

# Welcome



- On the sticky that has been provided to you, please write the following:
  - The State Your Institution is Located
  - Type of Institution
    - Community College
    - Public 4-Year
    - Private 4-Year
    - Other
- Sit next to someone who is from a different type of institution or state, introduce yourselves, and converse about **engagement**, **retention** and **completion** efforts at your institution.

# Equity at the Center: A Comprehensive FYE Program Uniting Student Services and Instructional Affairs



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# Overview



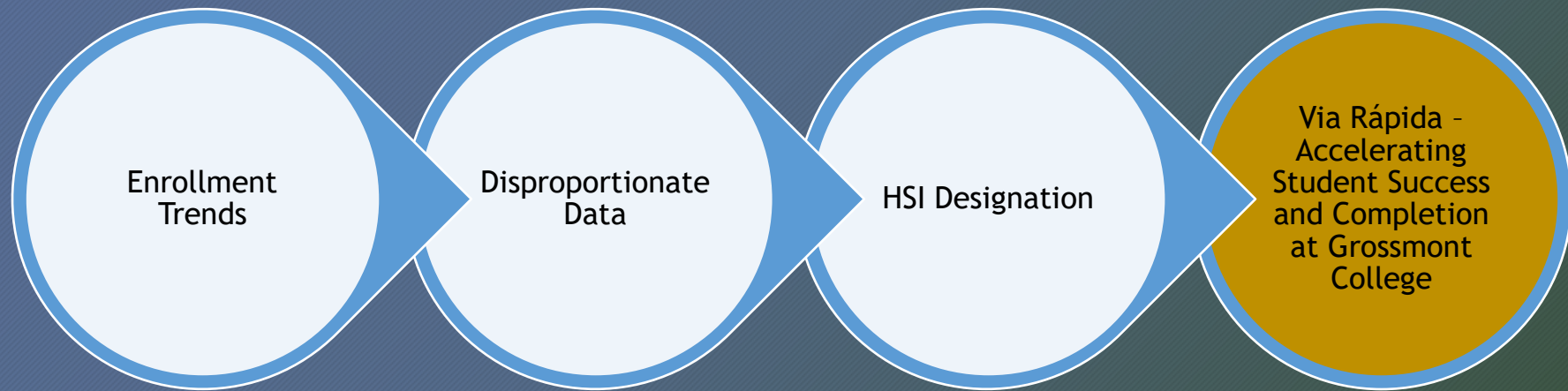
- Institutional Context
- Fundamentals in the Development of Via Rápida FYE
- Data Collection, Analysis, and Application
- Scaling the Program: Infusing Equity

# Learning Outcomes



- Understand how to infuse equitable practices into a large scale FYE program that is appropriate for community college students
- Understand and apply appropriate data practices to inform the development of FYE programs and the decision-making processes
- Unite student services and instructional affairs through FYE program development
- Foster culturally responsive student leaders on campus

# Institutional Context

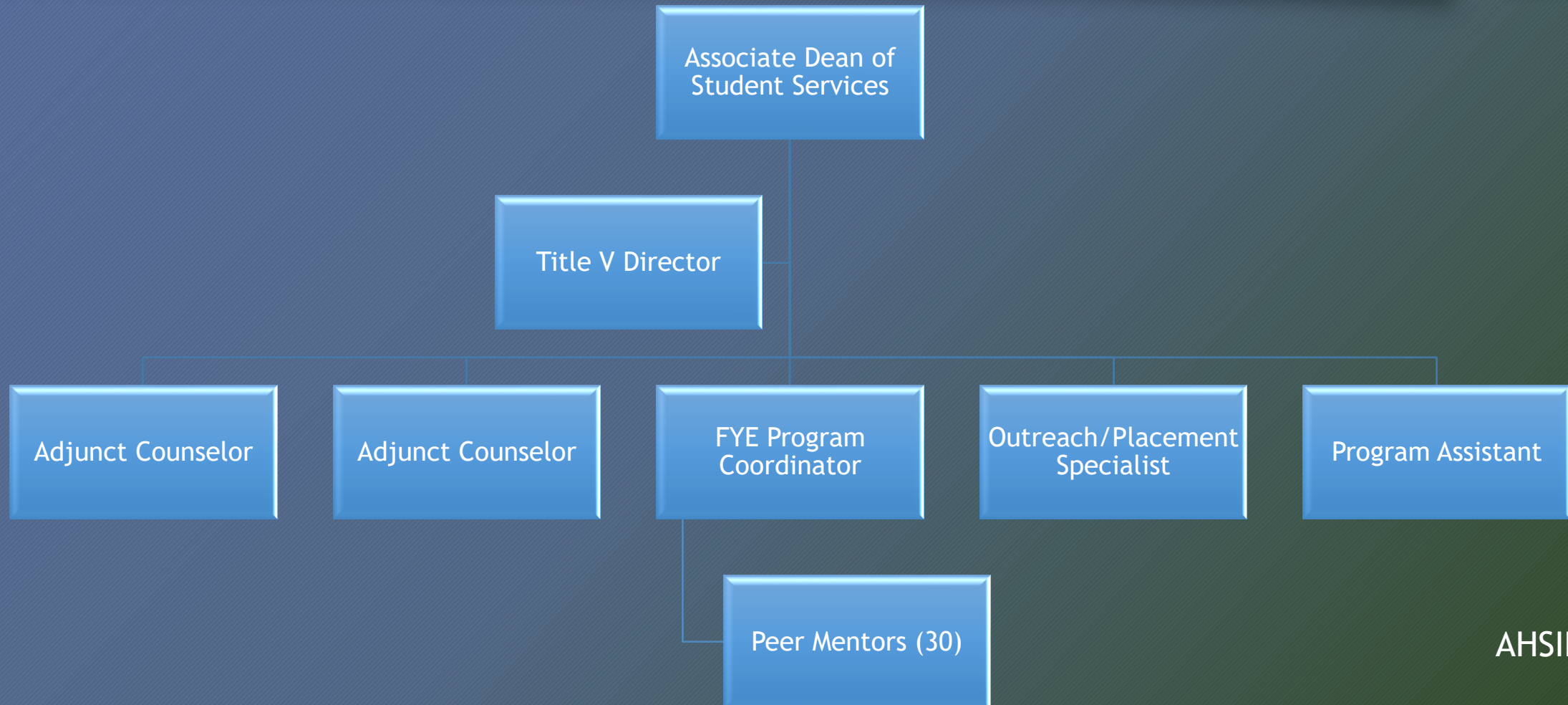


# Fundamentals in the Development of Via Rápida FYE: Commit, Connect, and Complete



Grant Components	2016-2022 Strategic Plan	2017-2019 Integrated Plan	Guided Pathways	Vision for Success
Outreach	X	X	X	X
Assessment and Course Preparation	X	X	X	X
Acceleration	X	X	X	X
Engagement	X	X	X	X
Professional Development	X	X	X	X

# Organizational Chart



# Via Rápida FYE: ACCESS



## Enrollment Status

- Full-Time
- Part-Time

## Aspirations

- Degree Seeking
- Certificate Seeking

## Income Eligibility

- Not Applicable



# Fundamentals in the Development of Via Rápida FYE: Key Components



## Social Integration, Validation & Support

- Extensive Student Orientations
- Family Orientations
- Peer Mentoring
- Communication (Remind, email, newsletter)
- FYE Counselors
- Student Led Workshops
- Dia de Familia



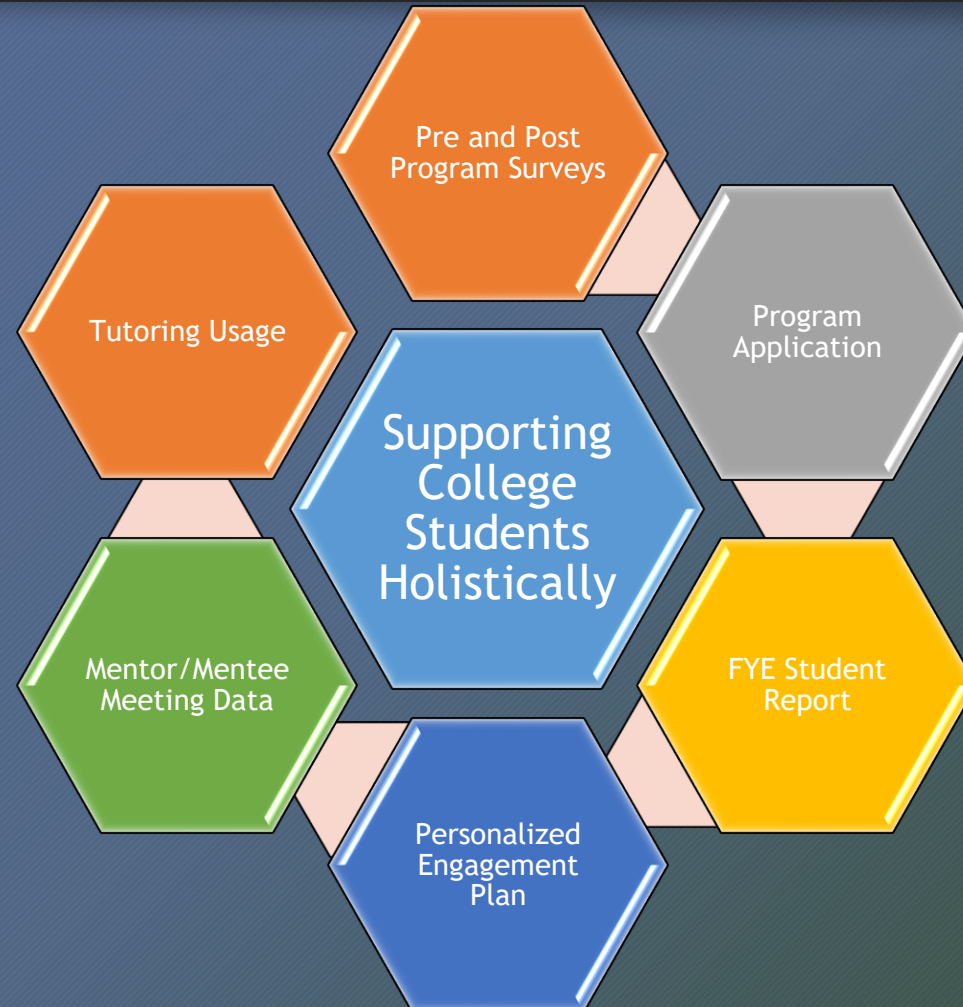
# Fundamentals in the Development of Via Rápida FYE: Key Components



## Academic Support

- Unique Course Offerings (Learning Communities)
- Assessment Preparation → Summer Academic Support Workshops (El Exito)
- Study Jams
- Faculty Mixers
- Embedded Tutoring in English & Math Courses

# Data Collection, Analysis, and Application



# Scaling the Program: Infusing Equity



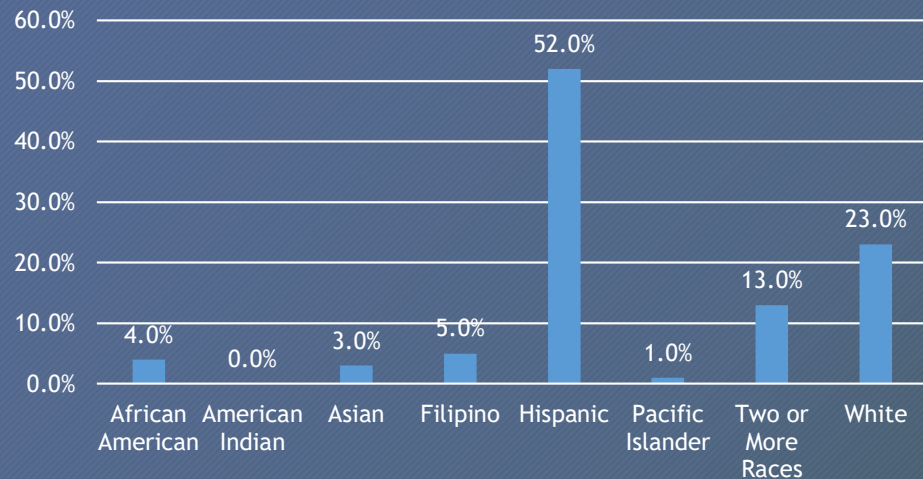
2018 Cohort  
• 203 Students

2019 Cohort  
• 446 Students

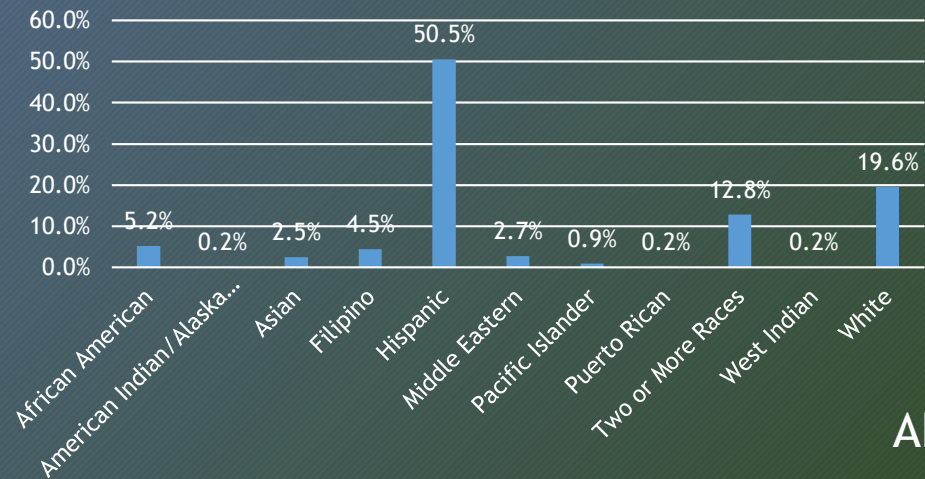
2020 Cohort  
• Goal: 1,000 Students

2021 Cohort  
• Goal: 2,000 Students

Student Demographics - Fall 2018



Student Demographics - Fall 2019



# Emergence of Salient Data



80% are looking to transfer (68.2% with an associates and 12.8% transfer only)

92% - enrolled in math and/or English in 1<sup>st</sup> semester (52% did both)

79% fall 18 to fall 19 persistence compared to 55.3% for other first-time to college students

By end of first semester, 88% of students had Educational Plans

“Every system is perfectly designed to achieve the results it gets.”

-- W. Edwards Deming

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# Orientation



## Summer 2018

- 3 Weeks Prior to Fall Semester
- 4 Consecutive Days
- 4 Hours/Day
- 7 Program Presentations
- Numerous Engagement Activities
- Family Track -Last Day of Orientations

## Summer 2019

- One Day in June & One Day in August
- 6 Hours Each Day
- June -Career Exploration, Course Enrollment, & and Logistics
- August - Building Community
- Multiple Family Orientations (English and Spanish)

## Summer 2020

- 1st Day In Conjunction with College (May, June, and July)
- 2<sup>nd</sup> Day - Griffin Experience
- Multiple Family Orientations (w/ the college)

# COUN 120 - College and Career Success



## Objectives

- Empower students with the tools they need to enhance their academic and life long learning.
- Creating a sense of community
- Building Trust

## Assignments

- Student Service Project - To expose students to a culture/community that is different from their own.
- Interview Your Professor - Encourage students to engage with professors. Help them in alleviating some of the fear that comes with interacting with a professor.
- Cultural Plunge - “...a cultural plunge is individual exposure to persons or groups markedly different in culture (ethnicity, language, socioeconomic status, sexual orientation, and / or physical exceptionality) from that of the ‘plunger.’” Jesús Nieto, 2008



# Unique Course Offerings



- 2020 Cohort: 2 Learning Communities
  - Counseling Course - College and Career Success
- Cross Cultural Studies - **U.S. History: Chicano/Chicana Perspective I**: Explores the role and development of the Mexican/Chicano/Chicana people in the history of the Southwest United States. Particular attention is given to the political philosophies of both countries and its impact on the Mexican American community.
- English 120/020 - **College Composition & Reading**: Develops critical reasoning and writing skills. Students will construct expository and argumentative papers.
  - 020 - Support-Freshmen Composition



# Mentoring - Infusing Equity into VR FYE



- Personalized Engagement Plan
  - Communication
  - Responsibilities of the Mentor & Mentee
  - Committed weekly hours (work, units, clubs, sports, other programs, personal obligations, other items that affect time/commitment)
- Create own engagement plan
  - VR FYE Events
  - Campus Events
  - Mentor Meetings



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## Mentor & Mentee Fall 2019 Mentorship Agreement

Both Peer Mentors and Mentees will achieve personal and professional growth by developing a relationship that will consist of the following:

- Consistent communication (by email, text, or phone)
- Individualized in-person meetings based on the first-year student needs
- Participation in on-campus engagement events

### Meetings & Communication:

- Contact will be maintained based on the Individualized Engagement Plan via
  - Communication through text via the Remind App, email or phone
  - In-person meetings depending on Mentee's needs
  - Group meetings depending on engagement activities
- Mentee can schedule meetings one week in advance using "My WC Online"
- Mentee may cancel meeting 24 hours in advance using "My WC Online"
- Mentee with three missed meetings (without proper cancellation as stated above) will result in the termination of all mentoring, tutoring and library services offered through "My WC Online" (The software will not allow you to make any further appointments.)
- Excessive tardiness will also result in being dropped from these services ( 2 tardies = 1 absence)
- The mentoring partnership is effective through the Mentee's first year (2019-2020)

### Responsibilities of the Mentor:

- Facilitation in developing an Individualized Engagement Plan with Mentee based on Mentee's needs, obligations, responsibilities, plans, and goals.
- Maintain high level of professionalism.
- Serve as a positive social and academic role model.
- Connect Mentee to services on campus.
- Provide Mentee with social support.
- Share knowledge about being a Grossmont College student.
- Report any issues with Mentees to the VR FYE Program Coordinator ([abby.algarin@gcccd.edu](mailto:abby.algarin@gcccd.edu))
- Maintain scheduled appointments and arrive to appointments on time.
- Respond to Mentee questions in a timely manner (within a 24-hour work/business period).
- Mentors are NOT tutors and will not provide personal tutoring to Mentees
- Mentor notifies Mentee at least 24 hours in advance of any schedule changes affecting meetings.

### Responsibilities of the Mentee:

- Develop an Individualized Engagement Plan for yourself with the guidance of your Mentor.
- Clearly communicate your questions, needs, and concerns to your Mentor.
- Create goals and work on areas of needed improvement with your Mentor.
- Accept constructive feedback.
- Reply to Mentor's texts, emails or phone calls when asked.
- Maintain scheduled appointments and arrive to appointments on time.
- Complete surveys as they are emailed or texted to you.
- Report issues with your Peer Mentor to the VR FYE Program Coordinator ([abby.algarin@gcccd.edu](mailto:abby.algarin@gcccd.edu))

Mentorship pairings are subject to reassignment upon request from either the Mentor or Mentee. If Mentee and Mentor are in the same class, or have a pre-existing relationship, reassignments are also warranted.

The following discussion and notes will assist the Mentee and Mentor to develop a *Personalized Engagement Plan (PEP)* for the Mentee.

Planned Weekly Working Hours: \_\_\_\_\_ Enrolled # of units: \_\_\_\_\_

Some courses require more time/work/commitment than others. What are some courses that may take up more time compared to other courses?: \_\_\_\_\_

Clubs/Sports: \_\_\_\_\_ Other Programs: \_\_\_\_\_

Personal obligations (care for family, etc.): \_\_\_\_\_

Other things affecting my time/commitment (transportation issues, long commute, etc.): \_\_\_\_\_

Fill out the table below to figure out the total number of hours you are committing to *each week*:

Subject	Approx. # Hours
Work	
Classes, homework, & study time	
Clubs and/or sports	
Other Programs	
Personal Obligations	
Other	
TOTAL	

After figuring out your total hours, decide what you can commit to for the Via Rápida FYE program. This can be in terms of number of hours per week/ month/ semester, or by the number of events/ workshops per week/ month/ semester. We want you to be involved as much as possible, keeping in mind all of your other commitments and personal obligations. Fill out the table below to state what you plan to commit to. You can always change this during a meeting with a Peer Mentor.

### NOTES:

Event	Number	Hours/Events	Frequency
Ex. VR FYE Events/workshops	2	Events/workshops	Monthly
Ex. On-campus events/ workshops	6	Hours	Semester
VR FYE Events/workshops			
On-campus events/workshops			
Mentor Meetings			
Preferred Communication	<input type="checkbox"/> Call	<input type="checkbox"/> Text	<input type="checkbox"/> Email

The examples shown can be read as: 2 VR FYE events/workshops per month & 6 hours of on-campus events/workshops per semester.

By signing, I agree that I have read and understood this agreement. For peer mentoring to be effective, both the Peer Mentor and Mentee must contribute and do their part.

Mentee Name (print name) \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Mentee ID Number: \_\_\_\_\_ Mentee Email: \_\_\_\_\_

Mentor's Name (print name) \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_



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# Events



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# Mentoring - Infusing Equity into VR FYE



- Peer Mentor Training
  - 5 -Day Intensive Training (10am-5pm)
  - Joint Training with Outreach Ambassadors
    - Lunch
    - Team Building
    - Campus Programs & Services
    - Professionalism
    - Swag Race
    - Listening & Communication
    - Cultural Competency & Unconscious Bias



# Mentoring - Infusing Equity into VR FYE



- Peer Mentor Training
  - Team Building Activities
  - Duties/Responsibilities
  - Relationship Building
  - Guest Speakers from Campus Programs/Departments
  - Mentor Strategies
  - Elevator Speech
  - Engagement/Facilitation
  - Personality Test
  - Self-Care
  - Fear Box
  - Peer Mentor Panel



# Thank You



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