

Welcome

PR/Award Number: **P382B160020**Reporting Period: **10/1/2020 to 09/30/2021**Grantee Name: **Mount San Antonio College**Program Officer: **Pearson Owens**
(Pearson.owens@ed.gov)

Grant Identification

General Information

PR Award Number:	P382B160020	Unit ID:	119164
Program:	Title III - Part F Asian American and Native American Pacific Islander-serving Institutions		
Grantee Name (Institution Name):	Mount San Antonio College		
Address 1:	1100 N GRAND AVE		
Address 2: (Optional)			
City:	WALNUT		
State:	CALIFORNIA	Zip:	91789 Zip + 4:
Project Title:	Arise Program		
Institution Type/Control:	2-year Public	Grant Type:	Individual Development Grant

Project Director

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Grant and Report Information

Grant Award Year:	10/01/2016
Reporting From:	10/1/2020 to 09/30/2021
Grant End Year:	09/30/2022
Total Duration of Grant:	6 Yrs
Program Officer:	Pearson Owens (Pearson.owens@ed.gov)

Section 1

Section 1: Executive Summary

All questions are limited to 1500 characters or less (approximately 250 words) unless otherwise stated. Keep in mind that all questions, unless otherwise stated, pertain to the reporting period indicated above.

1. The goals of Titles III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Use the following questions to summarize how your grant is enabling your institution to fulfill the legislative intent of the Titles III, V, or VII program during the most recently completed grant period.

The legislative intent of our Title III AANAPISI grant is to promote academic achievement, outcomes, and student development support that meets the holistic needs of our students. Over the last five years, an average of 70% of our Arise students have been financial aid recipients. The ethnic diversity of the Arise students over the past five years is represented by 96% minoritized groups of which 64% are Asian Pacific Islanders with 4% white, non-Hispanic students. In addition to supporting their academic needs, we have created spaces to address basic needs, mental health, and education on social justice issues (e.g., anti-Asian hate, Japanese internment, Filipino activism in the Farmworkers movement, civic responsibilities) in each year of our grant. Every year we collaborate with our Scholarships office to promote applications for student scholarships. In year 5, 87 Arise students applied resulting in 36 students receiving 66 different awards totaling \$52,000. As a result of other collaborative efforts across campus and through the provisions of our grant, students have access to basic needs (food pantry), technology (laptops and mini-), counseling, and tutoring (writing and math) all of which support the needs of our low-income and minority groups by providing tangible support to complete coursework, graduate and/or transfer.

1a. Summarize the impact your institution's Titles III, V, or VII grant has had on enrollment this year.

Since the beginning of this grant, the number of students in the Arise Program cohort increased three times over since the first year, with the bulk of the growth occurring between the first and second year. The average number of students joining annually was 283. Even with the smallest rate of growth (between year 4 and 5), the cohort increased by 20%. The support we provided during the COVID-19 period where many students withdrew and did not return to college contributed to our 60% re-enrollment rate, which was greater than the campus rate (52%). The program's adaptation to the virtual environment and implementation of new tools were continually being enhanced by staff to better serve our students. Continuity of care and a focus on maintaining a sense of normalcy were commitments made by the program staff, which manifested in their daily work. This framework drove attention to the kinds of programming that would benefit and mattered to students at different transition points in which particular needs were expressed. Students' angst over isolation and uncertainty, constantly changing circumstances, economic impacts, losses (personal motivation, death among the family), challenges or setback with mental health or emotional well-being, and other significant trials undoubtedly affected enrollment patterns not just within our program, but across campus.

1b. Summarize the impact your institution's Titles III, V, or VII grant has had on graduation rates this year.

Campus-wide graduation rates increased by 25% over the last five years among API students. Within the grant a baseline was set to measure the percentage of the Arise students expected to graduate or transfer at 18% in year 1 with a 5% target increase each year. We consistently met this objective, which supports the overall institutional goal of graduation rate increases among API students. Each year the graduation/transfer rate among the Arise cohort surpassed the target. By the time we reached the current year (Year 5), 51% of Arise students (690/1355) had graduated/transferred. Each year we honor our students with the annual Milestones Recognition Ceremony. During the last two years, this event was hosted via a pre-recorded virtual ceremony in which participating graduates and transfer students were recognized for their accomplishment, noting what degrees were earned and/or where they were accepted and planning to transfer. The 2021 ceremony is accessible via YouTube at <https://tinyurl.com/AriseMilestone21>. This culminating event is a celebration of students' accomplishments and serves as a motivation for the upcoming cohort to continue their efforts toward their milestone achievement in their academic goals of graduation or transfer. Moreover, whether virtual or in person, families and important guests are invited and recognized as part of the student's educational journey.

1c. Summarize the impact your institution's Titles III, V, or VII grant has had on student persistence/retention this year.

Over the past five years we have seen increases in the retention and success rates among many of our API students. In year 1 the percentage of Pacific Islander students who remained enrolled in their courses was 88% by year 5, over 93% of these students persisted. Asian student persistence in year 1 was 91% but by year 5 it had exceeded 94%. The pandemic has affected both persistence and retention at most institutions of higher education. At Mt. SAC, 52% of credit students who dropped all their courses since the start of the pandemic have returned, whereas 60% of Arise students who had dropped have returned. We feel that this difference is attributed to the ability of the program to continue to offer services and spaces for students in this new virtual and now hybrid environment. There are many factors that affect a student's persistence and retention, including external influences that have been exacerbated by the pandemic. The consistency of program staff availability

and access have been important avenues to promote student persistence and retention. It was not lost on students that the program maintained and enhanced modes of communication for them to stay connected to campus. In fact, we are meeting students who we had initially met virtually who are now coming to campus in person and have shared how helpful it has been to have the virtual access and support from Arise through Zoom, social media and the Arise Canvas hub.

1d. Summarize the impact your institution's Titles III, V, or VII grant has had on fiscal stability this year.

In the first few years of the grant, expenditures were on target as we were able to implement grant activities that had higher projected costs. When COVID-19 conditions forced campus closure this significantly impacted the ability to expend funds at the normal rate of use for approved grant activities. In Year 4 we dealt with the initial impact. By the time we reached Year 5, we had been coping with the pandemic for over a year (March 19, 2020-Sept. 30, 2021). In-person programming went on hiatus for major activities (e.g., student leadership and digital stories) or continued virtually (e.g., Milestones, student workshops), the researcher was fully institutionalized, staff resigned for new opportunities, and professional development (conferences) were held virtually with zero to nominal costs. Despite the interruption to programming that contributed to the decrease in expenditures, grant funds provided stability to our program in a period where the institution implemented hiring "frosts" and diverted surplus funding to emergent needs (e.g., basic needs, technology). In fact, our designation as an AANAPISI also resulted in the receipt of additional Higher Education Emergency Relief Act (HEERF) funding. The authorized no-cost extension has provided us with the necessary carryover funds. As we return back to campus we will be able to resume programming that was suspended during the pandemic (leadership, digital stories) and engage in a new hybrid format of support services.

2. Based on the goals set forth in your comprehensive development plan and/or grant application, summarize the major milestones reached during this grant period.

Over the past five years we have measured progress of several grant objectives. In year 1, 43% (n=155) completed transfer level English and 38% (n=136) completed math 71 (intermediate algebra or higher). By year 5, 75% (1,016) completed transfer level English and 67% (n=910) completed transfer level math. In year 1, 18% of Arise students graduated or transferred. By year 5, 69% or 51% of Arise students had graduated and/or transferred. One of the onboarding protocols implemented at the beginning of the grant was an Arise New Student Checklist with a goal that 70% of new students would each complete at least 70% of ten tasks (e.g., completed the Assessment Questionnaire, met with a peer mentor, completed their educational plan) within the first year of being admitted to the program. Each year we met this objective, even in year 5 amidst the pandemic, 76% of new Arise students completed 70% of the tasks. Over the life of the grant we expected to create five professional development activities that were deemed culturally responsive and best practices in working with AANAPI students. By the end of year 5 we delivered 27 professional development activities (e.g., digital stories).

3. What additional ways do you think the Education Department can support you in implementing the grant project?

The unexpected event (COVID-19) that forced campus closures across the nation prompted institutions to rely upon technological resources for support services. As we returned to campus, we learned that the demand for dual services (in-person or virtual) or hybrid would be necessary. Considering the decrease in the AANAPISI grant funding, increases in the number of eligible institutions, and inflation (e.g., COLA, health and welfare, technology needs), coinciding with the return back to campus requiring multi-modal formats of services, future grantees may benefit from either ED support through supplemental technology awards or a percent allocation to awardees to meet technological needs.

On a national level, the per capita funding allotted to AANAPISIs is disproportionately lower than other MSIs. As noted earlier with the increased competition for funding, not enough institutions are awarded grants to initiate or continue to grow programs that are focused on the specific needs of their AANAPI students. AANAPISI grants are able to address the specific and unique needs of various sub-groups, and unlike most grants, grantees can implement creative and culturally-relevant programming to enable institutions to serve their specific AANAPI population in meaningful ways. For example, attention to Pacific Islander students and their families was made possible through our grant activities.

4. Has your institution's project(s) contributed to evidence-based (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year?

Yes No

If so, how? Use quantifiable measures where possible. These may be presentations, publications, program development, and recommendations for policy changes due to the project.

Over the life of the grant, we have produced several presentations and contributed to professional journal articles at the local, state, national and international higher education spaces. These have provided rich data (quantitative and qualitative) to help educators better understand the impact on our AANAPI students.

Presentations on our Arise students and the grant projects have been shared at conferences that include APAHE

(Asian Pacific Americans in Higher Education), NASPA (Student Affairs), University of Guam conference, international conference sponsored by the Native American Indigenous Studies Association (NAISA), and on-campus professional development workshops (faculty exchange day, classified staff exchange day). We have also contributed to knowledge through professional publications including, "The Role of Asian American Native American Pacific Islander Serving Institutions in reframing Student Leadership" (New Directions for Student Leadership, 2021), dissertation, "Voices from the Pacific: Narratives of Pacific Islander Students Attending a California Community College (Cuenza-Uvas, 2020), and "An Ethic of Care in Student Affairs: Humanizing Relationships and Asserting Cultural Values at an AANAPISI (forthcoming publication). In year 5 we also received a grant from APIA scholars to engage in a review of program development on our work with Native Hawaiian and Pacific Islander (NHPI) students in partnership with primary investigators led by Dr. Robert Teranishi.

5. If your institution has experienced any unexpected outcomes because of this project, which affect, for better or worse, its capacity to fulfill the goals of the legislation, tell us about them here. Additionally, tell us about any challenges, such as natural and national disasters, 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 combat these challenges.

Like all of us in higher education, we did not anticipate how long the pandemic would impact our institutions and in what ways, better or worse, it would influence our ability to fulfill our legislative goals. Since we had already established the Arise Program through a previous award, we were able to implement the grant activities without delay. The Arise Student Action Plan! (ASAP!) was an intervention we devised in response to a need for better tracking of our students' academic progress. After five years of implementation, the College is investigating ways to integrate it into a campus-wide tool for student notifications and cohort tracking. The global pandemic halted our ability to complete some specific programming because of health and safety protocols in place. Opportunities to engage in in-person programming that enrich students' cultural identity development and personal growth were limited. An unintended outcome of transitioning to online services was to develop ways to continue creating spaces for students to still engage both in-person and virtually. Since our return to campus, and as the world continues to heal from the pandemic, we are exploring ways to re-engage with our students through programming that is better suited in-person (leadership, digital stories) or via hybrid programming (e.g., hosting guest speakers virtually from other parts of the state/nation).

6. Under the competition for which your grant application was funded, did you respond to any Education Department evidence standards?

Yes No

6a. Which Education Department evidence standard was required?

- Demonstrates Rationale (Logic Model)
- Evidence of Promise
- Moderate Evidence
- Strong Evidence

6b. Please cite the study/studies you included in your application to address the evidence standard. What specifically was the evidence-based intervention you proposed to implement in your funded application?

These are the articles cited in our application to address our evidence standard:

Bahr, P.R. (2008). Does mathematics remediation work?: A comparative analysis of academic

attainment among community college students. *Research in Higher Education*, 49(5),

420-450.

Cohen, A. M., & Brawer, F. B. (2008). *The American community college* (5th ed.). San

Francisco: Jossey-Bass.

Grubb, W. N., Boner, E., Frankel, K., Parker, L., Patterson, D., Gabriner, R., ... Wilson, S.

(2011). Institutional and instructional approaches to basic skills instruction in

California community colleges. Working paper series funded by Hewlett Foundation.

University of California at Berkeley.

Ozmon, H. A. (2011). Philosophical foundations of education (9th ed.). Englewood Cliffs, NJ:

Merrill.

Instructional support, counseling intervention, student development, professional development, and research and evaluation have been critical elements of this grant. Within each of these areas, there were specific goals that we strove to achieve. In order to determine our success valid and reliable data collection was critical. Our grant objectives demonstrate that we have evidence of progress. We measured 16 objectives every year for the past five years. Additionally, we have generated over 90 reports which showcase our efforts and outcomes. These artifacts clearly demonstrate we met and exceeded the required evidence for this grant. All of these items can be found at <https://www.mtsac.edu/arise/reports.html>.

6c. Are you implementing the evidence-based intervention as planned?

Yes No

6e. Describe the actual results of the intervention during the reporting period.

Over the course of the grant, the cohort participation increased by an average of 283 students annually. Graduation rates among the cohort exceeded the 5% annual target increases, as did the percent of students in the cohort who also completed target college-level English and math courses. By year 5, 98% of students in the cohort had an educational plan. Each major term since Spring 2017 (excluding Spring 2021), enrolled students received direct communication via email on their academic progress with action items via the Arise Student Action Plan! (ASAP!) letter. This intervention kept students apprised of their term achievements in relation to goals identified by the program (gpa, unit completion percentage, English and math completion, educational plan status). Students whose academic progress needed attention were directed to meet with a counselor or advisor for review. Consistent messaging to students utilizing the Canvas hub, email, virtual front desk access for the duration of the the campus closure from March 2020 to August 2021, and through social media outlets were important "best practices" as they served as lifelines to the college. Support was provided for students to update their educational plans, access resources such as financial aid, and support student re-enrollment especially during the COVID-19 period where many students withdrew and did not return to college. Our program had a 60% re-enrollment rate, which was greater than the campus rate (52%).

7. Have you conducted any formative evaluation relating to your grant?

Yes No

7a. If yes, summarize the results of the formative evaluation.

Over the past five years, over 90 artifacts have been published on our website documenting our grant funded activities. Many of these items were evaluative. Survey and focus group results, demographic data about our students, service utilization data, and documentation of disseminating what we have learned are all examples of these artifacts. They contain the results of 32 surveys, 30 focus group summaries, 11 data reports about the students we served, six reports of service usage, and 26 presentations made to share with others what we have learned so as to better serve the API community. It is critical to evaluate every element of our services each year to ensure we are meeting the needs of our current students.

7b. Have the results of the formative evaluation yielded any improvements in your projects and/or campus?

For the past five years, we have conducted a large volume of formative evaluation projects. In year 1, we established our ASAP! letter which has served as an overview of the academic condition of our students, a case management tool allowing individualized needs assessment resulting in motivating students and connecting students to valuable resources and interventions. This ASAP! letter may be implemented campus-wide. The grant also funded our digital stories project, which is a form of research documenting oral history. This builds knowledge and informs issues of equity, which has proved to promote best practices across campus. In year 2 we developed our first talking circles; these focus group discussions among our athletes, southeast Asian students, Pacific Islander females, and FilipinX students yielded valuable insight into students' lives and continue to result in meaningful modifications to our program. In year 3, as a result of feedback received from our educational fieldtrips, we began investigating the possibility of creating a learning community that could explore intersections of AAPI identity. This learning community became a reality in year 5. By year 4, given the depth of formative evaluation work conducted by this time, we quickly pivoted to a virtual environment and focused on our

students' needs. In year 5, we utilized virtual tools such as Padlet, Canvas, and Instagram to understand the needs of our students, promote API identity, and student interactions.

8. If you have conducted any other program evaluation, assessment, or research related to the grant, please summarize your results.

Each grant year the researcher provides the program with program evaluation survey results, attendance and usage data, as well as demographic data regarding the students we serve. Over the last five years, over 90 reports have been generated by the researcher with 22 reports in year 5 alone. These reports are uploaded to our APR for further in-depth review. The data provided through this work allows us to monitor the effectiveness, depth, and breadth of our efforts. As a result, we know 2,240 students have applied to be Arise students since the program began and 1,405 students have done so in the last five years. Forty-eight percent of these students were male. Twenty percent are Filipino and 11% are Pacific Islander. 817 students have transferred to a 4-year institution. Among those who have transferred over time, 374 Bachelor's degrees, 23 Master's degrees and three Doctorate degrees have been earned by former Arise students. This research has also recorded, in a uniform manner, our student voices from year to year. Additionally, ASAP! has provided a means of keeping track of student academic performance, which gives us the ability to evaluate our program, conduct case management, and provide in-reach to our students with most need. Our work has led to a publication in the New Directions for Student Leadership journal and a recent mini-grant award from APIA Scholars for a co-research project focused on our Native Hawaiian and Pacific Islander (NHPI) student population.

9. Please attach any evaluation results including formative evaluations, summative evaluations, journal articles, presentations, and publications relating to your grant projects. These documents may provide greater detail of your results, or items that you would like to highlight.

Year_5_Research_Report_2020_2021.pdf

Please indicate if the assessments were conducted by an evaluator hired specifically to monitor the grant, your institution's research office, or grant personnel (director, etc.).

Yes No

Section 2: Institutional Profile

Institutional Measures (GPRA indicators):

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their endeavors and corresponding results. Each agency states what it intends to accomplish, identifies the resources required, and periodically reports its progress to Congress. It is expected GPRA indicators will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction. As of 2017, the GPRA indicators for Title III, Title V, and Title VII grants within the Higher Education Act (HEA) are (1) Enrollment, (2) Retention, (3) Graduation, and (4) Fiscal Stability.

2A Institutional Measures (GPRA Indicators)

Complete the following table up through the current Reporting Period. Your "Total Fall Enrollment" and "Fall to Fall Retention %" should come from the Fall Census Data.

Grant Year Collection Year	Pre Grant (2015 16)	Year 1 (2016 17)	Year 2 (2017 18)	Year 3 (2018 19)	Year 4 (2019 20)	Year 5 (2020 21)
Total Fall Enrollment	28,991	29,446	29,960	29,346	29,799	28,393
Fall-to-Fall Retention %	70	70	69	71	68	69
2-Year Graduation Rate (2-Year)	9	12	11	13	14	14
4-Year Graduation Rate (2- & 4-Year)	31	32	31	32	47	46

2B Institutional Leadership

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant Leadership (project director, activity director, etc.)?

Yes No

1a. If yes, how has this affected the grant?

New Vice President of Instruction, Kelly Fowler, was appointed in 2021. This change occurred toward the end of year 5 of the grant. Dr. Madelyn Arballo was appointed Provost for the School of Continuing Education, representing a restructure within executive leadership. These changes did not have any major impact on the grant since it falls under the purview of the Vice President of Student Services.

2. Have there been changes in grant leadership (project director, activity director, etc.)?

Yes No

2C Accreditation

1. Which is your institution's primary accrediting agency? [Please check only one]

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges Senior College and University Commission
- Other (please specify)

Accreditation Changes

1. Has the accreditation of your institution changed since you began the project (e.g., status changes or the addition of new programs)? (Include guidance around accreditation changes in user manual and FAQs).

Yes No

2D Audit

1. Institutions that expend \$750,000 worth of federal funds in one year must complete an audit annually pursuant to 2 CFR part 200, subpart F. Were you required to complete an audit pursuant to 2 CFR part 200, subpart F?

Yes No

2. If yes, has an audit pursuant to 2 CFR part 200, subpart F been completed?

Yes No

2a. If yes, were there any findings in the audit?

Yes No

2E Endowment

1. Do you have an Endowment Challenge Grant that has not matured?

Yes No

2. Are grant funds from this award being used for an endowment activity?

Yes No

3. Do you have an endowment activity on a previous award not matured?

Yes No

If yes to any of the above questions, you will be required to complete the FY 2022 Endowment Financial Report (OMB 1840-0564) by the deadline. The report is available on the EFRS tab in this system.

Section 3: Grant Project Status and Budget

3A Project Objectives

1. What is the overall goal of your grant?

The overall goal of the grant is to provide holistic and direct support to our participating Asian American (AA) and Native American Pacific Islander (NAPI) students, as well as other students in our Arise Program (AANAPISI grant). In addition to traditional programming (e.g. academic and career counseling, educational advisement, tutoring support), we engage students in culturally relevant programming to focus on students' personal and leadership development where they examine their cultural identity, personal values, situational context, social/environmental conditions, and life events in relation to how they must navigate through their educational aspirations in order to sustain participation and work toward successful graduation and/or transfer to a university.

2. What is the expected long-term impact of the grant project on the institution?

The expected long-term impact of the grant is to support the overarching goals of the college in its mission to address disproportionate impact, campus equity, and college success for minoritized student populations. The Arise Program, as an AANAPISI grant project, has served as a model program that has led in implementing culturally-responsive programming and applying culturally competent strategies for working with diverse AANAPI populations. The Arise Program is a mainstay in the Equity Center and has collaborated with other student support programs to provide opportunities for co-curricular learning and resource sharing. These collective efforts are intended to create a sense of belonging, enrich the college's understanding of AANAPI students (e.g., Southeast Asians, Samoans, Filipinos), address their needs and concerns, and provide challenge and support to students' overall development, confidence, and success (e.g., self-authorship, academic progress and success, goal achievement). In addition to ethnic diversity, Arise students are also student-athletes (especially football), recent immigrants, first generation college students, parents, returning adults, out-of-state transfers, or experience recurring food and housing insecurities. The institution has benefited from the program efforts through its data collection, employed best practices, essential activities, and creative and enterprising programming that have inspired other areas to adopt similar strategies.

3B Grant Activities

Number of Grant Activities: 5

Grant Activity 1/5

Activity Description:

Counseling Intervention: Strategies implemented to track students' progress regularly and follow-up with students in need of intervention to support their academic goals and address barriers to their participation or progression. The strategies have included individual counseling and advising sessions, small group sessions, workshops, emails and phone calls. A key strategy is the Arise Student Action Plan! (ASAP!)academic progress profile sent to students after each major term, advocacy and guidance for students' resolution to academic and personal issues that have included referrals to and conversations with faculty, departments, and other key players (e.g., Financial Aid, Basic Needs, Scholarships, Student Health Services).

Objective 1/3

Objective Description:

Objective 4: Increase the number of Arise students who graduate/transfer by 5% each year.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 5, 690 or 51% of our Arise cohort graduated or transferred. Our target for year 5 was 38%. This objective was achieved in the current budget year.

Measure Type:	Date Measured:	Frequency Measured:
Program	10/01/2021	Annual Percentage

Data Type: Raw Number
 Ratio

Target	Actual
515.00	690.00
/	/
1355	1355
38%	51%

Objective 2/3

Objective Description:

Objective 5: 80% of Arise students will complete an educational plan, documenting their career goals and courses needed to graduate/transfer within two semesters of joining the program.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Our goal for objective 5 was that 80% of our students will have an educational plan. In year 5, 1322 Arise students or 98% of our students had educational plans on file. We met and exceeded our goal.

Measure Type:	Date Measured:	Frequency Measured:
Program	10/01/2021	Annual Percentage

Data Type: Raw Number
 Ratio

Target	Actual
1084.00	1322.00
/	/
1355	1355

Objective 3/3

Objective Description:

Objective 6: 70% of Arise students will complete English writing and math placement tests within two semesters of joining the program.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Our goal for objective 6 is that 70% of our students will complete English and math placement tests within two semesters of joining the program. In year 5, 135 or 87% of our students either took the placement exams or completed the Assessment Questionnaire (AQ). We met and exceeded our goal.

Measure Type:

Date Measured:

Frequency Measured:

Program

10/01/2021

Annual Percentage

Data Type: Raw Number

Ratio

Target	Actual
109.00	135.00
/	/
156	156
70%	87%

Grant Activity 2/5

Activity Description:

Instructional Support: Efforts that focus tutoring support, academic support and guidance, tracking of progress through English and math with targets to complete college level courses, and peer mentoring. Peer mentoring has included skills development (e.g., academic planning/time management, resource identification and referrals).

Objective 1/3

Objective Description:

Objective 1a: The number of Arise students Completing English 1A will increase by 5% each year.

Objective 1b: The number of Arise students Completing Math 71 will increase by 5% each year.

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

For year 5: With a target annual increase of 5%, we have met this goal for our Arise students. In this budget cycle the total number of Arise students who completed English 1A is 1016 (75% of all Arise students). Previously, we had 797 Arise students complete English 1A (70% of all Arise students). This represents an increase of five percentage points over last year and exceeds the 63% target.

Measure Type:

Date Measured:

Frequency Measured:

Program

10/01/2021

Annual Percentage

Data Type: Raw Number

Ratio

Target	Actual
854.00	1016.00
/	/
1355	1355

63%

75%

Performance Measure 2/2

Performance Measure Description:

In year 4, our completion rate for Math 71 was 56%, which met the increase target of 53% (a five percent annual increase). The target for year 5, based on the five percent increase, was 58%. The actual completion rate for Math 71 was 67%, which exceeded our goal.

Measure Type:

Date Measured:

Frequency Measured:

Program

10/01/2021

Annual Percentage

Data Type: Raw Number

Ratio

Target	Actual
786.00	910.00
/	/
1355	1355
58%	67%

Objective 2/3

Objective Description:

Objective 2: The number of Arise students successfully completing math coursework following program interventions will increase by 5% each year.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 5, 70% or 946 of 1355 Arise students successfully completed math coursework, which exceeded our objective of 57%.

Measure Type:

Date Measured:

Frequency Measured:

Project

10/01/2021

Annual Percentage

Data Type: Raw Number

Ratio

Target	Actual
773.00	946.00
/	/
1355	1355
57%	70%

Objective 3/3

Objective Description:

Objective 3: Upon completion of English language development interventions, the number of Arise ELL students successfully completing their AMLA and English courses will increase by 5% each year.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

For year 5, 83% of our Arise ELL students completed AMLA and English courses. We exceeded the goal of 78%.

Measure Type:

Date Measured:

Frequency Measured:

Project

10/01/2021

Annual Percentage

Data Type: Raw Number

Target	Actual
--------	--------

Ratio

301.00	320.00
/	/
386	386
78%	83%

Grant Activity 3/5

Activity Description:

Student Development has centered on culturally-relevant programming and building students' self-efficacy. Each semester students attend workshops, talking circles, and community meetings to engage in their personal and student growth. Topics this budget period have included academic planning, identity, career exploration, mental health and mindfulness, and social justice issues for the AANAPI community.

Objective 1/3

Objective Description:

Objective 9: 70% of Arise students who participate in program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve their academic goals.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 5, 25 or 89% of the students surveyed reported an enhanced sense of identity and confidence in their abilities to achieve their academic goals. This exceeds our goal of 70% for the project.

Measure Type: Project **Date Measured:** 10/01/2021 **Frequency Measured:** Annual Percentage

Data Type: Raw Number
 Ratio

Target	Actual
70.00	89.00

Objective 2/3

Objective Description:

Objective 7: 70% of Arise students will participate in financial literacy programming.

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

A college-wide financial literacy program was launched during the year 5 budget period. This opportunity nearly doubled the participation among Arise students in financial literacy programming over the five year period. A total of 199 Arise students have participated. We will continue to promote and encourage students to take advantage of this resource.

Measure Type: Program **Date Measured:** 10/01/2021 **Frequency Measured:** Annual Percentage

Data Type: Raw Number
 Ratio

Target	Actual
949.00	199.00
/	/
1355	1355
70%	15%

Objective 3/3

Objective Description:

Objective 8: 70% of new Arise students will complete 70% of their Guided Pathways checklist of tasks within one year of program enrollment.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 5, we surpassed our goal of having 70% of new Arise students complete 70% of their checklist within the first year of joining the program; 76% of students met this objective.

Measure Type: Program **Date Measured:** 10/01/2021 **Frequency Measured:** Annual Percentage

Data Type: Raw Number
 Ratio

Target	Actual
109.00	119.00
/	/
156	156
70%	76%

Grant Activity 4/5

Activity Description:

Professional Development: Includes our engagement in developing and presenting at professional conferences and on-campus training. It also includes contribution to scholarship and and higher education knowledge.

Objective 1/1

Objective Description:

Objective 10a: Create at least five professional development activities that promote cultural responsiveness and best practices in working with AANAPI students.

Objective 10b: 70% of College personnel participating in grant-funded professional development will self-report increased awareness, understanding, and will attempt to implement one new strategy in working with AANAPI students.

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

Since the start of this grant, we have offered 27 professional development activities that promote cultural responsiveness and best practices in working with AANAPI students. This exceeds our goal of 5 different activities.

Measure Type: Project **Date Measured:** 10/01/2021 **Frequency Measured:** Number over the life of the grant

Data Type: Raw Number
 Ratio

Target	Actual
5.00	27.00

Performance Measure 2/2

Performance Measure Description:

In year 5, five college personnel who participated in grant-funded professional development activities responded to a survey regarding this objective. 100% of these respondents reported increased awareness, understanding, and a

willingness to implement one new strategy in working with AANAPI students. This goal was met and exceeded.

Measure Type: Project **Date Measured:** 10/01/2021 **Frequency Measured:** Annual Percentage

Data Type: Raw Number
 Ratio

Target	Actual
70.00	100.00

Grant Activity 5/5

Activity Description:

Research and Evaluation: The dedicated researcher provide a summary of all reports completed for the budget period. The comprehensive report that covers 17 activities is uploaded to the APR.

Objective 1/3

Objective Description:

Objective 13: Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 5, a total of 18 reports were compiled for the various activities held. Over the course of this grant there are, to date, a total of 88 reports developed across the life of the grant.

Measure Type: Project **Date Measured:** 10/01/2021 **Frequency Measured:** Number over the life of the grant

Data Type: Raw Number
 Ratio

Target	Actual
88.00	88.00

Objective 2/3

Objective Description:

Objective 11: Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

A single report, "Arise Annual Performance Report" is compiled and uploaded each year. Content of the report includes data collected to track student progress, outcomes, and the results of surveys and evaluations completed for the various activities. A mix of quantitative and qualitative data is included. This follows the evaluation plan for the grant.

Measure Type: Project **Date Measured:** 10/01/2021 **Frequency Measured:** Annual Number

Data Type: Raw Number
 Ratio

Target	Actual
1.00	1.00

Objective 3/3

Objective Description:

Objective 12: At least two focus groups of AANAPI students will be held each year.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 5, we held two talking circles. These talking circles served as focus groups to gain insight to the needs, interests, and perspectives of specific AANAPI populations in the Arise Program. The talking circle sub-groups were Filipinx and Pacific Islander women.

Measure Type:

Date Measured:

Frequency Measured:

Project

10/01/2021

Annual Number

Data Type: Raw Number

Ratio

Target	Actual
2.00	2.00

3C Budget

Enter your budget. If you click the "changes" box, a text field will display within that section for you to enter a line item budget narrative explaining the changes

A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non Federal Expenditure	Carryover Balance (Current Year)(D E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Personnel	154,257.00	998,609.00	1,152,866.00	947,024.00	0.00	205,842.00	17.85	0.00	<input type="checkbox"/>
Fringe Benefits	11,675.00	313,493.00	325,168.00	327,003.00	0.00	-1,835.00	-0.56	0.00	<input type="checkbox"/>
Travel	18,854.00	103,790.00	122,644.00	80,724.00	0.00	41,920.00	34.18	0.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Supplies	11,538.00	13,340.00	24,878.00	16,751.00	0.00	8,127.00	32.67	0.00	<input type="checkbox"/>
Contractual	12,733.00	37,467.00	50,200.00	24,467.00	0.00	25,733.00	51.26	0.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Other	-7,407.00	57,271.00	49,864.00	50,771.00	0.00	-907.00	-1.82	0.00	<input type="checkbox"/>
A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non Federal Expenditure	Carryover Balance (Current Year)(D E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Total	\$201,650.00	\$1,523,970.00	\$1,725,620.00	\$1,446,740.00	\$0.00	\$278,880.00		\$0.00	

3D Summary Budget 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 Grant activities.

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

No Yes

2. Did you have any unexpended funds at the end of the performance period?

No Yes

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

A total carryover of \$278,880 will be spent during the pre-authorized "no cost extension" budget period. The funds will be applied to primary grant activities. These activities include instructional support (e.g., tutoring, non-instructional faculty support), student development activities (e.g., peer mentoring, counseling, digital stories, leadership retreat, educational workshops), professional development (e.g., APAHE conference), and data collection (e.g., student metrics-graduation, transfer, progression through college level English and math). The college initiated return to campus protocols since July 2021. Some of the aforementioned activities had to be temporary halted during the course of the campus closure due to the pandemic. Given our return to campus, we will restart the digital stories project (Fall 2021) and summer leadership retreat (Summer 2022), two major activities that were on hiatus.

3. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

No Yes

4. Is this a cooperative arrangement grant?

No Yes

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners roles have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or grant activities.

6. Do you wish to make any changes in the grant's activities for the next budget period?

No Yes

7A. Were there any changes to key personnel during this reporting period?

No Yes

8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

No Yes Partially

If "no" or "partially" please explain:

During this budget period, we were still operating remotely until the last quarter (mid-July to Sept. 2021). The re-opening of campus occurred with specific health and safety protocols and practices in place. Programming and services continued via virtual platforms for the majority of this budget period. Thus, in person programming was still not feasible. Some events were still conducted virtually (e.g., Milestones recognition, API Heritage Month, counseling appointments) whereas others were temporarily halted (e.g., digital stories project, student leadership retreat).

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

Learning to pivot so quickly taught us to be innovative and increase our capacity to serve via the use of technological tools. Even with our return to campus, some students were still tentative about being on campus either because of scheduling conflicts beyond their classroom time or wanting to limit face to face contact, especially given our guidelines. This initial return will mean yet another period of transition and redefining student engagement, reestablishing community with new cohorts of students, many of whom we met for the first time in a virtual environment. What has been instrumental was the ongoing use of our Virtual Front Desk which has two access points: Arise Canvas Hub and

the Arise Website. This portal has made it easier for Arise students, even those who had to drop classes, stay aware of our services and way to engage with us. Constant communication was a priority for us to maintain since the onset of our campus closure. Maintaining a sense of community through virtual programming-both within and in collaboration with other programs -was also a consistent effort to process the mental health and mindfulness, learning strategies, career planning, cultural identity, and anti-Asian hate issues that arose. We were able to continue providing student progress reports electronically. Students still benefited from counseling, advising, financial aid advisement, scholarship application support, transfer and graduation processing. The work continues.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<p><u>Grant Activity 1:</u></p> <p>Counseling Intervention: Strategies implemented to track students' progress regularly and follow-up with students in need of intervention to support their academic goals and address barriers to their participation or progression. The strategies have included individual counseling and advising sessions, small group sessions, workshops, emails and phone calls. A key strategy is the Arise Student Action Plan! (ASAP!)academic progress pro le sent to students after each major term, advocacy and guidance for students' resolution to academic and personal issues that have included referrals to and conversations with faculty, departments, and other key players (e.g., Financial Aid, Basic Needs, Scholarships, Student Health Services).</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> Tutoring, counseling, and student service programs designed to improve academic success. <p><u>Dollars Spent: \$63,572.86</u></p>	<p>\$63,572.86</p>
<p><u>Grant Activity 2:</u></p> <p>Instructional Support: Efforts that focus tutoring support, academic support and guidance, tracking of progress through English and math with targets to complete college level courses, and peer mentoring. Peer mentoring has included skills development (e.g., academic planning/time management, resource identification and referrals).</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> Tutoring, counseling, and student service programs designed to improve academic success. <p><u>Dollars Spent: \$51,840.69</u></p>	<p>\$51,840.69</p>
<p><u>Grant Activity 3:</u></p> <p>Student Development has centered on culturally-relevant programming and building students' self-efficacy. Each semester students attend workshops, talking circles, and community meetings to engage in their personal and student growth. Topics this budget period have included academic planning, identity, career exploration, mental health and mindfulness, and social justice issues for the AANAPI community.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> Tutoring, counseling, and student service programs designed to improve academic success. <p><u>Dollars Spent: \$156,789.95</u></p>	<p>\$156,789.95</p>
<p><u>Grant Activity 4:</u></p> <p>Professional Development: Includes our engagement in developing and presenting at professional conferences and on-campus training. It also includes contribution to scholarship and and higher education knowledge.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> Other Activity : From prior APRs, LAA Category "Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders." <p><u>Dollars Spent: \$567.22</u></p>	<p>\$567.22</p>
<p><u>Grant Activity 5:</u></p> <p>Research and Evaluation: The dedicated researcher provide a summary of all reports completed for the</p>	<p><u>LAAs:</u></p>	<p>\$0.00</p>

budget period. The comprehensive report that covers 17 activities is uploaded to the APR.

Total Dollars Spent on All Activities	\$272,770.72
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Section 5: Institutionalization

Grant Activity 1

Counseling Intervention: Strategies implemented to track students' progress regularly and follow-up with students in need of intervention to support their academic goals and address barriers to their participation or progression. The strategies have included individual counseling and advising sessions, small group sessions, workshops, emails and phone calls. A key strategy is the Arise Student Action Plan! (ASAP!) academic progress profile sent to students after each major term, advocacy and guidance for students' resolution to academic and personal issues that have included referrals to and conversations with faculty, departments, and other key players (e.g., Financial Aid, Basic Needs, Scholarships, Student Health Services).

Financial Cost (\$)

63,572.86

Approved Line Items

The primary positions that implement these interventions that are funded by the grant are the Educational Advisor and the Student Services Program Specialist. The efforts are also supported by the Peer Mentors.

Institutionalization Plan

As of this budget period, institutionalization is requested through the college's "Planning for Institutional Effectiveness" (PIE) process.

Grant Activity 2

Instructional Support: Efforts that focus tutoring support, academic support and guidance, tracking of progress through English and math with targets to complete college level courses, and peer mentoring. Peer mentoring has included skills development (e.g., academic planning/time management, resource identification and referrals).

Financial Cost (\$)

51,840.69

Approved Line Items

In addition to the Educational Advisor and Student Services Program Specialist position, approved line items include costs for Peer Mentors and tutoring.

Institutionalization Plan

As of this budget period, some of the tutoring (Writing) has been funded by other campus resources. We continue to identify our institutionalization needs through the College's PIE process.

Grant Activity 3

Student Development has centered on culturally-relevant programming and building students' self-efficacy. Each semester students attend workshops, talking circles, and community meetings to engage in their personal and student growth. Topics this budget period have included academic planning, identity, career exploration, mental health and mindfulness, and social justice issues for the AANAPI community.

Financial Cost (\$)

156,789.95

Approved Line Items

In addition to the Educational Advisor, Student Services Program Specialist, Peer Mentors, approved line items include expenses for student development needs (e.g., mental health, guest speakers, career exploration), cultural events (e.g., fole fono, talking circles, cultural night, guest speakers), and response to social justice issues and awareness (e.g., anti-Asian hate discussions and community support for AANAPI students).

Institutionalization Plan

Discussion of the institutionalization plan is on-going. We have been awarded a no-cost extension that will expire on September 30, 2022. We expect to expend funds for this purpose, as well as resume activities currently on hiatus during the no-cost extension period. The College is implementing a plan for transition once the grant ends.

Grant Activity 4

Professional Development: Includes our engagement in developing and presenting at professional conferences and on-campus training. It also includes contribution to scholarship and higher education knowledge.

Financial Cost (\$)

567.22

Approved Line Items

The grant is approved to engage in conference attendance and participation. With ongoing COVID-19 restriction

travel and virtually no in-person conferences, the expenditure of this line item has been minimal due to current conditions.

Institutionalization Plan

Discussion of the institutionalization plan is on-going. We have been awarded a no-cost extension that will expire on September 30, 2022. We expect to expend funds for this purpose during the no-cost extension period. The College is implementing a plan for transition once the grant ends.

Grant Activity 5

Research and Evaluation: The dedicated researcher provide a summary of all reports completed for the budget period. The comprehensive report that covers 17 activities is uploaded to the APR.

Financial Cost (\$)

0.00

Approved Line Items

A researcher was funded by the grant to compile data for the grant objectives and develop research reports.

Institutionalization Plan

The researcher position formerly paid out of the grant has been fully institutionalized as of this budget period. They continue to provide ongoing support to our grant for data needs, including the compilation of data reports for the Annual Performance Report (APR).

2. In the space provided below please explain any notable experiences you have had in institutionalizing this project. Please list any considerable challenges, successes, or failures.

As of the current budget period, the pandemic has continued through the first three-quarters. We reopened campus July 2021; however, the hiring frost, which set a temporary cessation on the funding of any vacant or future positions is slowly opening up. The reorganization of state funding has also increased conservatism for student services. However, prior to securing this current grant, the campus did institutionalize the director position 100%. As of the last budget period, the researcher was also institutionalized. We continue to provide the rationale for our institutionalization request as part of the college's "Planning for Institutional Effectiveness" (PIE) process. The request is comprehensive, which is considered among a myriad of other requests within Student Services and other areas of the institution that may be determined to be a more immediate priority or that have emerged as a new need impacting the entire campus.

3. Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities? Please explain.

Not this budget cycle. As a reminder, last year, given our status as an MSI/AANAPISI institution, the CARES Act, via the Higher Education Emergency Relief Fund (HEERF), provided an allocation of almost \$1.2 million dollars to the college as of April 30, 2020. No additional funds have been allocated specifically due to our designation to date.

Certification

You do NOT need to send a signed certification form to ED or upload a signed certification form.

1. Reporting Period

10/1/2020 to 09/30/2021

2. PR Award Number

P382B160020

3. Project Title

Arise Program

4. Recipient Information

Name: Mount San Antonio College

Address: 1100 N GRAND AVE , WALNUT, CALIFORNIA 91789

5. Contact Information

Name: Aida Cuenza-Uvas

Title: Director

Phone: (909)-274-5905 Ext:

Email: acuenzauvas@mtsac.edu

6. Authorized Representative

(The Institutions President or someone with the institutional authority to sign on federal sponsored agreements) **To the best of my knowledge and belief, all data in this performance report are true and correct.**

Name

Dr. William T. Scroggins

Email

bscroggins@mtsac.edu

Phone

(909)-274-4250

Date

03/18/2022
