

CAP Team Members

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- Hector Marin – Student –
- Lydia Cruz – Coordinator for Adjunct Faculty and FMLA.
- Brune Garcia - Service and Technology Coordinator - Student Life-
- Ashleigh Begres - Graduate Assistant - Student Life -
- Marisol Blanco - Student Success Lead Coach - College Success Center-
- Sonya Hernandez- Adjunct faculty for CLS 100-
- Domingo Hernandez-Gomez - Associate Director - College Success Center-

A.L.A.S. (Assisting Latinos to Achieve and Succeed)

- The team developed a document to identify the mission, goals and objectives of the program. This document included procedures such as student invitation to the program, mentor recruitment and selection, matching and testing period, expectations from mentors and mentees, role of the mentor, mentor and mentee common understanding, A.L.A.S. internal policy and supporting activities for mentors/mentees.
- The team developed a profile questionnaire for mentors and mentees as part of the enrollment process, but most importantly for matching purposes. The goal of the profile was to match mentors and mentees based on common passions, interests and aspirations.
- Once all steps were in place, the team proceeded to recruit mentors and students from CLS 100 - Latino -. A total of 45 students submitted a profile for the program and a total of 40 mentors expressed interest in becoming a mentor. Mentors were recruited by e-mailing Latino GRCC alumni and LinkedIn Latino members from our team's network. For community members interested in becoming a mentor they were asked to complete the following forms in addition to the Profile form: Electronic Background Check form, FERPA Acknowledgement form, Non-Employee Parking Enrollment, Non-GRCC Employee form. A total of 20 mentors were able to complete the whole process.
- The team put together two presentations: one for mentee orientation and one for mentor training. Mentors received handouts regarding non-cognitive skills, conversation starters, life-long questions, practical questions, and tips for bonding. The team offered two orientation sessions for mentees and one session for mentors.
- The team organized an A.L.A.S kick-off in December 2015, for mentees and mentors to meet for the first time. A total of 20 students were part of the first cohort. It was a very successful event.
- The team conducted a check-in with mentors and mentees at the end of January. Except for two matches, all mentors and mentees continue their relationship. At this point we have 18 active mentors/mentees. Active means they meet regularly and continue building their relationship. A second follow-up is scheduled for early April.

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- We have completed two engagement activities out of three. These events are meant to get all ALAS members together as a group. One in February 12 and another in March 18 and we have one more planned for April 22.
- We are in the process of recruiting a second cohort of mentor and mentees. So far we have 7 interested mentors who are in the process of completing their application. The team believes that we will always have more student interest than mentors. We have decided not to openly promote the mentoring program to students, until we have confirmed mentors.

CLS 100 – Latino -

- The team spent a significant amount of time and effort in recruiting students for the CLS 100 – Latino - for Fall 2015. More than 250 students were called, received text and e-mail to offer them the Latino option for CLS 100.
- During the CLS 100 recruiting campaign we addressed many questions and student needs in many areas: Enrollment, testing, Financial Aid, navigating the class/course finder, online student center, advising, orientation, etc.
- The team was able to recruit a total of 60 Latino students and opened three sections of CLS 100 for Latino students.
- The team made several classroom visits to deliver critical information and connect with students.
- The team was very intentional about supporting students of what they needed such as tutoring, advising and counseling. The instructor was very intentional in referring students who needed services.
- This course was design to meet the needs of our Latino students which included addressing affective or non-cognitive skills such as identity, culture, and civics, culturally responsive teaching and highly engaging pedagogy.
- During the Fall 2015 semester the team tried to recruit students who intended to start in the Winter 2016 semester. We were able to call more than 150 students, including students who did not take it during the Fall 2015 (still had a hold for CLS). Because of the limited options for the section (one option), and Winter students not as sure about starting in the Winter, we were only able to recruit 10 students. Due to this challenge the section became a regular section.

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The following are some of the outcomes from CLS 100 Fall 2015 Students:

- All students were able to complete MyDegreePath lesson.
- Eighty-Nine point six percent (89.6%) earned a grade of C or better.
- Seventy-Nine point three percent (79.3%) are enrolled for the Winter 2016 semester. It is important to mention that some students did not enroll for Winter due to Financial challenges, especially our DACA/Undocumented students.
- Seventy-one percent (71%) of all 60 students were able to complete a Student Success Plan (SSP). The team arranged a one hour appt. with an academic advisor to develop a SSP.
- Based on classroom observations and student feedback. This course was a great success. Students reported a phenomenal experience with the course, to the point that students who took this course see themselves as a cohort and have bonded beyond the classroom.

Student Engagement Activities for Latino Students

- *Conectate*. The goal of the event was to connect with FTIAC Latino students and their families (parents). This event took place on September 30, 2015 from 5:30-7:30 pm. It was a bilingual event. We invited close to 400 FTIAC Latino students (Invitation Letter, text, e-mail, etc.). Presentations for this event included the following: Paying for College, College Life and Support (concentrated on Latino resources and support), Student Panel (four panelists) and a Q & A session. The team spent a significant amount of time and energy in organizing and coordinating the logistics for this event. The success of this event was moderate.
- *Connecting with Winter 2016 Students*. The team did not have time to organize a “Conectate” event for Winter 2016 FTIAC students. Instead, we conducted a calling campaign to connect, welcome and address any questions from all Winter 2016 FTIAC Latino students. We called a total of 224 FTIAC Latino students. Our script included two questions: How was your experience coming into GRCC? What do you need assistance with now? Students that we were able to connect with were very appreciative of our call and the majority of students had a good experience coming into GRCC. In response to the second question not many students requested assistance, but many express their struggle in balancing school, work and personal responsibilities.
- *Dia de los Muertos/Day of the Dead Celebration*. As part of providing a space for students to connect and socialize, we organized an event to celebrate the Day of the Dead and put together an altar at the College Success Center. Many people came to visit the altar, not just Latino students and staff. Students and staff learned about the cultural background of the celebration and were invited to bring celebratory items and pictures of loved ones. On November 02, 2015 (the actual day) many students and some staff visited the altar and had a good time (we had food). Students visited throughout the day some students lingered around and engaged in a conversation about culture, identity and celebrations and also talked about their future. This event was very successful.

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- *Thanksgiving.* The team supported this event financially and with time and effort to celebrate thanksgiving with Latino students. A space to socialize and connect.
- *Valentine's Day celebration.* An event that Latino HSO students along with other student groups were able to organize. We supported this event financially and with time and effort (four Latino team members as chaperones). Once again another space to connect.
- *La Platica.* An activity meant for students. The goal is to engage, encourage, inspire and motivate students in their personal and education journey. The team invited community leaders to share his/her personal story around developing key habits for success. Leaders talked about their challenges, struggles, support systems, strategies and skills to overcome barriers. They addressed the following question: What does it take to be successful? We have completed three sessions of the Platica this semester (January 29, February 24, March 30).
- *USHILI.* The team support this activity with time and effort. Three team members coordinated the logistics for HSO members to attend the United States Hispanic Leadership Institute (USHILI) in Chicago, February 18-21.
- *Dia de la Mujer Conference.* The team is coordinating the logistics to take a group of Latina students to the Dia de la Mujer Conference at MSU in Lansing on Saturday April 09.

Resource Development

- *Marketing.* We distributed more materials in the community promoting our services and support to Latino students.
- *DACA/Undocumented Guide.* We are in the process of updating this resource. Graphics is working with us to make it student friendly. It will be completed by the end of April for the 2016-2017 school year.
- *Translations.* The team is coordinating a massive translation effort concentrating on Financial Aid and Scholarships. This includes three web sites under Financial Aid and Scholarships and the 2016-2017 GRCC Scholarship booklet, which is a 42 page document. This activity is expected to be completed by the end of April.

Other Activities

- *Latino Leaders Community Conversation Breakfast.* The team co-organized this event along with the Diversity Center with two goals in mind. (1) to ask community leaders for a feedback regarding the direction that GRCC should take in serving and supporting Latino students and families; (2) to share with Latino leaders the resources and support that GRCC has developed to make sure that Latino students are successful at GRCC. This event was very successful with more than 50 leaders attending. See attached presentation and feedback.
- *Latino Students Needs and Challenges - Conversation with the President's Cabinet-*. This meeting was a continuation of the conversation from the Latino Leader's Breakfast. The

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team discussed the non-academic experiences of Latino students. The multiple identities, roles, and challenges that students bring to the classroom. Given this multiplicity of experiences, how do we make sure that these students feel welcomed, supported, valued, and given the space and environment to belong and thrive, especially in the classroom, where most students spend their time at GRCC. At this meeting we also discussed the community feedback. It was concluded that we are on the right track, however as a college we should work on effectively communicating and connecting with the Latino community. It was decided that a letter will be sent to all Latino leaders who attended the event in response to their questions and suggestions.