

College Action Project Worksheet for CAP Projects – August 7, 2015 Update

CAP: 1.3.3 Provide additional student support to Latino students.

Champion: Domingo Hernandez-Gomez

CAP Team Members

- Rafael Pastrano - Latin@ Student Support - College Success Center
- Francisco Ramirez - Admissions and Enrollment Coordinator - Enrollment Center
- Rolando Bocanegra - Student Success Coach- College Success Center
- Brune Garcia - Educational Support Professional - Enrollment Center
- 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

1. Describe the **purpose** of this project including a description of the associated activities. (100 words or fewer)

To foster academic excellence among Latino students through peer and professional mentoring and learning communities.

2. Describe the **goals** of this Action Project (in 100 words or fewer). (**Wildly important goals**)

- Increase college engagement of Latin@ students.
- Increase the persistence rate of Latin@ students participating in mentoring and learning communities.
- Increase the course success of Latin@ students participating in mentoring and learning communities.

3. What **measureable criteria** will be used to determine this project's success? (**Lead measures**).

- Number of students enrolling for CLS 100 and mentoring program
- Number students completing a success plan with an advisor
- Number of students attending tutoring sessions
- Number of students attending other engagement activities offered by the Latin@ team.

4. Please provide results for your lead measures to date (either tables or charts). (**Compelling Dashboard**)

- The team will be customizing the SSRS system(data warehouse) to track persistence and course success rate.
- The team will use an excel spread sheet to keep track of the number of students enrolling in the mentoring program.
- The team will use PeopleSoft to track the number of students enrolling in CLS 100 - Latino-
- The team will use the SARS system to track the number of students attending advising appointments.
- The team will use TutorTrac where possible to track the number of students attending advising.
- The team will use Google Docs to track the number students attending student engagement activities.

5. What **Indicators of Success** will this project most likely impact? Please indicate whether the project will directly or indirectly impact the measure.

Persistence . As the Latin@ project will provide structured and intentional interventions, students will have the resources and support system to enhance their possibility to persist.

Student Support. As the Latin@ project will implement the mentoring program and CLS 100, students will learn skills necessary to be effective learners, citizens and individuals.

6. What **personnel resources** will be required to deliver the project successfully?

- The Latin@ Core team
- Part time Latin@ Student Support
- Professional Mentors
- Peer Mentors
- Faculty members for CLS 100
- Advisors
- Coaches
- Tutors

7. What **additional resources** will be required to develop and/or sustain the project?

- Increase funding for Latin@ Student Support position.

- Increase funding for Tutoring services

Category	Cost	Explanation (one time or recurring)	Which budget will cover these costs?
Supplies	\$5,000	Office supplies (postage, etc.), advertising, translation services, incentives for student engagement activities.	College Success Center
Training	\$3,000	Professional training. Workshop fees for team members and mentors.	College Success Center
Equipment/ Software			College Success Center
Other	\$12,000	Food/refreshments for the multiple engagement activities for the mentoring program and CLS 100 students, parking passes for mentors, etc.	College Success Center
Personnel			College Success Center
TOTAL Cost Estimate	\$20,000		College Success Center

8. Will this project require any **additional budget dollars** for the 2015-2016 academic year that have not already been secured?
 ___NO ___x_ Yes

If yes, please describe briefly:

- Increase funding for Latin@ Student Support position.
- Increase funding for Tutoring services

9. Please provide an update to the activities you reported last spring.

<i>Strategy One. Better understand the characteristics of the population and maximize or improve resources currently available to them.</i>		
<i>Action Steps or Activities</i>	<i>Progress</i>	<i>Narrative</i>
Develop a profile of Latino students at GRCC based on key indicators of success.	Completed	This activity has been completed and has been shared with multiple groups at the college. The team has used the results for intervention design and decision-making.
Survey the 103 “Lost” students from Fall 2012 to find the reasons why they left.	Completed	This activity has been completed and has been shared with multiple groups at the college. The team has used the results for intervention design and decision-making.
Conduct three focus groups to learn how to best support Latino students succeed at GRCC.	Completed	This activity has been completed and has been shared with multiple groups at the college. The team has used the results for intervention design and decision-making.
Create a GRCC Spanish portal for key information.	Completed	The team has decided to create a grcc.edu/Español, instead of a portal. The web page will be live in a week or so! The team prioritized the following service areas: Admissions, Financial Aid, Advising and Counseling, DSS, Tutoring, TRIO, Student Life, Parent Information, and specific information and offerings through this project such as DACA information, bilingual list, CLS 100 for Latinos, etc.
Conduct an audit of GRCC key information and materials in Spanish.	Completed	This activity has been completed. We have collected all materials translated into Spanish and created a database. Most of these materials are marketing materials. We will make it available through the Spanish web site.
Develop a resource handbook for undocumented students (scholarships, etc.).	Completed	This has been completed, it is in the final stages of formatting. It should be ready in a week.
Train a bilingual person on Financial Aid frequently asked questions, and have those questions	Not completed	While there was some training at the beginning of the project, the staff member being trained got busy with her primary role, she was not able to continue. So, for now no one is being trained.

translated into Spanish.		
Review and update the GRCC application and have a Spanish version available.	Completed	This activity has been completed. We submitted the project to the IT project prioritization. The automation for this project did not make the prioritization list for the May time frame. Is being reconsidered.
Update the bilingual list (by department).	Completed	This activity has been completed and published (online)

Strategy Two. Propose and implement new resources through the creation of visible internal structures and concrete processes that will ultimately support students.

<i>Action Steps or Activities</i>	<i>Progress</i>	<i>Narrative</i>
Latino Center or a Multicultural Space.	Not completed	Due to reasons beyond our control, this activity was not completed. See narrative from March update.
CLS 100 for ESL and Latino Students.	Completed	We were able to run two CLS 100 sections for Latino students this Winter 2015 semester with 44 students participating. This course had a very positive retention and course success results. We are continuing this project for the Fall 2015 semester. At this point we have close to 60 students enrolled.
Establish an endowment for undocumented Latino Students.	Not Completed	Please see narrative from March update.
Leadership Program for Latino Students (ABO model).	In Progress	The team is still working on finalizing the framework and logistical steps to implement the program. The team has decided to recruit incoming Fall 2015 FTIAC Latino students as the first cohort for the mentoring program. By targeting a cohort we hope the measure the effectiveness of the program. It has taken us longer than expected due to our capacity and busy summer schedule of key members of the team. The expected launch of the program will be by the beginning of Fall semester. See update from March for more details.
Tutoring for ESL Students.	In Progress	As previously mentioned in the March update, this activity changed to “Reciprocal language” for ESL students. Once again due to capacity and time this project has been delayed. We will launch this program at the beginning of the Fall semester. For the purposes of this program the College Success Center and the Language Arts Tutoring office selected and support the training of three tutors at the University of Notre Dame’ national tutoring conference in May, 2015.
ESL Faculty Training.	Partially completed	This activity was originally proposed to advocate for ESL training. However, we did not have a chance to collaborate with the English Department. Instead the team organized a CLS, AFP, ESL faculty training and keynote speech to students on “what it takes to be

		<p>successful”. For this purpose the team along with the Student Success Division, were able to contract the services of Paul Hernandez (A national speaker on student success). A total of 50 people were trained on “Engaging Students at Risk in the Classroom” and about 250 people attended the keynote speech.</p>
<p>Multiple student persistence activities (service learning, milestone celebrations/events, cultural workshops, phone calls, e-mails, social media, etc.).</p>	<p>Ongoing</p>	<p>The team has spent a significant amount of time supporting activities that are gear towards retention. We have made an effort to engage our Latino students through constant communication. The following are some activities that we have completed.</p> <ul style="list-style-type: none"> ▪ We conducted biweekly meetings with Latino students called “Sazon and Conversation”. This is a space for students to share their challenges and also support each other. The team has learned specific needs and challenges from students through this meetings, and we have been able to address them. It is facilitated by a member of the team. ▪ We were very intentional an intrusive in supporting all CLS 100 students with all kinds of needs, from transportation assistance through counseling. ▪ The team worked hard in planning and coordinating the logistics for the training and motivational speech by Paul Hernandez. A lot of hours were spent on promoting the event with students, professional networks, including K-12, higher education partners, our Latino, African American, WELL and other groups. ▪ We worked closely with with HSO in supporting their activities. ▪ We were able to engage and support Latina students to participate at the Dia de la Mujer Conference in Lansing. ▪ We coordinated and engaged Latino students to participate in the Cesar Chavez event ▪ We organized a GVSU campus visit with Latino students. ▪ We worked with the Hispanic Center’s Youth program and hosted 45 student for a college visit at GRCC and had our current Latino students interact with them, to share their experience.

<i>Strategy Three. Develop outreach activities to engage the Latino community and bring more Latino students to succeed at GRCC.</i>		
<i>Action Steps or Activities</i>	<i>Progress</i>	<i>Narrative</i>
Orientation for Latino parents – Spanish only –	In progress	As we mentioned in the March update, this has changed to a welcoming day for new incoming students and their parents. The team is coordinating and getting ready for this event. It will take place on Wednesday August 26.
Attend any academic, social and cultural Latino event to promote GRCC	Ongoing	We have been very intentional about this. This work is being completed!
Deliver GRCC Spanish material – Poster/flyers - to every Latino space (churches, stores, restaurants, nonprofit organizations, etc.).	Ongoing	All materials are finalized and printed. Distribution will take place very soon. Some materials have been used already for Latino events.

Note: This is a living document, as we work our way through the list we will assess and prioritize. Activities may be added, delayed or dropped (based on feasibility).

10. Update the 12-month work plan for this project for 2015-16: (Tentative)

Month	Activity	Person Responsible	EVIDENCE THAT THE ACTIVITY OCCURRED	DISCUSSION OF ACTIVITY OUTCOME
July, 2015	<ul style="list-style-type: none"> • Planning session • Recruiting CLS 100 students • Developing mentorship program • Distributing marketing materials • Finalizing GRCC "espanol" web site 	<ul style="list-style-type: none"> • Domingo • Rafael Pastrano • Domingo • Rafael Pastrano • Rafael Pastrano • Ashleigh Begres • Ashleigh Begres 	<ul style="list-style-type: none"> • Completed New Form • Number of Latin@ student recruited • Ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Met with Latin@ team to prioritize goals and budge for 2015-2016. • So far we have about 60 students recruited for Fall 2015 • Will be finalized by August. • Continue with the distribution of posters at public Latino spaces. • The web site in Spanish is now

	<ul style="list-style-type: none"> • Finalized resource handbook for undocumented students • Finalized training materials (presentation) for staff and faculty at GRCC 		<ul style="list-style-type: none"> • Will be available online • Will be available online 	<p>live! we will review, add, delete, edit as we move forward.</p> <ul style="list-style-type: none"> • Minor revisions and it will be ready for print and distribution and will also be available online. • Team will review and finalized. It will be available through staff development workshop offerings.
August, 2015	<ul style="list-style-type: none"> • Finalized mentorship program model. • Recruiting mentors and students for mentoring program. • Recruiting CLS 100 students 	<ul style="list-style-type: none"> • Domingo • All • Rafael 	To be reported	None at this point
September, 2015	<ul style="list-style-type: none"> • Recruiting mentors and students for mentoring program. • Orientation for mentors and mentees • Welcome event for new students and parents • Monitoring and supporting CLS 100 students • Monitoring and supporting mentoring activities. • Sason and Conversation (See note below) • External opportunities (see note below) 	Team will finalized responsibilities in our next team meeting	To be reported	None at this point

October 2015	<ul style="list-style-type: none"> • Recruiting mentors and students for mentoring program. • Orientation for mentors and mentees. • Monitoring and supporting mentoring activities • Monitoring and supporting CLS 100 students • "La Platica" event. What does it take to be successful? (see notes below). • Mentor networking/training • Sason and Conversation (See note below) • External opportunities (see note below) • Academic Student Support (see note below). 	Team will finalized responsibilities in our next team meeting.	To be reported	None at this point
November 2015	<ul style="list-style-type: none"> • Recruiting mentors and students for mentoring program. • Orientation for mentors and mentees. • Monitoring and supporting mentoring activities 	Team will finalized responsibilities in our next team meeting	To be reported	None at this point

	<ul style="list-style-type: none"> • Monitoring and supporting CLS 100 students • Mentor networking/training • Sason and Conversation (See note below) • External opportunities (see note below) • Academic Student Support (see note below). 			
January 2016	<ul style="list-style-type: none"> • Recruiting students for mentoring program. • Orientation for mentors and mentees. • Monitoring and supporting mentoring activities • Monitoring and supporting CLS 100 students • "La Platica" event. What does it take to be successful? (see notes below). • Mentor networking/training • Sason and Conversation (See note below) • External opportunities (see note below) • Academic Student Support (see note below). 	Team will finalized responsibilities in our next team meeting	To be reported	None at this point

February 2016	<ul style="list-style-type: none"> • Recruiting students for mentoring program. • Monitoring and supporting mentoring activities • Monitoring and supporting CLS 100 students • Sason and Conversation (See note below) • External opportunities (see note below) • Academic Student Support (see note below). 	Team will finalized responsibilities in our next team meeting	To be reported	None at this point
March 2016	<ul style="list-style-type: none"> • Recruiting students for mentoring program. • Orientation for mentors and mentees. • Monitoring and supporting mentoring activities • Monitoring and supporting CLS 100 students • Sason and Conversation (See note below) • External opportunities (see note below) • Academic Student Support (see note below). 	Team will finalized responsibilities in our next team meeting	To be reported	None at this point
April 2016	<ul style="list-style-type: none"> • Recruiting students for mentoring program. • Orientation for mentors 	Team will finalized responsibilities in our next team meeting	To be reported	None at this point

	<p>and mentees.</p> <ul style="list-style-type: none"> • Monitoring and supporting mentoring activities • Monitoring and supporting CLS 100 students • "La Platica" event. What does it take to be successful? (see notes below). • Mentor networking/training • Sason and Conversation (See note below) • External opportunities (see note below). • Academic Student Support (see note below). 			
May 2016	<ul style="list-style-type: none"> • Recruiting students for mentoring program. • Monitoring and supporting mentoring activities • Monitoring and supporting CLS 100 students • "La Platica" event. What does it take to be successful? (see notes below). • Sason and Conversation (See note below) • External opportunities 	Team will finalized responsibilities in our next team meeting	To be reported	None at this point

	(see note below) <ul style="list-style-type: none"> • Academic Student Support (see note below). 			
June 2016	<ul style="list-style-type: none"> • Recruiting mentors and students for mentoring program. • Orientation for mentors and mentees. • Monitoring and supporting mentoring activities • Mentor networking/training • External opportunities (see note below). • Academic Student Support (see note below). 	Team will finalized responsibilities in our next team meeting	To be reported	None at this point

Notes

- **Mentoring.** Meeting with mentor-mentee (once a week)
- **La Platica.** The Latin@ team will invite a community leader to share his/her personal story around developing key habits for success. Leaders will be talking about their challenges, struggles, support systems, strategies and skills to overcome barriers. What does it take to be successful? (quarterly).
- **Mentor networking/training event.** An hour and a half event for an opportunity to network, update the team, provide feedback/suggestions, and training -suggested topics on mentoring strategies- (quarterly).
- **Tutoring.** The Latin@ core team will be coordinating tutoring services for mentoring and CLS 100 students, including ESL students through reciprocal language sessions (ongoing)
- **Sason y Conversation.** It is an umbrella name for multiple student engagement activities for Latin@ students which includes round table conversations with students, student-driven discussion topics (leadership, career options, etc.), skill-building workshops, art exhibits, dance sessions, movie series, sports events, milestone celebrations, etc. (once a month)

- **External opportunities.** The Latin@ team will promote and support students in accessing other opportunities that will increase their social and cultural capital, such as the diversity lecture series, the Race, Ethnicity and Identity Conference, College Campus visits, Student-centered conferences, corporate organization visits, volunteering, internships, service learning, etc. (Ongoing)
- **Academic Student Support.** Students will receive support from key staff members in the following areas: Admissions, testing, FastTrack, advising, tutoring, Financial aid, CLS 100, mentoring, ESL support, and transportation assistance. (Ongoing).

11. When will your Team meet? Please provide **Team meeting dates** for August 2015 to June 2016 **(Create a Cadence of Accountability)**

NOTE 1: We highly recommend that your team meets, at minimum, one time per month. You are encouraged to find ways to communicate within your team between scheduled meetings, perhaps weekly.

We are working on scheduling a monthly meeting. *The core team meets biweekly to execute the plan (update/monitor, provide direction, delegate task, etc.).*

NOTE 2: If you choose to hold Team meetings on the SLT meeting dates immediately following SLT, lunch and a meeting space will be provided for your team.

