

2013 Annual Performance Report

Submitted: __

U.S. Department of Education
Title III - Part F - Asian American and Native American Pacific Islander-serving Institutions

General Information

1. PR/Award #:

P382B110011

2. UNIT (NCES) ID#:

119164

3. Project Title:

Mt. San Antonio College AANAPI Program

4. Grantee Name:

Mt. San Antonio College -- Counseling Student Services

5. Grantee Address:

1100 N Grand Avenue
Walnut, CA 91789

6. Project Director Name and Title:

Aida Cuenza-Uvas, Project Director

Phone # and Ext:

(909) 274-5905

Email Address:

ACUENZA@MTSAC.EDU

7. Reporting Period: From: 10 / 01 / 2012 To: 09 / 30 / 2013 (mm/dd/yyyy)

Reporting detail: Year grant was awarded: 2011

Year grant is supposed to end: 2016

Total expected duration of grant (years): 5

8. Authorized Representative

Name: Dr. William T. Scroggins	Email: wscroggins@mtsac.edu
Telephone: (909) 274-4250	Date: 01/17/2014

Section 1: Executive Summary

The purpose of the legislation that established the Title III-A and III-F is to “improve the academic quality, institutional management, and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.”

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III - Part F program.

1. The impact of the Title III - Part F grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

As we completed our second year of the grant, we have been able to continue the work we began planning and implementing in the previous year. The efforts this year continue to focus on our areas of interest, as defined in our application: instructional support, counseling interventions, student development, professional development and research/evaluation. Now having all the primary personnel in place with the addition of another part-time staff member, we have been working on the goals, both maintaining and enhancing delivery of services.

To highlight our work in this budget cycle, the planning and execution around the following activities took place:

Instruction

We continue to offer learning communities, workshops for non-native English speakers (NNES) including the addition of writing boot camps and expanding instructional support for students. Our advisory committee reviewed and approved four instructional projects to support training of tutors to work with NNES students, resource development for NNES students enrolled in speech classes, and workshops for NNES students who want to practice speaking skills in less formal “conversation circles”. Also ongoing are tutors in both the classroom and tutoring centers, and additional academic support through English and math study halls.

Counseling Intervention & Student Development

Previous work from year one continues. Counseling and advising efforts are provided through one-one meetings, small group workshops, and assistance with developing educational plans. The College rolled out an online educational planning tool in Spring 2013, in which the grant's educational team were the among the first to pilot this valuable tool. Workshops offered included basics of planning for university transfer, educational planning, personal motivation, and online career resources; and financial aid and scholarship resources. University tours were also scheduled.

In year two, we also began piloting a cultural intervention approach, the “fale fono”, to support our Pacific Islander (PI) students. This is otherwise referred to as community meetings, offered monthly, to address the concerns, needs and student development of our PI students. Through both group discussions and reflective writing, students consider topics such as community stereotypes, personal motivation and challenges along with strategies for coping with these issues. The concepts of congruency and consistency are discussed in relationship to their student mindset, behaviors, and personal goals/decision-making.

Student Leadership Development

In August 2013, we also completed the first student leadership program. During a 3-day retreat, 24 student participants engaged in lessons about leadership, personal values, motivation, communication, personal goal setting, and building community. Students gained a better sense of themselves and their relationship to others, with one such realization being a shared sense of identity in their struggles as students.

Professional Development

The project director attended the National Association of Student Personnel Administrators’ (NASPA) regional conference in November 2012. Six staff and five students attended the annual Asian Pacific Americans in Higher Education (APAHE) Conference. An additional two students over the previous year were funded to attend this national conference. The director also attended the HEP Director's meeting in March 2013. In June 2103, the director also co-presented with a fellow California Community College representative as part of APIASF's Higher Education Summit in Washington DC. Additionally, grant-funded staff also provided training to tutors in working with non-native English speakers (NNES) in multiple tutorial labs. Participants were provided with a “Mt. SAC Writing Center Reference Handbook for Tutors of English Language Learners” developed by the trainer.

Milestones Recognition

Our first annual recognition of students who were ready for transfer and/or graduation was held in May 2013. Eleven students and their families participated in this campus community event where faculty, staff and administrators also participated. Our educational team (counselors and advisor) took the time to share a story about each student and each student had an opportunity to share their personal reflections.

Cultural Identity and Exploration

Students had the opportunity to participate in a variety of activities that included an on-stage performance, “Chinglish” and museum visits to the Chinese American Museum and the Museum of Tolerance. During the second annual celebration of culture through student dance and musical performances AAPI Heritage Month Cultural Night, an audience of 200 faculty, staff, administrators, and community guests enjoyed a free performance.

Research and Evaluation

Our program researcher continues to collect data and compile surveys for the various grant-funded activities, which are important to understand how students are impacted, glean ways to improve or enhance its delivery, and to track our progression toward meeting the grant's objectives. Additionally, our researcher develops ways to identify the degree to which students are participating in program activities that are aligned with the grant objectives, including their performance outcomes.

Year two funding has enabled us to continue the work initiated in the prior year as well as explore other interventions and student support activities. With all personnel hired, we now have the opportunity to review the participation and success outcomes and consider what changes may be needed in year three.

Space Modification Needs

The College also supported the program by enhancing the program's space (reconfiguration and installation of modular furniture) in order to better serve the needs of staff and students.

2. How has the grant helped to carry out the mission of the institution?

As previously mentioned in year 1 APR, the mission of Mt. San Antonio College is, “. . . to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.” In the previous report it was expressed that the grant activities were aligned with the College's mission in serving students. An important idea to note is that our students are faced with personal challenges that many community college students similarly experience; however, some of the decision-making crossroads are culturally influenced. This external pressure may lead them to make decisions that can negatively impact their academic outcomes. This may drive down their motivation and result in a “fatalistic” outcome, such as leaving college or experiencing a lack of (academic) success (Astin’s Theory of Departure).

An inherent part of the “welcoming and supporting” conditions of our mission is to encourage students to become more self-aware of their mindset and behaviors, understand their choices and its implications, and consider strategies they could employ to deal with or improve their situation. The grant has enabled us to explore various interventions to help students increase self-awareness of personal responsibility for fulfilling their student and academic obligations.

One such method that has been implemented is to request progress checks mid-way through the semester from the students and require those who are at-risk (e.g., excessive absences, tardies, non-passing grades) to meet with a member of the educational team (counselors, advisor) to discuss the significance and implications of their status as well as options for their subsequent decision-making needs. One challenge revealed is that this intervention may need to be preceded with a student's self-assessment of their academic behaviors and consider how their engagement or lack thereof would impact their performance in meeting classroom expectations. Work will need to be done to consider a “check-in” schedule, self-assessment tool that the student can impose on themselves with the program educational team marking important points within the semester. While we have begun to embark on this with our students who participate in the fale fono (Pacific Islander community meetings), we are also aware that we will need to invite other students to join in on this self-awareness and self-responsibility track.

The work of “supporting” beyond the student’s academic and financial needs is important for students. The challenge is to explore more initiatives that coach students in developing consistency and congruency with their personal college-going commitments (effort, decision-making, and defining goals) and meeting college expectations (understanding college performance standards), which ultimately is translated into achievement of their personal, educational and career goals as embedded in the College’s overall mission.

B. The following information documents the institution's experience with the grant as reported during the current reporting period.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

Our usage of cohort tracking led us to discover data entry errors within our student information system. As a result, our Information Technology department is currently designing and implementing training opportunities and documenting directions on this data element for the entire college.

Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.

One challenge we have already anticipated is the need for additional personnel. This realization came after the first year's APR submission. We took the steps to request for the use of year 1 carryover funds to provide for support staff to help the director organize the various events (student workshops) and off-campus trips (cultural fieldtrips, college tours, and leadership retreat). The success in this effort led to the addition, thus far, of a part-time hourly employee to serve in this capacity.

Another challenge is students' resistance and resulting non-participation in math learning communities. The advisory committee has begun to discuss other approaches, which includes math assessment preparation strategies. Our Student Services leadership has met to review the coordination of learning communities with future meetings planned. The expected outcomes include appropriate course-pairing selection and efficiency in offering courses to students participating in multiple programs.

Section 2: Institutional Profile

(IPEDS information is not included in the APR).

Accreditation

Institution's primary accrediting agency.

Western Association of Schools and Colleges

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Instructional Support**

Total \$ spent on this activity during the current reporting period: \$137,273.63

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	20,409.68	15
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	116,863.95	85
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	0.00	0
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0
OTHER ACTIVITIES	0.00	0
GRAND TOTAL	137,273.63	100%

Process Measures for “Instructional Support”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

Did the number of library books increase?	No
<i>If yes:</i> Start # <u> 0 </u> End # <u> 0 </u> Application Objective <u> 0 </u>	
Did the number of educational materials increase?	Yes
<i>If yes:</i> Start # <u> 36 </u> End # <u> 105 </u> Application Objective <u> 0 </u>	
Other: Did the number technological resources increase?	Yes
<i>If yes:</i> Start <u> 1 </u> End <u> 8 </u> Application Objective <u> 0 </u>	

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u> 9 </u> End # <u> 13 </u> Application Objective # <u> 0 </u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Counseling Intervention**

Total \$ spent on this activity during the current reporting period: \$120,693.57

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	120,693.57	100
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	0.00	0
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0
OTHER ACTIVITIES	0.00	0
GRAND TOTAL	120,693.57	100%

Process Measures for “Counseling Intervention”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>9</u> End # <u>13</u> Application Objective # <u>0</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Other: How many cohort students participated in two or more counseling interventions or workshops?	Yes
<i>If yes:</i> Start <u>74</u> End <u>195</u> Application Objective <u>157</u>	
Other: Did the number of cohort students completing an educational plan increase?	Yes
<i>If yes:</i> Start <u>62</u> End <u>212</u> Application Objective <u>250</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Student Development**

Total \$ spent on this activity during the current reporting period: \$151,541.90

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	143,111.67	94
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	0.00	0
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0
OTHER ACTIVITIES	8,430.23	6
GRAND TOTAL	151,541.90	100%

Process Measures for “Student Development”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Other: Did the number of students attending Asian American and Pacific Islander themed conferences increase?	Yes
<i>If yes:</i> Start <u> 3 </u> End <u> 5 </u> Application Objective <u> 0 </u>	
Other: Has the percentage of our student leadership participants reporting improved communication skills increase?	Yes
<i>If yes:</i> Start <u> 0 </u> End <u> 100 </u> Application Objective <u> 80 </u>	

LAA Category: *Other, please describe in similar detail.*

Other: Has the percentage of returning Arise Program students who self-reported an enhanced self-confidence increased?	Yes
<i>If yes:</i> Start <u> 0 </u> End <u> 100 </u> Application Objective <u> 80 </u>	
Other: Has the percentage of returning Arise Program students who self-reported enhanced cultural pride/awareness increased?	Yes
<i>If yes:</i> Start <u> 95 </u> End <u> 97 </u> Application Objective <u> 50 </u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Professional Development**

Total \$ spent on this activity during the current reporting period: \$20,918.34

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	0.00	0
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	20,918.34	100
OTHER ACTIVITIES	0.00	0
GRAND TOTAL	20,918.34	100%

Process Measures for “Professional Development”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.*

Did the grant contribute to the establishment of any partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders?	Yes
<p><i>If yes:</i> please list the names of participating organizations.</p> <ol style="list-style-type: none"> 1. <u>Asian Pacific Americans in Higher Education (APAHE)</u> 2. <u>Western Regional AANAPISI</u> 3. <u>Asian Pacific Islander American Scholarship Fund (APIASF)</u> <p><i>I would like to provide a brief supporting statement:</i> These professional organizations provide a common space for educators in the higher education community to discuss Asian American and Pacific Islander (AAPI) issues as well as create opportunities for AAPI students to participate in developmental activities, both personal and leadership.</p> <p><i>Please list the services and activities facilitated or provided by these partnership arrangements.</i></p> <ol style="list-style-type: none"> 1. <u>Professional development for Asian American and Pacific Islander educators.</u> 2. <u>Regional meetings to share best practices, provide federal program updates, and share resource information and data gathering opportunities.</u> <p><i>I would like to provide a brief supporting statement:</i></p>	
Other: Did the number of staff attending professional conferences for Asian Americans and Pacific Islanders increase?	Yes
<p><i>If yes:</i></p> <p>Start <u> 3 </u> End <u> 6 </u> Application Objective <u> 0 </u></p>	
Other: Has the percentage of staff reporting enhanced awareness, understanding and confidence in working with AANAPI students increased?	Yes
<p><i>If yes:</i></p> <p>Start <u> 0 </u> End <u> 100 </u> Application Objective <u> 75 </u></p>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Research and Evaluation**

Total \$ spent on this activity during the current reporting period: \$39,042.19

Focus Area: *Institutional Management*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	39,042.19	100
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0
OTHER ACTIVITIES	0.00	0
GRAND TOTAL	39,042.19	100%

Process Measures for “Research and Evaluation”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.*

Did the grant contribute to research and data collection efforts for Asian American and Native American Pacific Islander populations and subpopulations?	Yes
<p><i>If yes:</i> List the various research and data collection efforts for Asian American and Native American Pacific Islander populations and subpopulations undertaken as a result of the grant.</p> <ol style="list-style-type: none"> 1. <u>Learning Community Success Rates (Fall 2012, Spring 2013, Summer 2013)</u> 2. <u>Tutors in the Classroom (Fall 2012, Spring 2013, Summer 2013)</u> 3. <u>Non-Native English Speakers (NNES) Focused Activities</u> 4. <u>Evaluation of Student Leadership Retreat (Summer 2013)</u> 5. <u>Tracking of Completed Student Educational Plans</u> <p><i>I would like to provide a brief supporting statement:</i> Through our research efforts we have been able to collect both quantitative and qualitative information for most of our events and our Asian American and Pacific Islander students as a whole. Reports are available upon request.</p>	
Other: Enhance cohort identification and tracking	Yes
<p><i>I would like to provide a brief supporting statement:</i> The researcher, in collaboration with the Information Technology Department, continues to enhance the method of tracking our cohort of students. Additionally, as a result of these efforts, refinement of tracking for the college as a whole, is underway.</p>	

Focus Area: Student Services Outcomes

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Other, please specify: Has the rate of students completing their English basic skills sequence through the grant's learning community increased?	Yes
Cohort: <u> </u> If yes: Initial # <u> 0 </u> Final # <u> 85 </u> Goal <u> 70 </u> I would like to provide a brief supporting statement: Ninety-five students participated in one of the basic skills English courses offered as part of our grant-funded learning communities. Of these, 81 students were successful, which represents an 85% success rate.	
Other, please specify: Has the rate of AANAPI AMLA (ESL) students who enrolled in degree-level English courses increased?	Yes
Cohort: <u> Arise Students with AMLA (ESL) Course History </u> If yes: Initial # <u> 8 </u> Final # <u> 26 </u> Goal <u> 13 </u> I would like to provide a brief supporting statement: In year one, 8% of our Arise-AMLA students (n=26) (students in the program who had previously completed an AMLA course) enrolled in English 1A. By the end of year two, 26% of our Arise-AMLA students(n=46)enrolled in English 1A. Our goal for year 2 was 13%. Thus, we exceeded our goal.	

Focus Area: Institutional Management Outcomes

This section depicts institutional outcomes that can be categorized in the Institutional Management focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the institution's information management capabilities improved?	Yes
<p><i>If yes:</i> Start <u>Fair</u> End <u>Good</u> Goal <u>100</u></p> <p><i>I would like to provide a brief supporting statement:</i> During the course of year 2, several of the campus programs that have been involved in grant-funded activities have been able to develop or improve their methods of tracking with the direction and support of the grant's researcher. Additionally, our own data collection methods continue to be refined which allows us to easily contact, identify and track our students.</p>	
Other, please specify: Was the grant able to measure outcomes of its objectives?	Yes
<p><i>If yes:</i> Initial # <u>1</u> Final # <u>1</u> Goal <u>1</u></p> <p><i>I would like to provide a brief supporting statement:</i> Our dedicated institutional researcher has been able to continue their significant contribution in assisting the grant with measuring its outcomes of stated activities. To date, a compilation of Year 1 reports have been completed and Year 2 reports are underway.</p>	

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Instructional Support

On-Schedule Activity Objectives

70% of under-performing AANAPI students enrolled in English and math learning communities will pass sequential basic skills courses required for graduation.

Increase the number of AANAPI AmLa (ESL) students enrolling in degree-level English courses by 5% annually.

Increase the number of under-performing AANAPI students who graduate/transfer by 5% annually.

ACTIVITY: Counseling Intervention

On-Schedule Activity Objectives

80% of AANAPI students participating in the program will have an educational plan on file, documenting their career goals and courses needed to graduate or transfer.

50% of AANAPI students served will participate in a minimum of two workshops or two counseling interventions per year.

60% of AANAPI students participating in program components will participate in at least one counseling session and at least two tutoring sessions per semester.

ACTIVITY: Student Development

On-Schedule Activity Objectives

80% of AANAPI students participating in the program will self-report an enhanced sense of self-confidence and self-efficacy.

50% of AANAPI students participating in the program will self-report an enhanced sense of cultural pride and cultural identity.

80% of AANAPI students participating in the program's leadership activities will self-report improved leadership and communication skills.

ACTIVITY: Professional Development

On-Schedule Activity Objectives

75% of College personnel participating in grant-funded professional development will self-report increased awareness, understanding, and confidence in working with AANAPI students.

At least three AANAPI curricular units will be developed annually; at least one new course in Asian & Pacific Islander Studies will be offered by the end of the grant period.

ACTIVITY: Research and Evaluation

On-Schedule Activity Objectives

Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies.

Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer.

Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	161997.00	344488.00	345679.00	0.00	160806.00	319526.00	Yes
Fringe Benefits	15015.00	67240.00	69537.00	0.00	12718.00	66218.00	Yes
Travel	5228.00	12269.00	14847.00	0.00	2650.00	28274.00	No
Equipment	0.00	8665.00	8659.00	0.00	6.00	0.00	No
Supplies	8384.00	17022.00	15847.00	0.00	9559.00	15249.00	No
Contractual	0.00	5000.00	0.00	0.00	5000.00	17000.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	2469.00	17700.00	14901.00	0.00	5268.00	33700.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	193093.00	472384.00	469470.00	0.00	196007.00	479967.00	

Section 4: Line Item Budget Narrative

This section provides an explanation of how funds will be expended as a result of in each of the selected line item categories.

Personnel

A request was made from ED, with subsequent approval, to reallocate year 1 carryover funds for the use of additional hourly personnel and relevant fringe benefits costs.

Fringe Benefits

A request was made from ED, with subsequent approval, to reallocate year 1 carryover funds for the use of additional hourly personnel and relevant fringe benefits costs.

Section 4: Budget Summary Narrative

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of project activities.

1a. Have all funds that were to be drawn down during this respective performance period been drawn down? **Yes**

1b. If no, please provide a description of the funds (i.e. the amount) that have not been drawn down in the G5 system, and WHY they haven't been drawn down.

2a. Have your project activities had to be modified? **No**

2b. If YES, please describe any significant changes to your budget resulting from modification of project activities.

3a. Did you have any unexpended funds at the end of the performance period? **Yes**

3b. If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

We have a total carryover of \$196,007.00. Part of this carryover amount has been approved by the ED program director to redirect toward additional hourly personnel costs. The remaining carryover will continue to fund ongoing projects and any additional grant-funded activities that align with one or more of the focus areas: instruction, counseling intervention, student development, professional development, or research and evaluation.

Additional Information

1a. Is this a cooperative arrangement grant? **No** Please continue to question 3a.

1b. If yes, describe the type of cooperative arrangement you are in.

2a. Please complete the table below with information related to any partners that you might be working with on your grant.

Partner Name	Description of Partner's role
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2b. In the space below, please describe if and how partners have changed or been added during the reporting period. If partners changed, describe whether this impacted your ability to achieve your approved project objectives and/or project activities.

Partner's name whose role has changed	How their role has changed	What if any impact this has had on your ability to achieve approved project objectives/activities
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3a. Do you wish to make any changes in the grant's activities for the next budget period? **No**

3b. If yes, describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope, objectives, and/or personnel of your approved application. (**Further approval for these proposed changes may be required. Please contact your program officer.*)

4a. Were there any changes to key personnel during this reporting period? **Yes**

4b. If yes, did you receive approval from your Program Officer? **Yes**

*(*If no, you were supposed to and you should contact your program officer)*

5. Have you met your goals and objectives as outlined in your approved activities for this reporting period? **Yes, No, or partially. Partially**

If no, please explain.

6. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project in the space below;

Fale Fone

Given the participation numbers of our Pacific Islander students in the program and given the needs of this student group, building community and creating a space for support was initiated through the "fale fono". It is a culturally-based approach that serves as means to provide student support, engage students in the campus, and encourage students to focus on their college responsibilities. Initially, the group has met once a month. The program has determined that the frequency of meetings should be increased to twice a month. Planning is currently underway for its implementation in Winter and Spring 2014.

Student Leadership Retreat 2013

The first program coordinated for students was successful. Lessons in leadership, personal values, motivation, communication skills, and cultural identity were topic themes covered over the 3-day period. Twenty-four students fully participated and shared the degree to which the retreat had an impact on their perceptions of self and of others. One-hundred percent of the students self-reported an increase in communication and leadership skills. One student commented, "I learned to become more confident and use more positive self talk." Students were also asked about what unanticipated experiences they had during the retreat. Some of the comments included, "Bonding with the other students. I didn't expect to get more on a personal level with anyone here. Plus I was surprised the many people I met and got to know more."

From "Fale Fono" to "Discussion Leader"

At the close of year two, in partnership with our AMLA (ESL) Program, five of the leadership participants (four of whom also participate in the "fale fono") interviewed for and secured the opportunity to serve as a "discussion leader" in "Conversation Circles", which were to be held in Fall 2013. This is also a grant-funded, multi-day workshop, where the "discussion leaders" met with non-native English speakers (NNES) to practice English speaking skills.

Expanding the resources for NNES (non-native English Speakers), grant-funded staff developed a Writing Boot Camp for skill-building; it was designed as a multi-day workshop with students also receiving a certificate upon completion. A report will be provided in the following year for "Conversation Circles" as well as other new grant-funded NNES projects/resources.

In year two, we also created the opportunity to recognize and celebrate the "milestone" accomplishments of our students who were either ready to transfer or graduate. Surrounded by a community of faculty, staff, administrators, Board members, community leaders and family, participating students shared their personal testimonies with the audience. This celebratory event enables students to reflect on their accomplishments and recognize the amount of support that they have on and off-campus.