



Grossmont College - HSI Title V



Component	Partnerships/Recommendations
<p>Component 1: Hispanic Student, Family and Community Outreach</p>	<ul style="list-style-type: none"> ❖ Designate a central area/venue in El Cajon to host Dia de Familia in order to make it more accessible to the general public <ul style="list-style-type: none"> -El Cajon Library is a good location ❖ Identify liaisons at High Schools ❖ Align ourselves with parent nights ❖ Get Title V integrated more with the community ❖ Collaborate with Adult Education - First time students ❖ Be more present with student activities
<p>Component 2: Strengthening Placement and Assessment Preparation</p>	<ul style="list-style-type: none"> ❖ Summer Boot Camps show success rates, even with multiple measures initiatives they can be beneficial for students ❖ The title “Summer Boot Camps” has a negative connotation, we should consider revisiting the title <ul style="list-style-type: none"> -A similar activity was named “Move Up” in another program ❖ Rephrase “Summer Boot Camps” once we confirm what they will entail ❖ Promote/Explain multiple measures to our target populations
<p>Component 3: Accelerated Developmental English and Math</p>	<ul style="list-style-type: none"> ❖ Title V has supported faculty in attending California Accelerated Project (CAP) trainings in Acceleration for Math and English. CAP provides new perspectives in how to redesign ways of incorporating accelerated courses. <ul style="list-style-type: none"> -Looks at different models that already exist in other institutions. -Offers ideas on how to challenge students but also providing them the recourses to overcome them, such as with tutors ❖ Recommendation to share student success rates for accelerated courses to counselors so they can feel confident in recommending them to students that are truly struggling. A lot of these students receive Financial Aid (FA) and by not passing such courses their FA is affected. It’s important to tailor this data to counselors ❖ It’s important to collect data not only of success rates but also from those that do not succeed

	<ul style="list-style-type: none"> ❖ We need to showcase our resources at the forefront for students to be well informed ❖ Students are more inclined to seek help from their peers than faculty/staff which is why tutors/mentors play a key role in student success ❖ Properly promote accelerated courses success rates (especially to counselors) – Michelle Crooks
Component 4: Connections to the College Community / First Year Experience	<ul style="list-style-type: none"> ❖ “Each One Teach One” is an event worth bringing back to GC. ❖ Build faculty investment/interaction around these efforts ❖ Our students workers also need the help- Grad coaches are a great recourse for them ❖ Provide pre English 99 workshops & FYE in summer ❖ Support Learning Communities ❖ FYE Professional Development ❖ Collaboration with GC day care for our FYE students ❖ Faculty Panel
Component 5: Professional Development	<ul style="list-style-type: none"> ❖ April 20th: What’s Hap session with peer mentors panel -Raise awareness and participate in What’s Hap/S3 sessions. ❖ Irene Palacios will be attending AACU Conference March 23-24 ❖ Juan Carlos Reyna & Courtney Williams will attend HACU Congressional Conference in Washington DC next month

Steering Committee – March 2nd, 2018

Committee Member Name: _____ Department: _____