

2015 Annual Performance Report

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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:

ACUENZAUVAS@MTSAC.EDU

7. Reporting Period: From: 10/01/2014 To: 09/30/2015 (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: 01/28/2015

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.

In review of year 4 of our Title III-F AANAPISI grant, we are encouraged by the progress we have been making which is intended to fulfill the goals of this legislation in targeting the needs of underrepresented Asian American and Pacific Islander students as well as other low-income students. We continue to sustain services that support students in the areas of instructional support, counseling intervention, student development, professional development, and research and evaluation.

Impact on Students (Instruction, Counseling Intervention, and Student Development)

The services that directly impact students include educational advisement, counseling, and student development activities. As the number of students participating in our program increases, we continue to assist students with an educational plan; currently, 85% of our students now have an online-accessible educational plan. Project counselors have also led several workshops and trainings for students to further develop their career awareness and build their academic self-esteem through heightened self-awareness.

To address a gap in basic skills progression we developed, in partnership with our Math Department and Assessment Center, a Math Boot Camp initiative. In Summer 2015, students participated in this second pilot to refresh their math skills by using an online test preparation tool (ALEKs). They had support from faculty and peer advisors; as a result, some of the students were able to improve their placement test outcomes.

As an outcome of our math boot camp, study hall sessions were set up going into year 5. Math tutoring is held two nights a week. There are times when the room is at full capacity, and students have had to work in the hallway and in an adjacent meeting room. Students who never participated in tutoring before are finding strength in studying with students like them and are now able to easily seek assistance when needed – "no shame to ask." This effort will be discussed further in our year 5 APR.

One of the initiatives we began in year 2, the Fale Fono (Samoan for Community Meeting House), continues to be a cornerstone of the program. It acts as a safe space for Pacific Islander (and other participating students) to interact with each other and discuss their academic experiences and challenges. The discussions often intersect with reflections on cultural references and self-awareness. Students get exposure to community guest speakers and specialized workshops. Held every two weeks, approximately 20-30 students attend each session. Toward the end of this budget cycle, the staff discussed adding video reflections in order to capture students' views about their academic and personal development; highlights will be included in next year's report.

Our Summer Leadership retreat has offered students a space to develop leadership skills, participate in team building activities, and reflect on their leadership capabilities. Students who participated have emerged as student leaders, peer mentors and more fully engaged students. The culminating activity involves self-reflections shared with the group; it is a pivotal moment for some as they reflect on their histories and experiences, fears and challenges, as well as hopes for their future. Thirty-two students participated in this 3-day event. Eighty-eight percent of the students said that as a result of participating in the communication workshop, they felt more confident as a communicator. One student shared, "I feel I can be a more active listener." When asked about how the retreat has or can improve their leadership skills, one student shared, "It was unexpected to realize that I have the potential to become a leader someday. I didn't really believe in the idea until I attended the retreat . . . I realized that I can actually become a leader if I know how to attain those qualities."

The AANAPISI grant provided an opportunity for a unique collaboration with two other AANAPISI institutions, University of Massachusetts Boston and Mission College, to engage students in a multi-phase project over the 2014-2015 academic year in order to develop stories that reflect the lives, experiences and challenges of Asian American and Pacific Islander students. Eight of our Arise Program Students (AANAPISI grant) created and showcased their stories at UMass Boston; each of their stories depict themes of family separation, cultural identity, immigration experiences, individual struggles, and family struggles; they also represent the hopes and aspirations of each. One storyteller shared, ". . . finding a way to explain aspects of my culture repeatedly surfaces. I have a desire to help others understand the 'why' and not just the 'what' about their cultural orientations . . . I hope that it will enable others who do not know about my history to broaden their understanding of my culture." These stories have been shared during faculty professional development activities, to the campus community, and as part of higher education circles (conferences, senior administrative meetings).

Finally, students who are considered Non-native English Speakers (NNES) continue to have access to English language development support outside of the classroom through a variety of established workshops that focus on grammar (e.g., articles, parts of speech, gerunds and infinitives), boot camps that address verb usage and writing, and conversation circles where participants engage in practicing their speaking skills with students whose primary language is English. The college is supporting the sustainability of the NNES activities that have been developed initially through the support of the AANAPISI grant. Regular workshop scheduling has been integrated into the campus resources (Writing Center and American Language Department) and staff have been committed to facilitate these offerings. The tutorial specialist also continues to provide professional development workshops to faculty on working with the NNES population in the classroom. Students' self-evaluation of their English skills after participating in each of our NNES grant activities shows overall improvement. Data highlights will be shared in the Research and Evaluation section of this report.

Professional Development

Staff participated in various annual conferences to inform their area of competency needs (university transfer information, research, Asian American and Pacific Islander issues).

In addition to participating in professional development, the AANAPISI project staff conducted presentations at several national conferences and meetings: National Association of Student Personnel Administrators (NASPA 2015- "Student Success: Building 'Bridges' of Trust for Latino and Asian American and Pacific Islander (AAPI) Students in Community Colleges") and Asian Pacific Americans in Higher Education (APAHE 2015 Plenary, "Student Stories, AANAPISI Power, and Pedagogies of Wholeness").

To address the project goal of enhancing faculty and staff awareness of AAPI students' needs, professional development workshops for faculty were conducted on campus that focused on working with non-native English speaking (NNES) students, understanding the cultural dynamics of AAPI students, developing instructional interventions to increase the success of AAPI students. Participating faculty gained insights to ways in which they would engage in practices to improve their support of students.

Research and Evaluation

A foundation of the project is an ongoing research and evaluation model that not only tracks data about students, but measures the developmental growth of student participants as well. Our researcher collects and provides data to report outcomes for the various activities on an on-going basis. In addition to providing data outcomes, our researcher oversees and guides our data collection methods, using both quantitative and qualitative research to measure our objectives and goals. Qualitative data has enabled project staff to continuously improve the project based on insights gleaned about student participants.

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

The mission of Mt. San Antonio College is to support all students in achieving their full educational potential in an environment of academic excellence. The grant has helped to carry out this mission by enhancing the academic and personal success of under-represented and under-served AAPI students. By engaging in collaborative efforts with other student services and instructional units, the project has enabled the creation of new, positive, and innovative interventions designed to increase the academic success of students, especially in English language acquisition and math. Our grant provides resources to implement pilot efforts that are aimed at addressing the needs of underrepresented students who are disproportionately impacted in their academic and engagement experiences; these resources have included basic skills preparation, student development, and campus engagement interventions. Another institutional goal is to equip students with the necessary tools to complete academic goals. The grant supports these endeavors directly through the educational advisement and counseling efforts, which emphasizes the mandatory development of educational plans for each student. Also recognizing students' remedial education needs, particularly in math, the grant enabled the Arise Program to coordinate the math boot camp held the past two summers to assist participating students with their preparation for the assessment test. The college is investigating institutionalizing and expanding these math efforts.

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.

In last year's APR, we noted that a challenge was meeting enrollment requirements for English and math courses, so we shifted our focus in a couple of ways. One of the ways in which we addressed this was to redirect our students to existing pathways for basic skills courses, such as the learning communities offered through the Bridge Program. Not only did we discover that students were not completing math courses, they were delaying enrollment and not taking the necessary

placement exam. In order to address these math related issues, we offered a second pilot of the boot camp, with an improved structure and an increase in student participation. Ninety-six percent of the students persisted through the four-week boot camp, which offered 32 hours of lab access (8 hours/week). Students spent an average of 13 hours using the online tool, with 57% of the 67 students completing at least 13 hours, including one who clocked in a total of 43 hours. The boot camp is a promising new practice which addresses math confidence issues, math placement, and will hopefully develop a practice of enrollment into math courses early in a student's academic career. We are hopeful this strategy will reduce the number of courses needed to complete our students' math pathway, which saves them time and money. Its collaborative nature creates access to math courses and faculty support via the math department, test administration through the Assessment Center (a key student services department), and the Arise Program who engages in the logistics and identification of students who would benefit from this activity. The outcomes of these efforts are highlighted within this report and are available in our annual campus data report.

One of the unique coast-to-coast collaboration that we took part in during this cycle was a Digital Stories (DS) Project, which included two AANAPISI institutions (University of Massachusetts Boston and Mission College). This project led to the creation of eight of our students' stories, which depicted the diversity of our Asian American and Pacific Islander (AAPI) students. This project provided a voice for these students to courageously share how their lives impact their educational experiences or motivate their educational aspirations. It became a platform for engaging in professional development, cultural awareness, understanding, and sensitivity for the campus communities and the public who participated in the Summit at UMass Boston in June 2015. The stories were also integrated into our campus' Faculty Flex Day (professional development) as a workshop session in August 2015, wherein four of the stories were shared and faculty had an opportunity to engage with the students whose work was showcased. Part of the legislation is to help our higher education professionals understand the history and background of our AAPI students. Rather than telling their story for them, this project enables students to develop their own voices, to tell their own stories, that serve to educate the entire campus community. It is a provocative medium that helps the campus community understand the challenges our students may face and how it may impact their decisions while on campus, which in turn affects their success and engagement.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

Continue to advocate for appropriate legislation that enables institutions that are both Hispanic Serving Institutions (HSI) and AANAPISIs to utilize both Title V and Title III resources. Each of these populations have diverse and specific needs that require unique solutions. It is unfortunate that some campuses are forced to choose between one student population over another. This creates a mutually exclusive limitation which presents an equity and inclusion (or exclusion) dilemma. The AANAPISI grant has enabled institutions to explore the unique needs of a heterogeneous Asian American and Pacific Islander (AAPI) student community; the nature of the work calls for specific interventions to target the needs of the diverse population within the AAPI community. As more AANAPISI-eligible institutions apply for designation and compete for awards, an increase in funding is necessary, which does not exclude others, in order to adequately fund institutions with demonstrated need.

Another recommendation concerns the APR reporting format. The report form can benefit from improvement that enables programs to better connect their outcomes data to the activities proposed in their grant. Section 3 is primarily where quantitative data is shared; the context of that data; however, may be necessary to better understand its relevance or importance. This might be resolved by enabling a feature that allows the attachment of report documents.

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Section 2: Accreditation

Accreditation

Institution's primary accrediting agency.

X 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: \$110,061.59

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.	4,625.82	4
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.	2,077.21	2
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.	103,358.56	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	0.00	0
GRAND TOTAL	110,061.59	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 educational materials increase?	Yes
<i>If yes:</i> Start # <u>260</u> End # <u>341</u> Application Objective <u>0</u>	
Other: Did the number of students who had access to the educational resource increase?	Yes
<i>If yes:</i> Start <u>476</u> End <u>564</u> Application Objective <u>0</u>	

LAA Category: *Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.*

Did the amount of scientific or laboratory educational equipment purchased increase?	Yes
<i>If yes:</i> Start \$ spent on equipment <u>0.00</u> End \$ spent on equipment <u>4625.82</u> Application Objective \$ <u>0.00</u>	
Did the number of students with access to scientific or laboratory research equipment purchased increase?	Yes
<i>If yes:</i> Start # students <u>0</u> End # students <u>8</u> Application Objective # <u>0</u>	
Other: Did the number of Digital Stories produced, used for diversity awareness among the campus community increase?	Yes
<i>If yes:</i> Start <u>0</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 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: \$173,641.17

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.	173,641.17	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	173,641.17	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 counselors increase?	No
<i>If yes:</i> Start # <u> 3 </u> End # <u> 3 </u> Application Objective # <u> 0 </u>	
Other: How many cohort students participated in two or more counseling interventions or workshops?	Yes
<i>If yes:</i> Start <u> 260 </u> End <u> 357 </u> Application Objective <u> 0 </u>	
Other: Did the number of cohort students completing an educational plan increase?	Yes
<i>If yes:</i> Start <u> 299 </u> End <u> 479 </u> Application Objective <u> 451 </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: \$173,983.34

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.	526.47	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.	164,088.13	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	9,368.74	5
GRAND TOTAL	173,983.34	100%

Process Measures for “Student Development”

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 educational materials increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>3</u> Application Objective <u>0</u>	
Did the number of telecommunications program materials increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>6</u> Application Objective <u>0</u>	

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

Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>411</u> End # <u>432</u> Application Objective # <u>0</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>311</u> End # <u>338</u> Application Objective # <u>0</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?	No
<i>If yes:</i> Start <u>97</u> End <u>97</u> Application Objective <u>80</u>	
Other: Has the percentage of returning Arise Program students who self-reported an enhanced cultural pride/awareness increased?	No
<i>If yes:</i> Start <u>97</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: \$36,623.35

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.	36,623.35	100
OTHER ACTIVITIES	0.00	0
GRAND TOTAL	36,623.35	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 number of undergraduate students participating in these partnerships increase?	Yes
<p><i>If yes:</i> Start % of students <u> 14 </u> End % of students <u> 22 </u> Application Objective <u> 0 </u></p> <p><i>I would like to provide a brief supporting statement:</i> Students participated as co-presenters during AANAPISI-related conferences: Engaging in Promising Practices (Seattle) and Asian Pacific Americans in Higher Education (APAHE) Conference Plenary (San Francisco); students who were part of the Digital Stories project participated in the Digital Stories Summit hosted by AANAPISI awardee, the University of Massachusetts Boston; four presented their work to faculty during a professional development workshop. One faculty reflected on how they would use what they learned by stating, ". . . while working with students, understanding their struggles, more knowledgeable and willing to go the extra mile to help students be "more" successful. Use this as a tool for myself and my community. Bring intersections to the forefront."</p>	
Other: Has the percentage of staff reporting enhanced awareness, understanding and confidence in working with AANAPI students increased?	No
<p><i>If yes:</i> Start <u> 100 </u> End <u> 100 </u> Application Objective <u> 0 </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: \$45,142.79

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.	45,142.79	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	45,142.79	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>Six Success Factors that Support Student Achievement (RP Group) data collection</u> 2. <u>Non-Native English Speakers (NNES) Focused Activities</u> 3. <u>Math Preparation Boot Camp (Summer 2015)</u> 4. <u>Leadership Retreat (Summer 2015)</u> <p><i>I would like to provide a brief supporting statement:</i> During this fourth year of our grant, we funded three activities designed to improve skills and competency for our NNES students, Conversation Circles, Verb Boot Camp, and Writing Boot Camp. 253 students participated in these activities. 114 students attended at least one Conversation Circle session; 74% of these students attended more than one session. The two largest AAPI ethnic groups who participated were Chinese and Vietnamese. Some of the students were asked to grade themselves on “my ability to speak English” at the first meeting and again at the last meeting; 35% of the students gave themselves either an “A or B” grade at the first meeting. In contrast, 65% graded themselves with an “A or B” at the last class meeting. Of the 90 students who attended the Verb Boot Camps this grant year, 92% reported increased knowledge about English Verbs. The NNES activities that have been initiated through the grant have garnered continued support from the institution. As a result, these activities will continue to benefit students as they are offered regularly through the Writing Center and the American Language (AMLA) department.</p>	
Other: Math Preparation Boot Camp (Summer 2015)	Yes
<p><i>I would like to provide a brief supporting statement:</i> A total of 67 students actively participated; 85% were males and 99% were students of color. Of the 18 students with valid pre- and post-test scores, 72% placed at least one level higher on their post-test. In Fall 2015, 33 of the students who participated enrolled in a math course, which represents 49% of the participants. In fact, 73% of these students were taking math for the first time at Mt. SAC. Among the students who enrolled, 53% were enrolled in at least three levels below college math. On average, 43 students attended the 2-hour daily sessions which consisted of guided instruction and practice in sequential math levels, direct interaction with math faculty, and teamwork activities to build confidence in math skills.</p>	

Other: Leadership Development	Yes
<p><i>I would like to provide a brief supporting statement:</i></p> <p>Among the 32 students who participated in the Summer 2015 Leadership Retreat, 100% indicated that their self-confidence as well as their skills as a communicator have improved as a result of their participation in the leadership retreat. When asked about an unexpected learning outcome, one student shared, “There are some attributes I didn't realize would make a good leader like being emotional and caring about effort and not just results.” (Pacific Islander male) Another student expressed (on the same topic), “Yes, on the last day I felt very emotional and it made me very difficult to go up, but after I went up I felt way happier and enjoyed more and it made me understand everyone who participated better.” (Southeast Asian male)</p> <p>Having offered this activity over the past three years, we have observed students’ engagement on campus. Many have become peer mentors, student ambassadors, served as group leaders for the Conversation Circles NNES workshops, and engaged in leadership roles with student government, campus committees, honors, and student clubs and organizations. In fact, one of the students served as the Associated Student Body President during the 2014-2015 academic year.</p> <p>Student peer mentors have been able to develop higher level leadership skills by developing and leading student sessions themselves. The peer mentors noted self-reflections about their own growth in their role during the retreat: stepping out of their comfort zone (demonstrating courage though not seeing themselves as leaders), adapting to new situations (transitioning away from being a student-athlete to develop a different student “identity”), and the significance of putting leadership into practice (demonstrating dependability, honoring the trust placed in them, solving problems that emerge). Fifty-three percent of this cohort are currently working on campus; two additional students are in the process of seeking campus employment.</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 percent of AANAPI students participating in program components who will participate in at least one counseling session or at least two tutoring sessions per semester increased?	Yes
Cohort: <u>Arise Students (Year 4)</u> <i>If yes:</i> Initial # <u>77</u> Final # <u>79</u> Goal <u>60</u> <i>I would like to provide a brief supporting statement:</i> Seventy-seven percent of the Fall 2014 Arise students either saw a counselor or attended at least 2 tutoring sessions. During the Spring 2015 term, 79% of the Arise students attended either one counseling or two tutoring sessions.	
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> <i>If yes:</i> Initial # <u>50</u> Final # <u>57</u> Goal <u>23</u> <i>I would like to provide a brief supporting statement:</i> There were 564 enrolled Arise students during year 4. Among these students, 86 have taken an AMLA class since Fall 2011. English 1A, Freshman Composition, is the college level course used to determine whether or not a student has enrolled in a degree level English course. Of the 86 Arise AMLA identified students, 49 had enrolled in English 1A (Freshman Composition) prior to Fall 2015. This represents 57% of the Arise AMLA (ESL) students. Our goal for year 4 was to have 23% of our Arise AMLA (ESL) students enroll in English 1A. At 57% we met our goal.	

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 or 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.

Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
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. Progress towards completion of this objective has not yet begun.	Faculty interested in pursuing the development of any new course are required to follow the established governance process. Although a faculty interested in this endeavor was identified, the timeline to complete this process will not satisfy the grant timeframe.	To be determined.

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

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	\$103,234.00	\$318,285.00	\$385,386.00	\$0.00	\$36,133.00	\$325,152.00	No
Fringe Benefits	\$27,551.00	\$72,211.00	\$99,505.00	\$0.00	\$257.00	\$67,173.00	No
Travel	\$1,232.00	\$19,798.00	\$13,862.00	\$0.00	\$7,168.00	\$15,221.00	No
Equipment	\$0.00	\$5,000.00	\$4,626.00	\$0.00	\$374.00	\$0.00	No
Supplies	\$617.00	\$5,267.00	\$4,607.00	\$0.00	\$1,277.00	\$7,485.00	No
Contractual	\$0.00	\$8,067.00	\$8,067.00	\$0.00	\$0.00	\$20,000.00	No
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Other	\$954.00	\$26,366.00	\$23,399.00	\$0.00	\$3,921.00	\$14,500.00	No
Total	\$133,588.00	\$454,994.00	\$539,452.00	\$0.00	\$49,130.00	\$449,531.00	

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 \$49,130.00. The 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. Due to expected increases in salary and fringe benefits, any additional carryover will be prioritized to cover payroll for non-teaching instructional work, counseling, tutoring or peer mentors.

Additional Information

5a. Do you wish to make any changes in the grant's activities for the next budget period? **No**

5b. 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.*)

6a. Were there any changes to key personnel during this reporting period? **No**

6b. If yes, did you receive approval from your Program Officer? **No**

7. 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.

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

The promising work we have been able to do through the grant has inspired the college to support our pilot programs as well as challenge the campus to expand college-wide efforts. The college has institutionalized the tutorial specialist to continue working with Non-native English Speakers (NNES) and faculty by facilitating student workshops and professional development. Another unexpected benefit of the project has been the "Fale Fono". Through this effort, a safe space is created where our Pacific Islanders develop their voice, lean on a familiar community to increase their aspirations and

accountability, and connect students to the campus and its resources. The College is currently under construction to have an Equity Center built that will house the program.

Additionally, the grant staff are learning that our students arrive to our campus, each semester, with different developmental needs and with varying degrees of readiness. This grant has enabled us to listen to our AAPI students, observe them as they engage or struggle to engage, and help the institution to consider how we, too, must also adapt in our engagement with students. We are confronted with questions on how we may need to rethink how we help them access resources (for which some may be apprehensive), commit to their academic endeavors (for which some require persistent coaching), or how we create a welcoming environment (for which some may hold negative self-perceptions about their sense of belonging). We still have much work to be done in the areas of basic skills progression, academic responsibility, goal direction and student development. Despite these challenges, the greatest benefit we have experienced thus far is the reward of students' willingness to share their insights, participate in the grant activities, and call the Arise Program, funded by the grant, their "home" on campus. Program students are making an impact across the campus and have led to a cultural shift in help-seeking behaviors in similar students. This is an institutional phenomenon that will continue to grow as more and more students are encouraged to seek out and use instructional and counseling support services to enable them to reach academic success. The work of the grant project has been a stimulus for other initiatives on campus, like the new Minority Male Initiative.