEH, and PENH students. Transfer level courses include G100 and above for both English and Math. **PUENTE students completed transfer level English at higher rates than PEH and PENH students from 2016-17 to 2021-22 (Table 8). PUENTE students had higher completion rates for transfer level math and higher rates of completing both transfer level English and Math from 2018-19 to 2021-22.**

Table 9.Percentage of PUENTE students, PUENTE Equivalent Hispanic (PEH) students, and PUENTE Equivalent Non-Hispanic (PENH) students who completed transfer level English and/or Math at the end of their cohort year.

COHORT YEAR	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
COMPLETION RATES	N	%	N	%	N	%	N	%	N	%	N	%
English												
<i>PUENTE Students</i>	29	90%	31	68%	32	91%	33	82%	31	81%	22	83%
PEH Students	102	46%	85	28%	24	58%	62	55%	30	33%	21	32%
PENH Students	161	54%	132	44%	32	66%	85	49%	21	38%	29	51%
MATH												
<i>PUENTE Students</i>	9	10%	11	3%	16	22%	17	24%	17	25%	16	38%
PEH Students	41	12%	40	6%	7	17%	25	13%	4	0%	17	9%
PENH Students	106	29%	106	25%	8	19%	42	20%	6	10%	23	14%
English and Math												
<i>PUENTE Students</i>	9	10%	11	3%	16	22%	17	24%	16	25%	14	25%
PEH Students	33	9%	30	5%	7	13%	25	11%	4	0%	17	5%
PENH Students	82	21%	72	18%	8	16%	42	13%	6	10%	23	9%

Note: N represents the number of students who enrolled in Math and/or English courses. Percentages are calculated out of the cohort size (Table 3 includes cohort size).

Degrees and Certificates

The percentage of students who received a degree or certificate within three years of their cohort year was determined for the three different groups. **A larger percent of the 2015-16 and 2019-20 PUENTE student cohort earned a degree or certificate than their respective PEH and PENH student cohorts (Table 9). For the 2016-17 to 2018-19 cohorts, a larger percent of PENH student earned degrees/certificates compared to PUENTE and PEH students.**

Table 10. Percentage of PUENTE students, PUENTE Equivalent Hispanic (PEH) students, and PUENTE Equivalent Non-Hispanic (PENH) students who earned a Degree or Certificate.

COHORT YEAR	2015-16	2016-17	2017-18	2018-19	2019-20
PUENTE Students	36.0%	22.6%	20.6%	31.3%	30%
PEH Students	12.5%	18.7%	11.5%	8.3%	11%
PENH Students	23.5%	35.9%	33.5%	37.5%	12%

Transfer to four-year Institution

The percentage of students who transferred to a 4-year institution *after their cohort year* was determined for PUENTE, PEH, and PENH students. National Student Clearing House data from 2016-17 academic year to Fall 2022 was used to determine transfer status. For the 2016-17 cohort there is five academic years of transfer data available; for the 2017-18 cohort there is four academic years of data available, and so on. **The 2018-19 to 2020-21 PUENTE cohorts had higher transfer rates than PEH and PENH students (Table 10). For all 5 cohort years, PUENTE cohorts had higher transfer rates than PEH students.**

Table 11. PUENTE students, PUENTE Equivalent Hispanic (PEH) students, and PUENTE Equivalent Non-Hispanic (PENH) students who transferred to a Four-year institution.

COHORT YEAR	2016-2017		2017-2018		2018-2019		2019-20		2020-21	
	N	%	N	%	N	%	N	%	N	%
PUENTE Students	10	32.3%	9	26.5%	12	37.5%	8	24.2%	5	15.6%
PEH Students	40	24.1%	30	15.6%	4	16.7%	6	9.7%	0	0.0%
PENH Students	82	34.6%	77	30.0%	10	31.3%	7	8.2%	0	0.0%

Note: N represents the number of students who transferred. Percentages are calculated out of the cohort size (Table 3). Additionally, transfers to four-year institutions are at any time after students' cohort year at GWC.

Appendix A. PUENTE Course Reference Numbers (CRNS)

Semester	Course Name	CRN
2016-2017	College G100	50147
	Counseling G104	60548
	English G099	50713
	English G100	60221
2017-2018	College G100	50147
	Counseling G104	60548
	English G099	50713
	English G100	60221
2018-2019	College G100	50147
	English G095	51622
	English G100	51621
	Counseling G104	60548
2019-2020	English G110	60242
	College G100	50147
	English G095	51622
	English G100	51621
	Counseling G104	60548
2020-2021	English G110	60242
	College G100	22717
	English 100S	26167
	Counseling G104	42992
2021-2022	English G110	42794
	English 100S	26167
	Counseling G104	27358
	Psychology 167	47046
	English G110	43468

Appendix B. Golden West Student Demographics

	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%	N	%	N	%
Race/Ethnicity												
Amer. Indian/Alaskan Native	48	0.3%	52	0.3%	48	0.3%	48	0.2%	37	0.2%	26	0.1%
Asian	5,259	29.1%	5,352	29.2%	5,327	28.8%	6,248	30.5%	6,066	32.1%	5,763	33.0%
Black/Afr. American	425	2.4%	461	2.5%	415	2.2%	391	1.9%	382	2.0%	341	2.0%
Hispanic/Latinx	5,616	31.1%	5,883	32.1%	6,124	33.1%	6,403	31.3%	5,990	31.7%	5,583	32.0%
Nat. Hawaiian/Pacific Islander	101	0.6%	91	0.5%	83	0.4%	93	0.5%	72	0.4%	76	0.4%
Two or more races	99	0.5%	89	0.5%	82	0.4%	92	0.4%	72	0.4%	846	4.8%
Unknown	844	4.7%	923	5.0%	884	4.8%	905	4.4%	948	5.0%	516	3.0%
White	153	0.8%	201	1.1%	374	2.0%	1,454	7.1%	578	3.1%	4,306	24.7%
Gender												
Non-Binary	0	0.0%	0	0.0%	0	0.0%	18	0.1%	39	0.2%	74	0.4%
Female	9,752	54.0%	9,842	53.7%	10,020	54.2%	10,910	53.3%	10,981	58.1%	9,767	55.9%
Male	7,928	43.9%	8,080	44.1%	7,903	42.7%	8,294	40.6%	7,480	39.6%	7,242	41.5%
Unknown	383	2.1%	412	2.2%	573	3.1%	1,231	6.0%	406	2.2%	374	2.1%
Age Group												
Under 18	272	1.5%	400	2.2%	492	2.7%	1,542	7.5%	2,072	11.0%	2,124	12.2%
18 to 19	3,915	21.7%	3,928	21.4%	4,075	22.0%	4,350	21.3%	4,056	21.5%	3,766	21.6%
20 to 24	7,962	44.1%	7,858	42.9%	7,323	39.6%	7,258	35.5%	6,909	36.5%	6,116	35.0%
25 to 29	2,852	15.8%	3,003	16.4%	2,956	16.0%	2,886	14.1%	2,669	14.1%	2,303	13.2%
30 to 34	1,202	6.7%	1,242	6.8%	1,264	6.8%	1,355	6.6%	1,274	6.7%	1,200	6.9%
35 to 39	603	3.3%	632	3.4%	720	3.9%	771	3.8%	649	3.4%	630	3.6%
40 and Over	1,257	7.0%	1,270	6.9%	1,568	8.5%	2,240	11.0%	1,278	6.8%	1,317	7.5%
Unknown	0	0.0%	1	0.0%	98	0.5%	51	0.2%	1	0.0%	1	0.0%