



Title V Spring 2024 Advisory Committee Meeting		Date: 2/2/24	February 2nd, 2024
Notes		Meeting Place:	Zoom
Called to order:	1:00 p.m.	Chair(s): Yvonne Teniente/Mary Patrick	Note Taker: Maria Grando
Members Present:	Mary Patrick; Eloise Bunnell; Elaine Healy; Maribel Vargas-Meza; Maria Grando; Julia Raybould Rodgers; Feride Schroeder; Erica Biely; Yvonne Teniente; Ben Britten; Ana Gomez de Torres		
Members Absent:	Gabriel Marquez; John Hood, Elizabeth West; Alina Romo;		
Guests:			
Agenda No. 1	Title V Grant Overview		
Discussion:	<ul style="list-style-type: none"> • Title V grant began Fall 2020 amidst COVID-19 pandemic • Goals of grant are successful throughput and transfer/degree completion • \$ 2.4 million granted • Grant Objectives align with various strategic planning across campus • Timeline of grant reviewed • Title V projects reviewed – Embedded Tutoring/peer mentoring; financial wellness; Hancock Academy (DEI-focused PD); SEPtember • Quantitative data reflects increase in SEP’s, peer mentors, and high numbers of student involvement in grant-funded pilots • Qualitative data reflects benefit of peer mentoring for student success 		
Agenda No. 2	Needs Assessment		
Discussion:	<ul style="list-style-type: none"> • Embedded Tutoring as a focus, supplemented by Financial Wellness and Hancock Academy (to train and support faculty) • Goals of getting students to stay in courses, not be Dropped and even be okay to Fail – this has been a new challenge • This is new mindset for faculty and students, Withdrawal has been preferred choice in past • Title V aims to embed services to help decrease Withdrawals • Ongoing challenge - Not seeing enough interaction with students and peer mentors outside of the classroom – goal to change culture and mindset around tutoring 		



	<ul style="list-style-type: none"> • In prior years, data reflected that students were not showing higher success rates even with Embedded Services, sometimes were showing lower success when compared to Control • Fall 2023, began looking at individual faculty success and retention to see if improvement shows, which it did • Positive – students that work as peer mentors all receive same training, majority continue to work as peer mentor (job satisfaction) and show academic and personal growth, good university placements, and job pays well (this is reflected in peer mentor survey data) • Remarkable success with Ambassadors attending high schools and discussing campus resources + partnership with high school Special Ed and LAP • Student currently do not know they are in a course with a peer mentor (random assignment for data purposes for grant) • Discussion taking place to inform students at time of registration that certain courses will include a peer mentor
Agenda No. 3	Goal setting for Committee
Discussion:	<ul style="list-style-type: none"> • What are 1-2 goals that can be addressed? • Concern – what happens to peer mentoring after Title V grant, what will be the legacy? • We are making institutionalization plans for embedded peer services and working to move those through relevant campus processes • May need to scale back how many classes have embedded peer services • Could put embedded peer services in courses where they are most needed • Developing rubric for what courses receive peer mentor - in progress • Receive funding and apportionment for peer tutor – potential goal • More advertising on campus to bring awareness of EPS – potential goal • Graduate students working as peer mentors – potential goal • Greater collaboration with Cal poly as far as peer mentors continuing similar work at Cal Poly - idea • Advocacy for paying Hancock students, as opposed to graduate students
Agenda No. 4	Next Steps
Discussion:	<ul style="list-style-type: none"> • Mini homework – for new Title V folks, before next meeting, think about how (in your role), what you may have questions/great ideas for next meeting • More information that participants would like to know about prior to next meeting?