# AANAPISI Grant Annual Report

## Grant 2 Year Two (Fall 2017 through Summer 2018)

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3/11/2019

# Arise Year 2 Grant 2 (2017/18) Data Reports

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# AANAPISI Grant Objectives Outcomes

| Objective 1a | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 43% | Total N | English 1A | Percent | |
| The number of Arise students Completing English 1A will increase by 5% each year. | Year 1 (2016-2017) | 43% | 358 | 155 | 43% | Yes |
| | Year 2 (2017-2018) | 48% | 632 | 345 | 55% | Yes |
| | Year 3 (2018-2019) | 53% | | | | |
| | Year 4 (2019-2020) | 58% | | | | |
| | Year 5 (2020-2021) | 63% | | | | |

| Objective 1b | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 38% | Total N | Math 71+ | Percent | |
| The number of Arise students Completing Math 71 will increase by 5% each year. | Year 1 (2016-2017) | 38% | 358 | 136 | 38% | Yes |
| | Year 2 (2017-2018) | 43% | 632 | 279 | 44% | Yes |
| | Year 3 (2018-2019) | 48% | | | | |
| | Year 4 (2019-2020) | 53% | | | | |
| | Year 5 (2020-2021) | 58% | | | | |

| Objective 2 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 37% | Total N | Completors | Percent | |
| The number of Arise students successfully completing math coursework following program interventions will increase by 5% each year. | Year 1 (2016-2017) | 37% | 358 | 134 | 37% | Yes |
| | Year 2 (2017-2018) | 42% | 632 | 243 | 38% | No |
| | Year 3 (2018-2019) | 47% | | | | |
| | Year 4 (2019-2020) | 52% | | | | |
| | Year 5 (2020-2021) | 57% | | | | |

| Objective 3 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 58% | Total N | Completors | Percent | |
| 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. | Year 1 (2016-2017) | 58% | 98 | 57 | 58% | Yes |
| | Year 2 (2017-2018) | 63% | 160 | 108 | 68% | Yes |
| | Year 3 (2018-2019) | 68% | | | | |
| | Year 4 (2019-2020) | 73% | | | | |
| | Year 5 (2020-2021) | 78% | | | | |

| Objective 4 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| Increase the number of Arise students who graduate/transfer by 5% each year. | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | | Total N | Graduates | Percent | |
| | Year 1 (2016-2017) | 18% | 358 | 66 | 18% | Yes |
| | Year 2 (2017-2018) | 23% | 632 | 169 | 27% | Yes |
| | Year 3 (2018-2019) | 28% | | | | |
| | Year 4 (2019-2020) | 33% | | | | |
| | Year 5 (2020-2021) | 38% | | | | |

| Objective 5 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| 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. | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | | Total N | Ed Plans | Percent | |
| | Year 1 (2016-2017) | | 358 | 321 | 90% | Yes |
| | Year 2 (2017-2018) | 80% | 632 | 562 | 89% | Yes |
| | Year 3 (2018-2019) | | | | | |
| | Year 4 (2019-2020) | | | | | |
| | Year 5 (2020-2021) | | | | | |

*Prepared by Aida Cuenza-Uvas and Lisa DiDonato, AANAPISI grant.*

# AANAPISI Grant Objectives Outcomes

| Objective 6 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| 70% of Arise students will complete English writing and math placement tests within two semesters of joining the program. | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 70% | Total N | Count | Percent | |
| | Year 1 (2016-2017) | | 358 | 347 | 97% | Yes |
| | Year 2 (2017-2018) | | 340 | 295 | 87% | Yes |
| | Year 3 (2018-2019) | | | | | |
| | Year 4 (2019-2020) | | | | | |
| | Year 5 (2020-2021) | | | | | |

| Objective 7 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| 70% of Arise students will participate in financial literacy programming. | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 70% | Total N | Count | Percent | |
| | Year 1 (2016-2017) | | 358 | 22 | 6% | No |
| | Year 2 (2017-2018) | | 632 | 89 | 14% | No |
| | Year 3 (2018-2019) | | | | | |
| | Year 4 (2019-2020) | | | | | |
| | Year 5 (2020-2021) | | | | | |

| Objective 8 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| 70% of new Arise students will complete 70% of their Guided Pathways checklist of tasks within one year of program enrollment. | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 70% | Total N | Count | Percent | |
| | Year 1 (2016-2017) | | 169 | 139 | 82% | Yes |
| | Year 2 (2017-2018) | | 340 | 246 | 72% | Yes |
| | Year 3 (2018-2019) | | | | | |
| | Year 4 (2019-2020) | | | | | |
| | Year 5 (2020-2021) | | | | | |

| Objective 9 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| 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. | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 70% | Total N | Count | Percent | |
| | Year 1 (2016-2017) | | 115 | 110 | 96% | Yes |
| | Year 2 (2017-2018) | | 73 | 67 | 92% | Yes |
| | Year 3 (2018-2019) | | | | | |
| | Year 4 (2019-2020) | | | | | |
| | Year 5 (2020-2021) | | | | | |

| Objective 10a | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| Create at least five professional development activities that promote cultural responsiveness and best practices in working with AANAPI students. | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 5 | Total N | Grand Total | | |
| | Year 1 (2016-2017) | | 4 | 4 | | Yes |
| | Year 2 (2017-2018) | | 7 | 11 | | Yes |
| | Year 3 (2018-2019) | | | | | |
| | Year 4 (2019-2020) | | | | | |
| | Year 5 (2020-2021) | | | | | |

| Objective 10b | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| 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. | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | 70% | Total N | Count | Percent | |
| | Year 1 (2016-2017) | | 3 | 3 | 100% | Yes |
| | Year 2 (2017-2018) | | 7 | 6 | 86% | Yes |
| | Year 3 (2018-2019) | | | | | |
| | Year 4 (2019-2020) | | | | | |
| | Year 5 (2020-2021) | | | | | |

| Objective 11 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|
| Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies. | Year | Target | Actuals | | | Target Met? |
| | Baseline (2016-17) | Annual Data | Completed | | | |
| | Year 1 (2016-2017) | 1 | 1 | | | Yes |
| | Year 2 (2017-2018) | 1 | 1 | | | Yes |
| | Year 3 (2018-2019) | | | | | |
| | Year 4 (2019-2020) | | | | | |
| | Year 5 (2020-2021) | | | | | |

| Objective 12 | Performance Measures and Timelines | | Annual Progress | | | |
|---|---|---|---|---|---|---|

## AANAPISI Grant Objectives Outcomes

| | Year | Target | Actuals | Target Met? |
|---|---|---|---|---|
| At least two focus groups of AANAPI students will be held each year. | Baseline (2016-17) | Annual Data | Count | |
| | Year 1 (2016-2017) | 2 | 1 | No |
| | Year 2 (2017-2018) | 2 | 4 | Yes |
| | Year 3 (2018-2019) | | | |
| | Year 4 (2019-2020) | | | |
| | Year 5 (2020-2021) | | | |
| **Objective 13** | **Performance Measures and Timelines** | | **Annual Progress** | |
| Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer. | Year | Target | Actuals | Target Met? |
| | Baseline (2016-17) | Annual Data | Grand Total | |
| | Year 1 (2016-2017) | 15 | 15 | Yes |
| | Year 2 (2017-2018) | 18 | 23 | Yes |
| | Year 3 (2018-2019) | | | |
| | Year 4 (2019-2020) | | | |
| | Year 5 (2020-2021) | | | |

# Arise Student Welcome and Commitment Fall 2017

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The purpose of this event is to welcome new and returning students each term to our program, informing them of events and changes to our efforts. Additionally, students are grouped for a break out session that focuses on the needs of that student population. .

## Summary Results

- Only 26% of the students reported ever watching a completed Digital Story completed by an Arise student.
- Among the returning Arise students, 92% agreed with the statement, "The Arise program has helped me feel like I can achieve my academic goals.
- 100% of the Arise students felt they were focused on their academic goals.
- The majority, 89%, of the returning Arise students agreed that the Arise program has supported their academic needs.

# Arise Student Welcome and Commitment Fall 2017

48 students completed surveys at the Fall 2017 Welcome Back Event. Their responses are reported below.

*Students were asked to rank the difficulty level of completing each of the Arise checklist items. The ranking choices were as follows: Very Easy, Easy, Somewhat Easy, Difficult, or Very Difficult.*
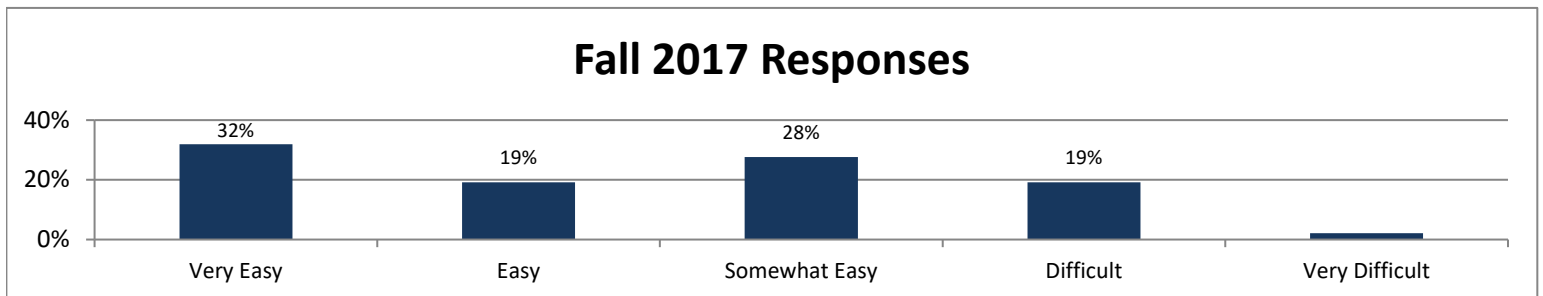
## Completing an Arise Application Form

| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 33 | 69% | 9 | 19% | 4 | 8% | 1 | 2% | 1 | 2% | 48 |
| **Total** | **33** | **69%** | **9** | **19%** | **4** | **8%** | **1** | **2%** | **1** | **2%** | **48** |



**Fall 2017 Responses**

- Very Easy: 69%
- Easy: 19%
- Somewhat Easy: 8%
- Difficult: 2%
- Very Difficult
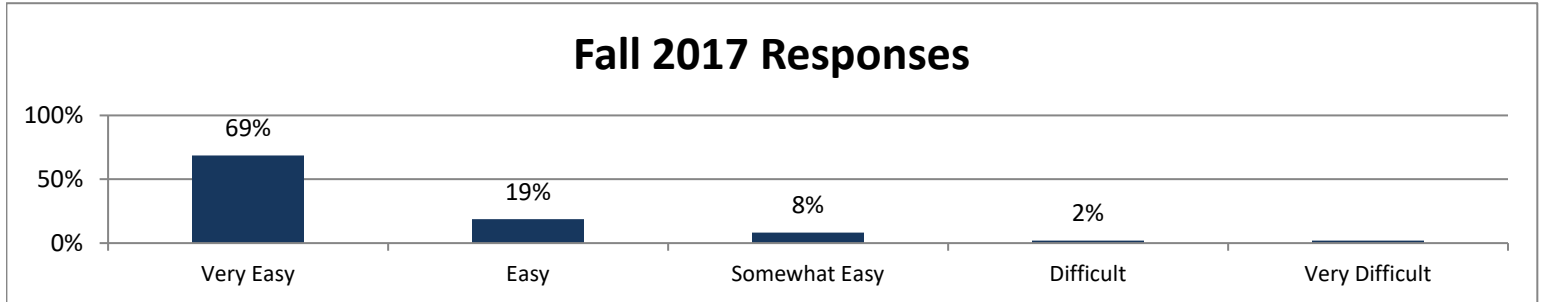
4% of the students reported that completing the Arise Application was either difficult or very difficult.
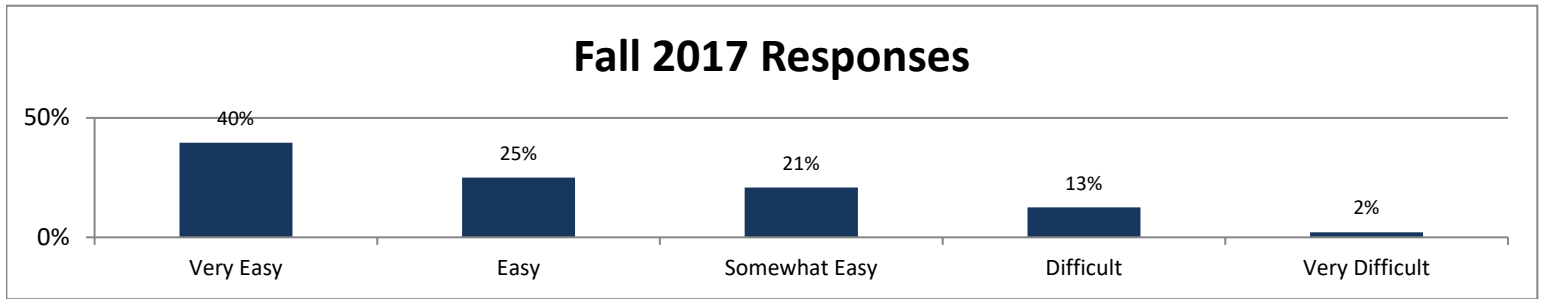
## Completing my math placement test.

| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 15 | 32% | 9 | 19% | 13 | 28% | 9 | 19% | 1 | 2% | 47 |
| **Total** | **15** | **32%** | **9** | **19%** | **13** | **28%** | **9** | **19%** | **1** | **2%** | **47** |



**Fall 2017 Responses**

- Very Easy: 32%
- Easy: 19%
- Somewhat Easy: 28%
- Difficult: 19%
- Very Difficult

When asked to rank the difficulty of completing their math placement test, a larger proportion of the students selected, "Very Easy" (32%) than did "Difficult" (19%) or "Very Difficult" (2%).
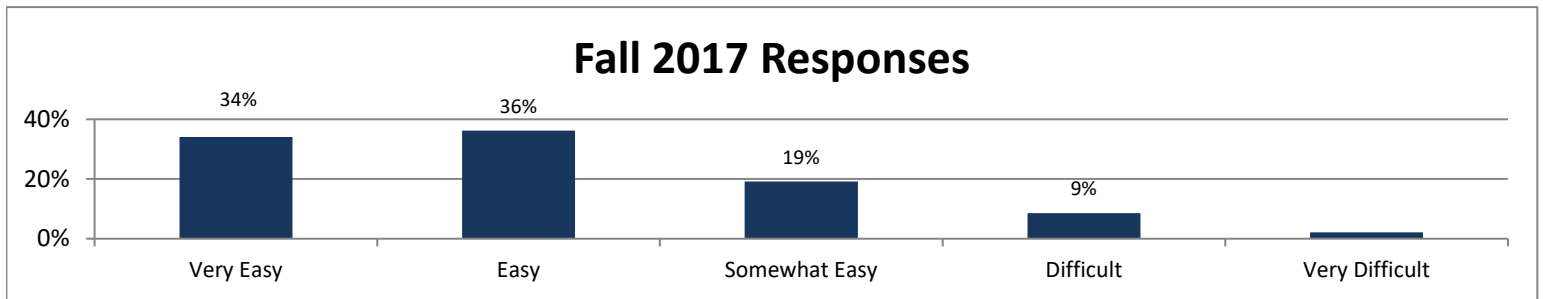
Completing my English placement test.

| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 19 | 40% | 12 | 25% | 10 | 21% | 6 | 13% | 1 | 2% | 48 |
| **Total** | **19** | **40%** | **12** | **25%** | **10** | **21%** | **6** | **13%** | **1** | **2%** | **48** |



**Fall 2017 Responses**

15% of the Arise students completing a survey selected "Difficult" or "Very Difficult" when ranking the difficulty of completing their English placement test. 40% selected "Very Easy".

Completing an ed plan (Mountie Academic Plan).

| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 16 | 34% | 17 | 36% | 9 | 19% | 4 | 9% | 1 | 2% | 47 |
| **Total** | **16** | **34%** | **17** | **36%** | **9** | **19%** | **4** | **9%** | **1** | **2%** | **47** |



**Fall 2017 Responses**

70% of the respondents selected "Very Easy" or "Easy" in response to ranking the difficulty in completing an ed plan.

Meeting with a counselor.

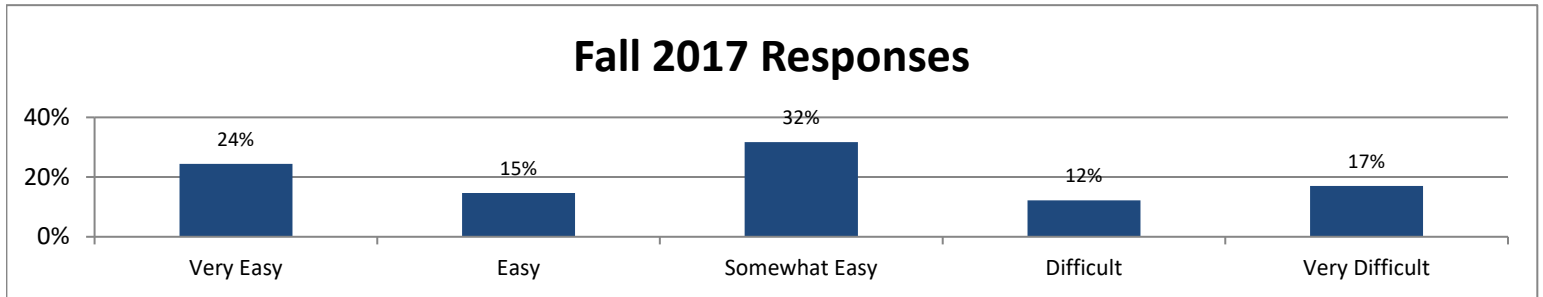| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 17 | 36% | 14 | 30% | 9 | 19% | 5 | 11% | 2 | 4% | 47 |
| **Total** | **17** | **36%** | **14** | **30%** | **9** | **19%** | **5** | **11%** | **2** | **4%** | **47** |



**Fall 2017 Responses**
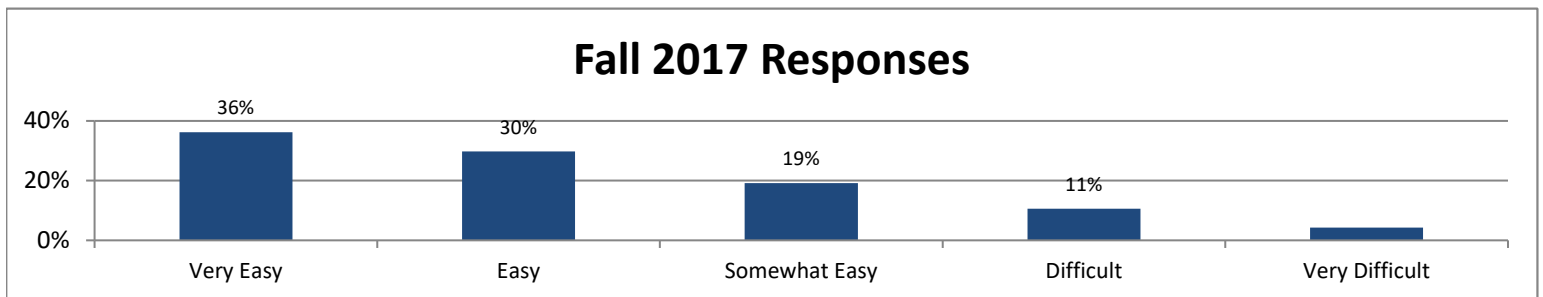
85% of the students selected "Very Easy", "Easy", or "Somewhat Easy" when ranking the difficulty in meeting with a
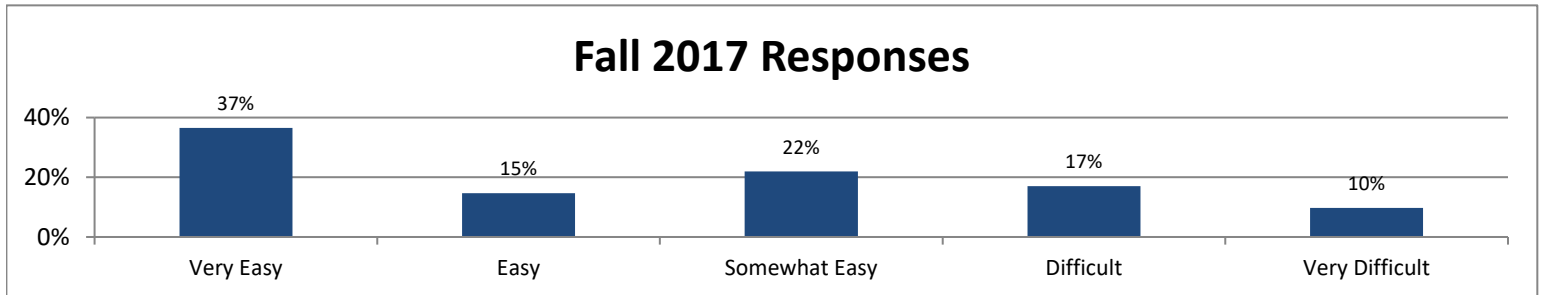
## Successful completion of English 1A.

| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 10 | 24% | 6 | 15% | 13 | 32% | 5 | 12% | 7 | 17% | 41 |
| **Total** | **10** | **24%** | **6** | **15%** | **13** | **32%** | **5** | **12%** | **7** | **17%** | **41** |



29% of the students selected, "Difficult" or "Very Difficult" when ranking the difficulty level in successfully completing English 1A.

## Successful completion of math 71.

| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 15 | 37% | 6 | 15% | 9 | 22% | 7 | 17% | 4 | 10% | 41 |
| **Total** | **15** | **37%** | **6** | **15%** | **9** | **22%** | **7** | **17%** | **4** | **10%** | **41** |



74% of the students selected, "Very Easy", "Easy", or "Somewhat Easy" in ranking the difficulty of completing math 71.

## Meeting with my Peer Mentor.

| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 16 | 42% | 10 | 26% | 7 | 18% | 1 | 3% | 4 | 11% | 38 |
| **Total** | **16** | **42%** | **10** | **26%** | **7** | **18%** | **1** | **3%** | **4** | **11%** | **38** |
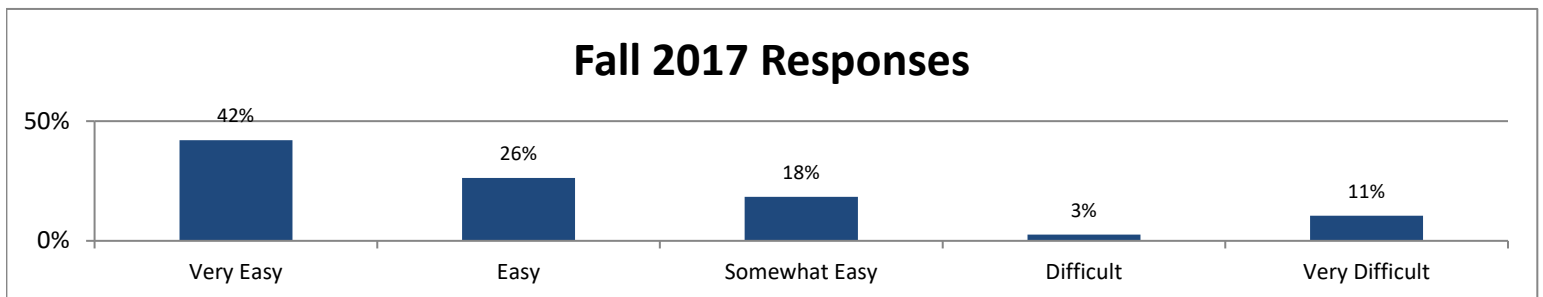


86% of the students ranked meeting with their peer mentor as either very easy, easy or somewhat easy.

## Attending an Arise Event.

| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 32 | 68% | 9 | 19% | 4 | 9% | 0 | 0% | 2 | 4% | 47 |
| **Total** | **32** | **68%** | **9** | **19%** | **4** | **9%** | **0** | **0%** | **2** | **4%** | **47** |

### Fall 2017 Responses
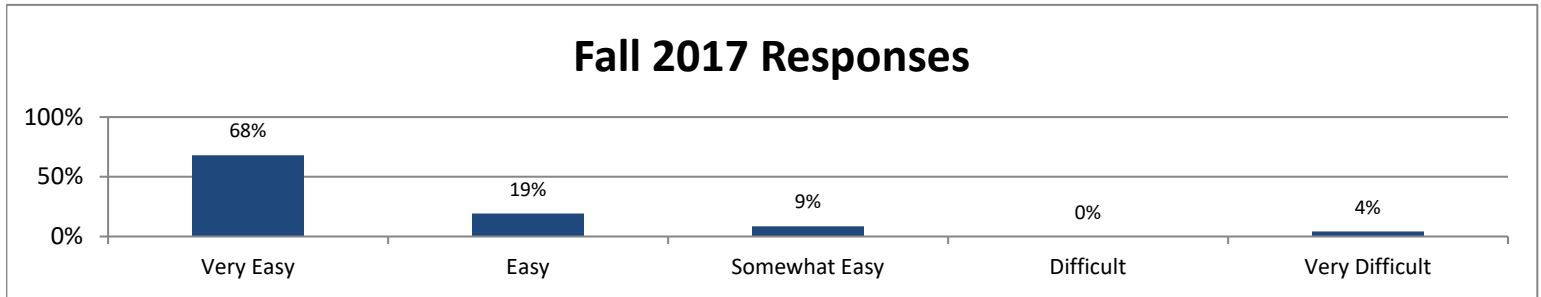


96% of the students selected "Very Easy", "Easy", or "Somewhat Easy" as the diffculty level in attending an Arise event.

## Attending a Financial Literacy Workshop

| Level of Agreement | Very Easy | | Easy | | Somewhat Easy | | Difficult | | Very Difficult | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Fall 2017 Responses | 11 | 28% | 12 | 30% | 11 | 28% | 2 | 5% | 4 | 10% | 40 |
| **Total** | **11** | **28%** | **12** | **30%** | **11** | **28%** | **2** | **5%** | **4** | **10%** | **40** |

### Fall 2017 Responses
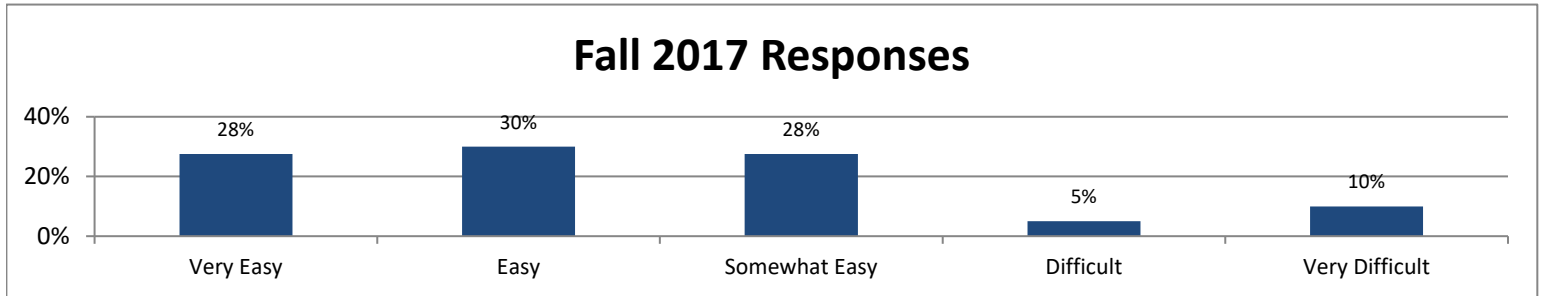


15% of the students selected "Difficult" or "Very Difficult" in response to how difficult attending a financial literacy workshop was for them.

## Have you ever watched any of the completed Digital Stories of any of our Arise students?

| Level of Agreement | Yes | | No | | Total |
|---|---|---|---|---|---|
| | Count | % | Count | % | |
| Fall 2017 Responses | 12 | 26% | 35 | 74% | 47 |
| **Total** | **12** | **26%** | **35** | **74%** | **47** |

Only 26% of the students reported ever watching a completed Digital Story completed by an Arise student.
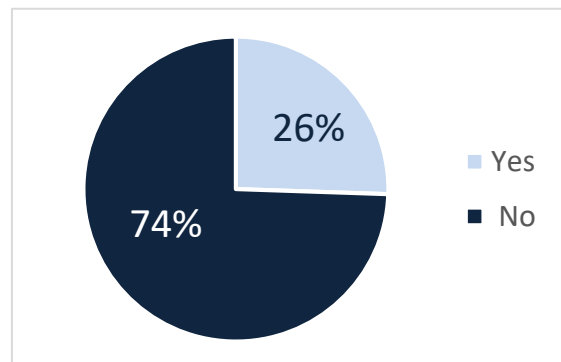
| Why are the tasks you rated as the most difficult, so hard to complete? |
|---|
| Scheduling |
| Don't have peer mentor. I don't know what  FLW's. |
| English is not my best subject. |
| Peese no all fees in that. |
| I have never attended a financial literacy workshop. |
| I've never attended a Financial Literacy Workshop because I didn't know it exsisted. |
| I don't know when or what a Financial Literacy Workshop is. |
| Placement Tests |
| I need more help with Math, I'm still in (51). |
| I haven't completed those level yet. I don't know who my peer mentor is. |
| I'm bad at English |
| I'm not really great at English. |
| B/C ofthe time I had to spend studying. |
| Information was not accessible. |
| Meeting with the counselor is hard because appointments are never available (not arise counselors). |
| English and Math are my difficult subjects. |
| Its just not possible |
| haven't been placed in any classes yet. |
| Because I have not taken the math placemen test. |
| The soubt I have on doing well & completing it. |
| Arise makes everything great. |
| Math is difficult |
| getting a job on campus. |
| Nothing was fun :) |
| Cultural Barriers |
| N/A |
| No prep |
| Having difficult for Doing English 1A because I just need a better Professor. |
| Math in general |
| None |
| Not good at Math taking. |
| English needs constant practice. |
| To meet new friends |
| Because writing is not my strength |
| N/A |
| Knowledge of the ed plan |
| Knowledge from predecessors |
| Everything need to get out as soon as possible |
| success |
| friendship, more education |
| To meet new people, and get help for hmwk |
| getting extra help |
| Learn easier ways to pass classes |
| To keep up with my work |
| Gain awareness of how to improve |
| I awnt to my AA degree |
| A spot to meet new people with different perspectives |
| gaining knowledge for an effective transfer |
| a family away from home |

| Why are the tasks you rated as the most difficult, so hard to complete? |
| --- |
| Knowledge and help on what I should be doing in school |
| To be guided in my transfer process to CSLA |
| Set up a goal and graduate on time |
| Gaining connection |
| Networking |
| Help transferring |
| I gain having frienship and learning |
| Meeting new people, learning, and becoming more outgoing |
| to learn how to be resourceful |

Respondents were next asked to rank their level of agreement with the following statements if they were an Arise student the previous year.

*The Arise program has…*

## helped me understand myself better.

| Level of Agreement | Strongly Agree | | Agree | | Somewhat Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| **Returning Student Responses** | 8 | 31% | 10 | 38% | 2 | 8% | 1 | 4% | 5 | 19% | 26 |
| **Total** | **8** | **31%** | **10** | **38%** | **2** | **8%** | **1** | **4%** | **5** | **19%** | **26** |
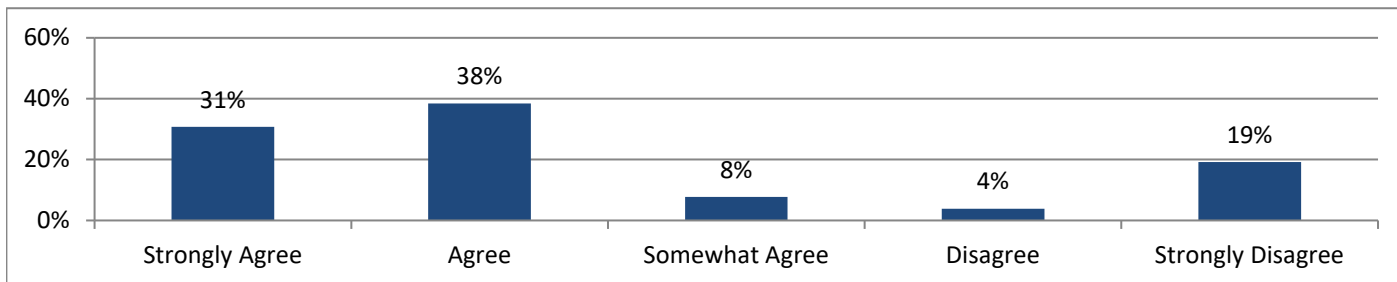


77% of the returning Arise students agreed with the statement, "The Arise program has helped me understand myself better".

*The Arise program has…*

## helped me feel like I can achieve my academic goals.

| Level of Agreement | Strongly Agree | | Agree | | Somewhat Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| **Returning Student Responses** | 13 | 54% | 9 | 38% | 1 | 4% | 1 | 4% | 0 | 0% | 24 |
| **Total** | **13** | **54%** | **9** | **38%** | **1** | **4%** | **1** | **4%** | **0** | **0%** | **24** |
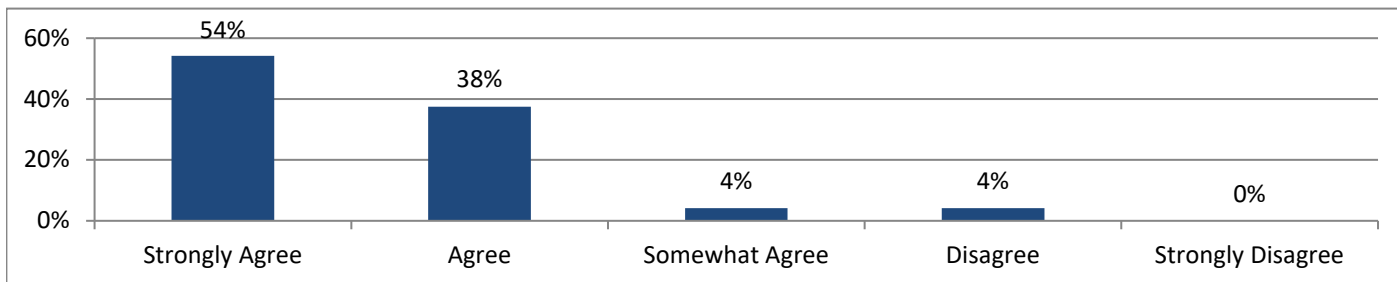


Among the returning Arise students, 92% agreed with the statement, "The Arise program has helped me feel like I can achieve my academic goals.

*The Arise program has…*

## helped me feel more self-confident.

| Level of Agreement | Strongly Agree | | Agree | | Somewhat Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| **Returning Student Responses** | 10 | 38% | 11 | 42% | 0 | 0% | 1 | 4% | 4 | 15% | 26 |
| **Total** | **10** | **38%** | **11** | **42%** | **0** | **0%** | **1** | **4%** | **4** | **15%** | **26** |
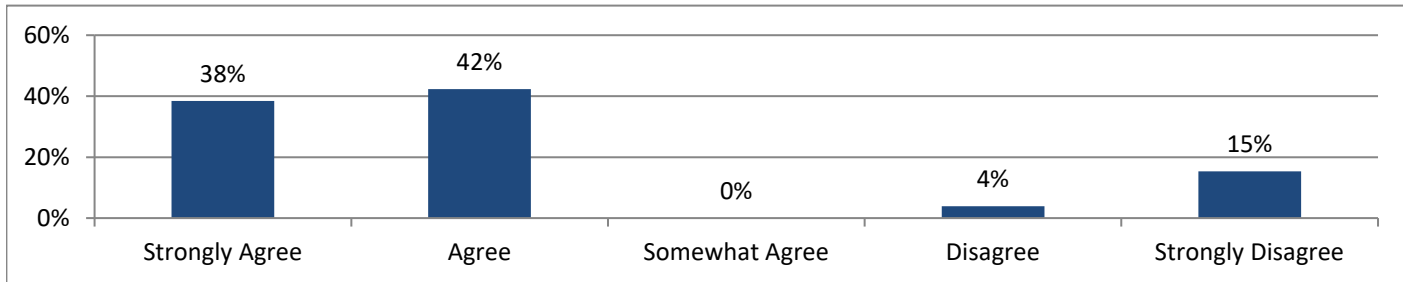


80% of returning Arise students selected either, "Strongly Agree", "Agree" or "Somewhat Agree" in response to the statement that the Arise program has helped them feel more self-confident.

## helped my identify academic goals.

| Level of Agreement | Strongly Agree | | Agree | | Somewhat Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| **Returning Student Responses** | 11 | 42% | 9 | 35% | 1 | 4% | 1 | 4% | 4 | 15% | 26 |
| **Total** | **11** | **42%** | **9** | **35%** | **1** | **4%** | **1** | **4%** | **4** | **15%** | **26** |
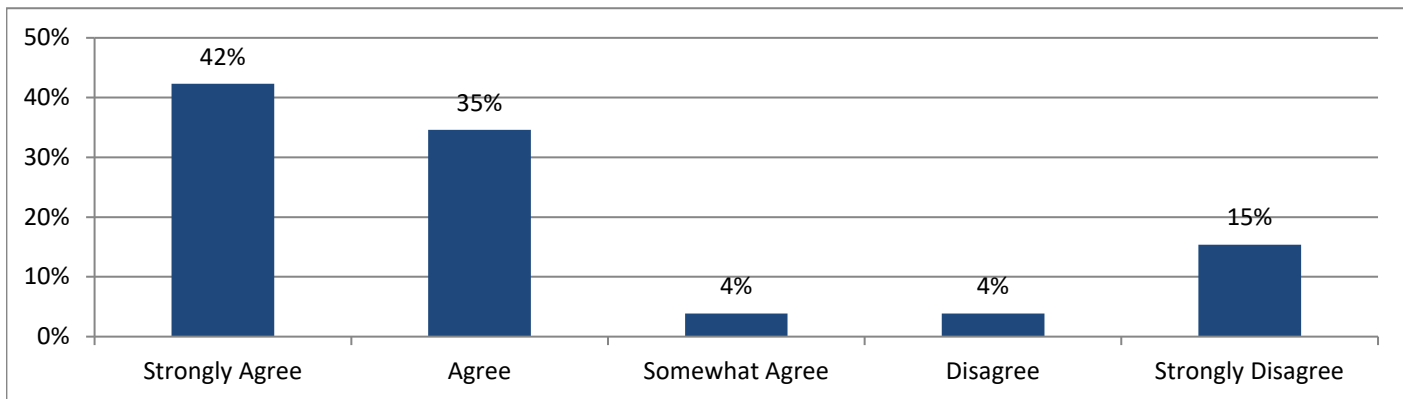


The majority, 81%, of the returning Arise students also agreed that the Arise program has helped them identify their academic goals.

# helped my communication skills.

| Level of Agreement | Strongly Agree | | Agree | | Somewhat Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Returning Student Responses | 10 | 38% | 7 | 27% | 4 | 15% | 1 | 4% | 4 | 15% | 26 |
| **Total** | **10** | **38%** | **7** | **27%** | **4** | **15%** | **1** | **4%** | **4** | **15%** | **26** |
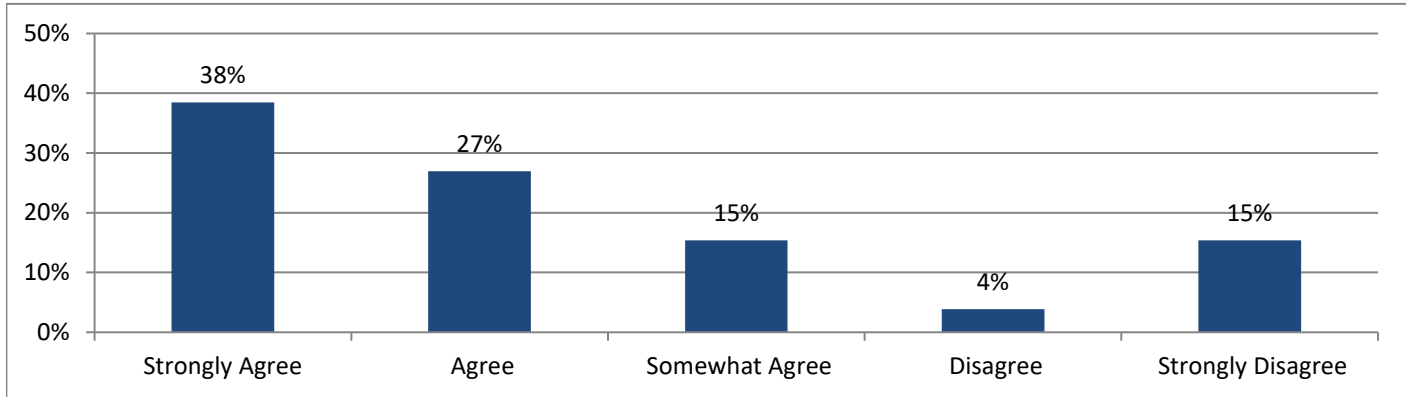


The majority, 81%, of the returning Arise students also agreed that the Arise program has their communications skills.

# helped me understand the impact of culture

| Level of Agreement | Strongly Agree | | Agree | | Somewhat Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| Returning Student Responses | 13 | 50% | 8 | 31% | 0 | 0% | 1 | 4% | 4 | 15% | 26 |
| **Total** | **13** | **50%** | **8** | **31%** | **0** | **0%** | **1** | **4%** | **4** | **15%** | **26** |
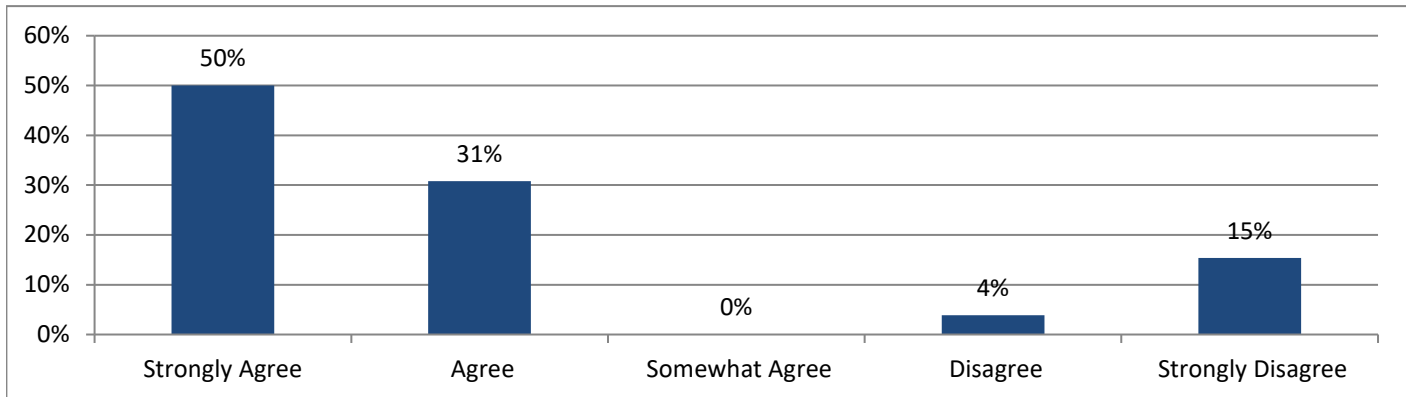


50% of the returning students "Strongly Agreed" with the statement, "The Arise program has helped me understand the impact of culture."

supported my academic needs.

| Level of Agreement | Strongly Agree | | Agree | | Somewhat Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| **Returning Student Responses** | 13 | 50% | 7 | 27% | 1 | 4% | 1 | 4% | 4 | 15% | 26 |
| **Total** | **13** | **50%** | **7** | **27%** | **1** | **4%** | **1** | **4%** | **4** | **15%** | **26** |
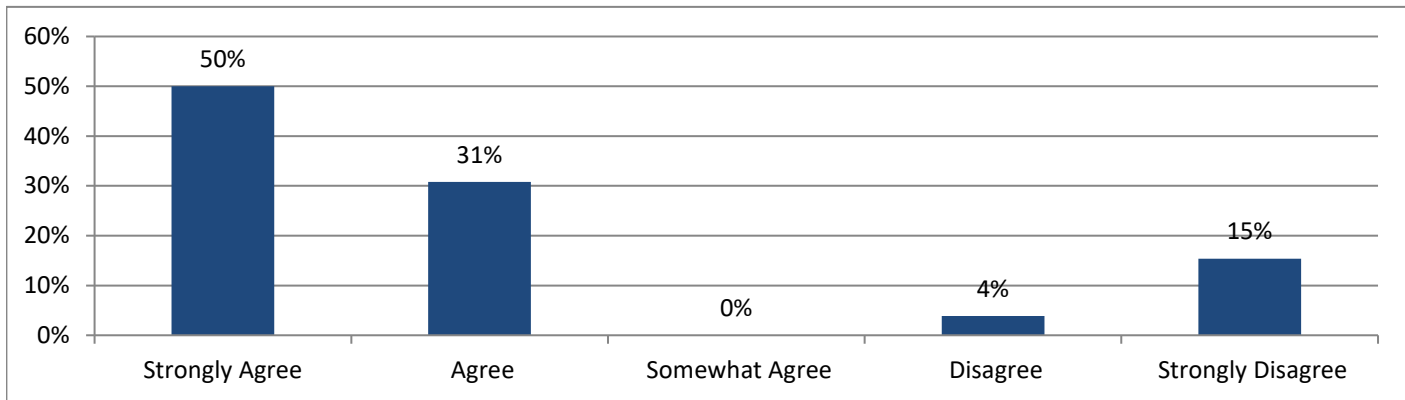


The majority, 89%, of the returning Arise students agreed that the Arise program has supported their academic needs.

# Arise Student Welcome and Commitment Spring 2018

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The purpose of this event is to welcome new and returning students each term to our program, informing them of events and changes to our efforts. Additionally, students are grouped for a break out session that focuses on the needs of that student population.

## Summary Results

- 100% of the respondents reported learning something about scholarships at the Welcome Back Event.
- Among the returning Arise students, 98% agreed with the statement, "The Arise program has helped my communication skills".
- 100% of the returning Arise students felt the program supported their academic needs.
- 96% of the respondents reported either strongly agreeing or agreeing that they learned something valuable from their break-out session.

# Arise Student Welcome and Commitment Spring 2018

55 or 79% of the 70 students in attendance completed surveys at the Spring 2018 Welcome Back Event. Their responses are reported below.

*Students were asked to rank their level of agreement to a series of statements. The ranking choices were as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree.*

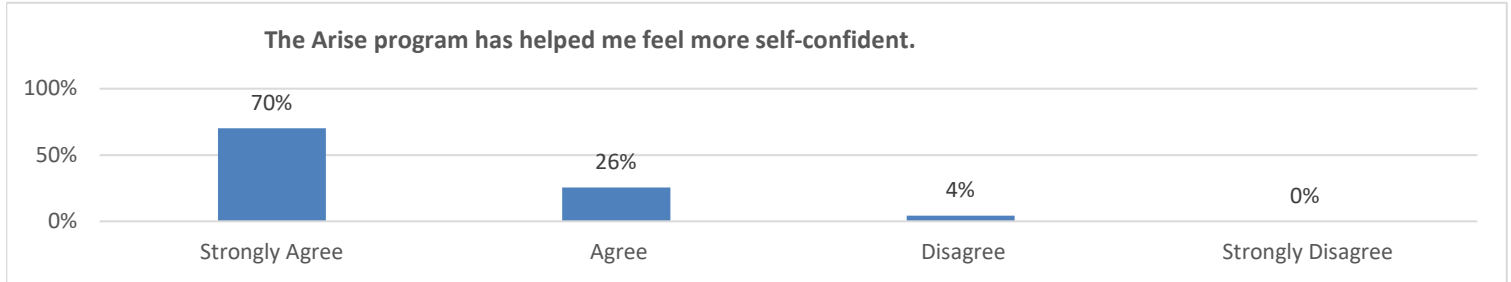## By attending this Welcome Back Event, I learned something about Scholarships.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Spring 2018 Responses | 44 | 80% | 11 | 20% | 0 | 0% | 0 | 0% | 55 |
| **Total** | **44** | **80%** | **11** | **20%** | **0** | **0%** | **0** | **0%** | **55** |
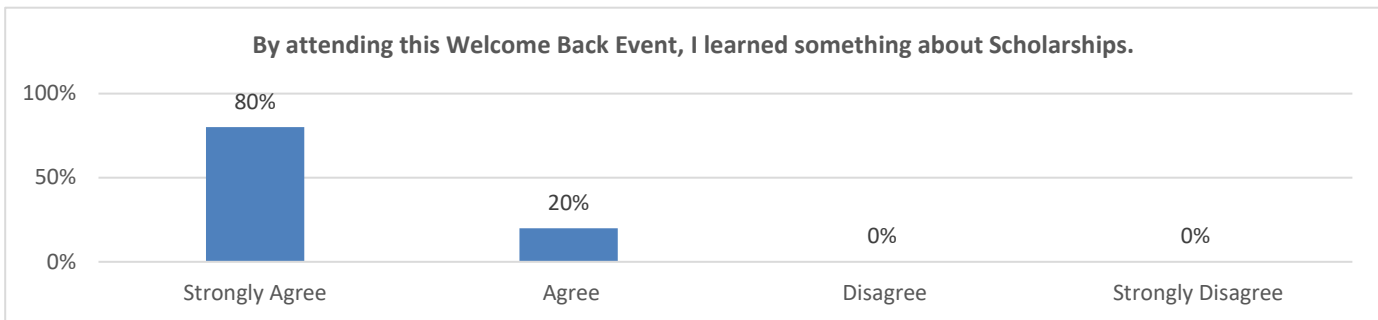


By attending this Welcome Back Event, I learned something about Scholarships.

100% of the respondents reported either strongly agreeing or agreeing that they learned something about scholarships at the Welcome Back Event.

## By attending this Welcome Back Event, I learned something about Financial Aid.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Spring 2018 Responses | 38 | 69% | 13 | 24% | 4 | 7% | 0 | 0% | 55 |
| **Total** | **38** | **69%** | **13** | **24%** | **4** | **7%** | **0** | **0%** | **55** |
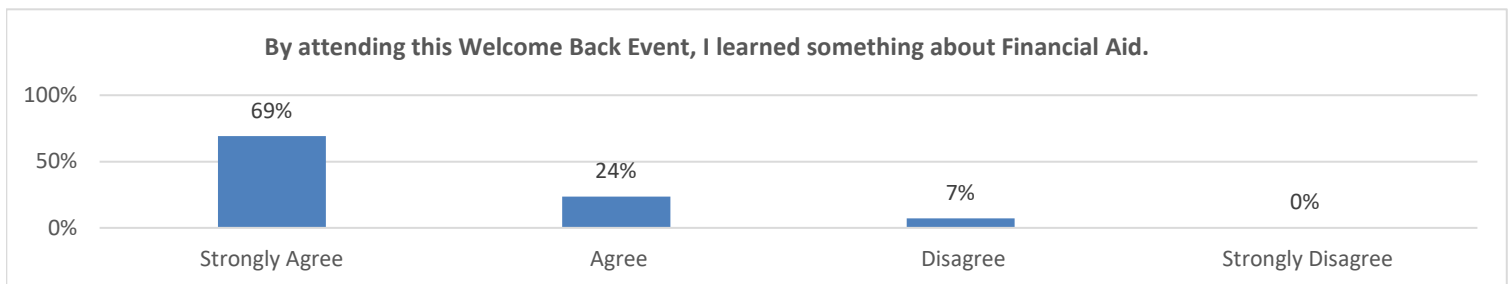
93% of the students selected either "Strongly Agree" or "Agree" in response to the statement, "By attending this Welcome Back Event, I learned something about Financial Aid."



By attending this Welcome Back Event, I learned something about Financial Aid.

## By attending this Welcome Back Event, I learned something about the Transfer/Career Center

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Spring 2018 Responses | 42 | 76% | 12 | 22% | 1 | 2% | 0 | 0% | 55 |
| **Total** | **42** | **76%** | **12** | **22%** | **1** | **2%** | **0** | **0%** | **55** |



By attending this Welcome Back Event, I learned something about the Transfer/Career Center
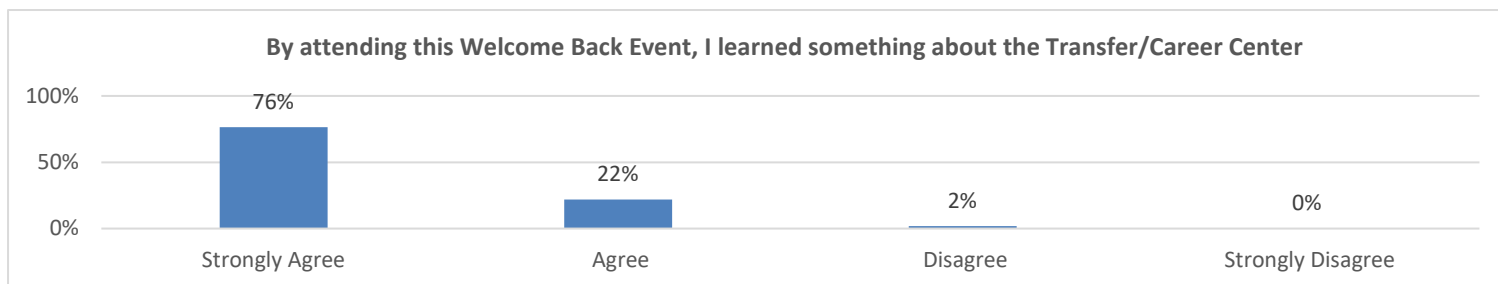
76% of the students "Strongly Agreed" that they learned something about the Transfer/Career Center at the Welcome Back Event. An additional 22% selected "Agree" to this statement.

## By attending this Welcome Back Event, I learned something about the Health Center.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Spring 2018 Responses | 29 | 57% | 15 | 29% | 6 | 12% | 1 | 2% | 51 |
| **Total** | **29** | **57%** | **15** | **29%** | **6** | **12%** | **1** | **2%** | **51** |



By attending this Welcome Back Event, I learned something about the Health Center.
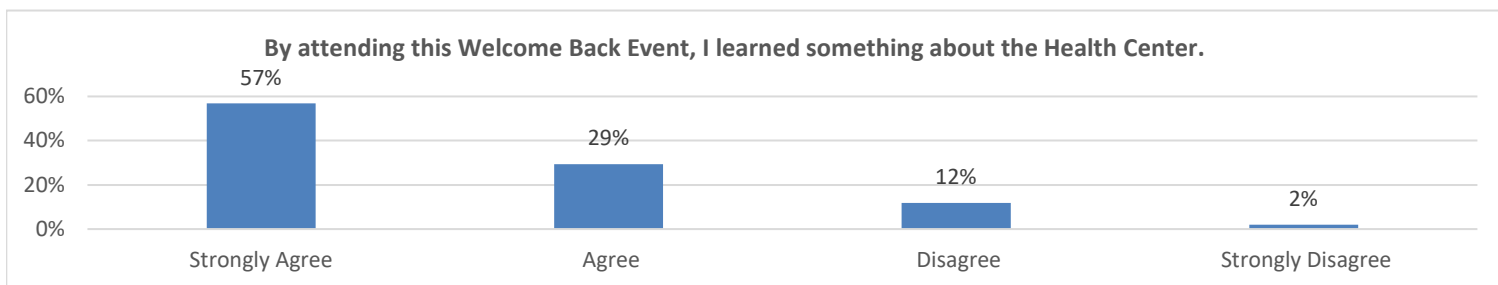
Although the Health Center was not represented among the speakers at the 2018 Welcome Back Event, some students reported learning something about the center at the event.

## By attending this Welcome Back Event, I learned something valuable from my break-out session.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Spring 2018 Responses | 37 | 71% | 13 | 25% | 2 | 4% | 0 | 0% | 52 |
| **Total** | **37** | **71%** | **13** | **25%** | **2** | **4%** | **0** | **0%** | **52** |
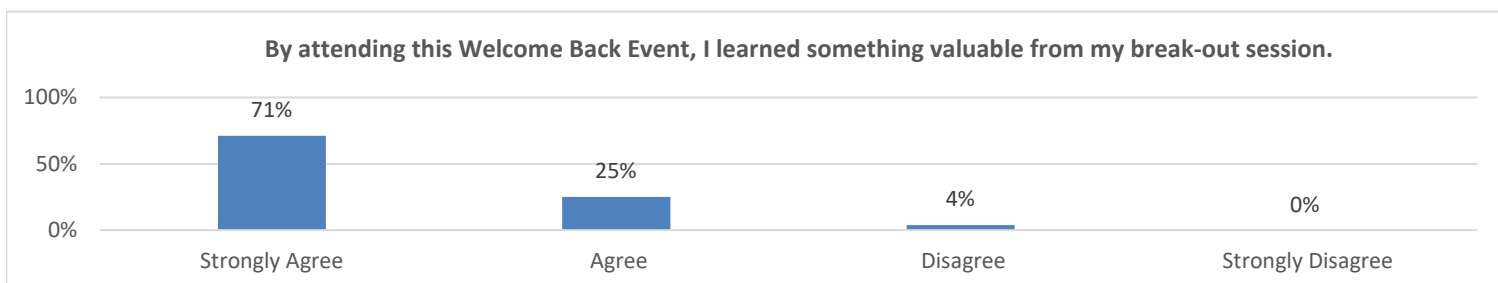


By attending this Welcome Back Event, I learned something valuable from my break-out session.

96% of the respondents reported either strongly agreeing or agreeing that they learned something valuable from their break-out session.

*Respondents were next asked to rank their level of agreement with the following statements if they were an Arise student the previous year.*

## The Arise program has helped me feel more self-confident.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Returning Arise Students | 33 | 70% | 12 | 26% | 2 | 4% | 0 | 0% | 47 |
| **Total** | **33** | **70%** | **12** | **26%** | **2** | **4%** | **0** | **0%** | **47** |

**The Arise program has helped me feel more self-confident.**



96% of the returning Arise students agreed with the statement, "The Arise program has helped me feel more self-confident".

## The Arise Program has helped me identify my academic goals.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Returning Arise Students | 35 | 74% | 10 | 21% | 2 | 4% | 0 | 0% | 47 |
| **Total** | **35** | **74%** | **10** | **21%** | **2** | **4%** | **0** | **0%** | **47** |

**The Arise Program has helped me identify my academic goals.**
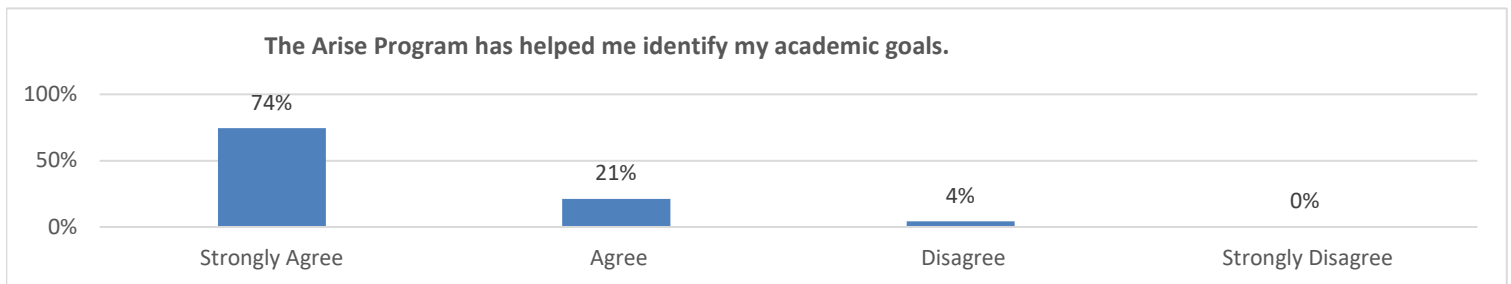


Among the returning Arise students, 95% agreed with the statement, "The Arise program has helped me identify my academic goals.

# The Arise Program has helped my communicatioin skills.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Returning Arise Students | 34 | 72% | 12 | 26% | 1 | 2% | 0 | 0% | 47 |
| **Total** | **34** | **72%** | **12** | **26%** | **1** | **2%** | **0** | **0%** | **47** |



**The Arise Program has helped my communicatioin skills.**
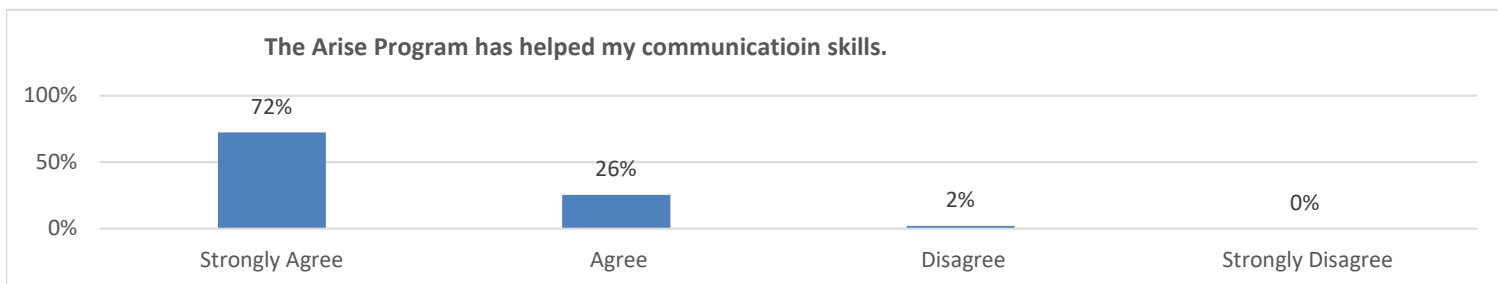
98% of returning Arise students selected either, "Strongly Agree" or "Agree" in response to the statement that the Arise program has helped their communication skills.

# The Arise Program has helped my leadership skills.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Returning Arise Students | 33 | 70% | 12 | 26% | 2 | 4% | 0 | 0% | 47 |
| **Total** | **33** | **70%** | **12** | **26%** | **2** | **4%** | **0** | **0%** | **47** |



**The Arise Program has helped my leadership skills.**

The majority, 96%, of the returning Arise students also agreed that the Arise program has helped their leadership skills.

# The Arise Program has supported my academic needs.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Count | % | Count | % | Count | % | Count | % | Count |
| Returning Arise Students | 38 | 81% | 9 | 19% | 0 | 0% | 0 | 0% | 47 |
| **Total** | **38** | **81%** | **9** | **19%** | **0** | **0%** | **0** | **0%** | **47** |



**The Arise Program has supported my academic needs.**
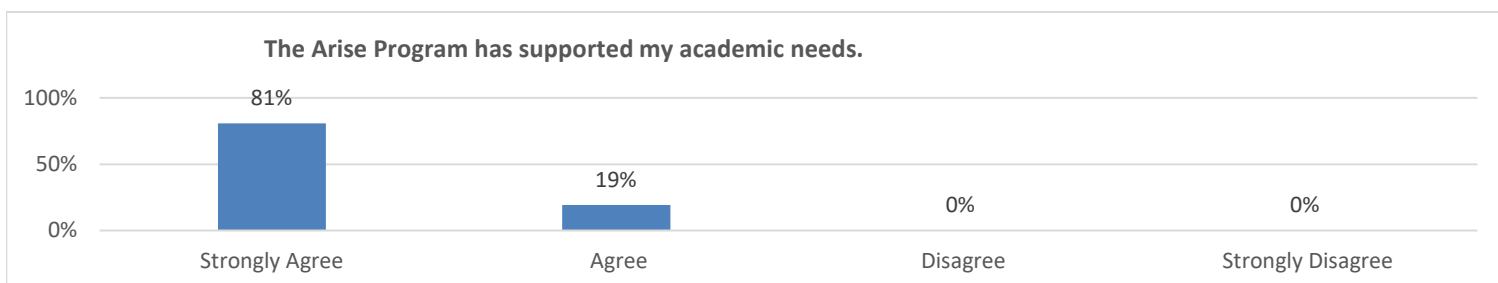
100%, of the returning Arise students either "Strongly Agreed" or "Agreed" that the Arise program has supported their academic needs.

| What do you hope to gain from participating in the Arise program? |
| --- |
| I'm a pro in Arise LOL "I gain more experience" |
| * Arise Scholarship, *events upcoming |
| *Perspectives & guidance |
| A Good Education |
| A job on campus |
| A second family. I need the chaos. |
| A support system to help reach my goals. |
| being able to transfer to a 4 year college. |
| Being able to transfer to a 4 year college. |
| Family, and a place to feel like I can grow. |
| Feels like home. People in there are very friendly, its just made you feel like home. |
| Food and info. |
| Friends, Ed Guidance, Emotional Support, a new car :) |
| friends, help on academic and transferring. |
| Friends, help, counseling |
| getting my life together |
| group of friends and learn & share cultures. |
| help w/ transfer |
| Help with stuff. |
| I hope t gain friendships and support in and through the Arise program. |
| I hope to gain a great GPA and life long friends. |
| I hope to gain many friendships. |
| I hope to gain the confidence to converse with people, insight on my goals, improving skills in all aspect and experience in being a leader and follower. |
| I want to gain new friendships and find people who share my goals. I want to utilize resources in order to transfer out ASAP. |
| Life long friends :) |
| Long lasting connections and friendship. |
| Love & support! |
| manage my time, Keep mtg in an hour or less |
| meeting new people and learning other cultures. |
| Meeting new people and talking to counselors. |
| Perspective on different aspects of life. |
| Progress |
| Scholarships |
| Scholarships, Student Success, Better time management. |
| Spring 2018 Graduate |
| Support, Resources. |
| To finish all of my GE's |
| Using all resources available. |

# Manzanar Fieldtrip Student Survey Results

# Winter 2018

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of  its students. On February 21, 2018,  the Arise program offered students the opportunity to visit and tour the Manzanar War Relocation Center in Independence, California. After the day's activities the students were asked to complete a brief paper survey. The results of that survey are contained within this report.

# *Evaluation Results for: Manzanar Fieldtrip*

In February 2018, the Arise program sponsored a trip to Manzanar War Relocation Center in Independence, California. Those in attendance were asked to complete a brief survey about the event. 39 forms were completed. The results of that survey are provided below.

**Are you an Arise Student?**

| Response | Count | Percent |
|---|---|---|
| Yes | 28 | 72% |
| No | 11 | 28% |
| **Total** | **39** | **100%** |
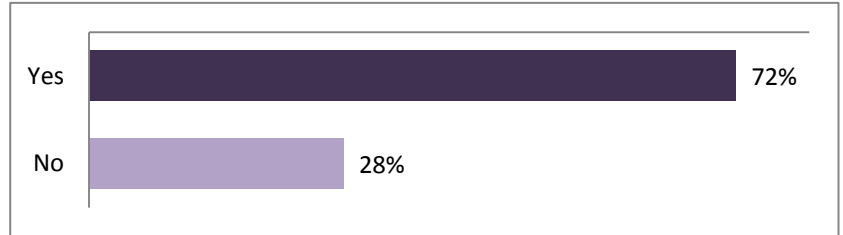


72% of the respondents reported that they were Arise students.

**Other programs represented.**

| Response | Count | Percent |
|---|---|---|
| ACES | 1 | 9% |
| Dream | 7 | 64% |
| REACH | 3 | 27% |
| MECHA | 2 | 18% |
| **Total** | **11** | |
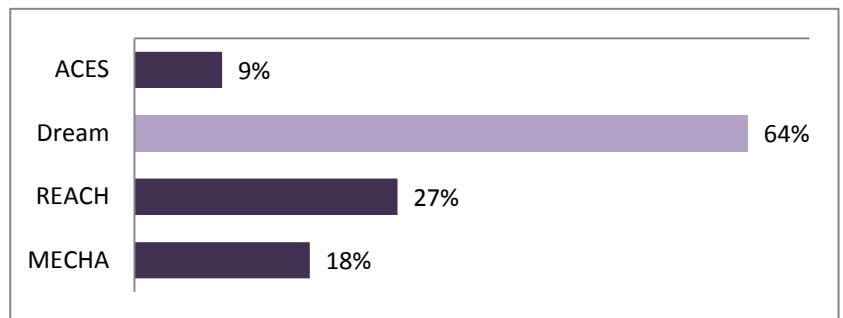


7 of the 11, or 64% of the students who reported being another program, other than Arise, stated that they were part of the Dream program.

**I learned something new today.**

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 36 | 92% |
| Agree | 3 | 8% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | **39** | **100%** |
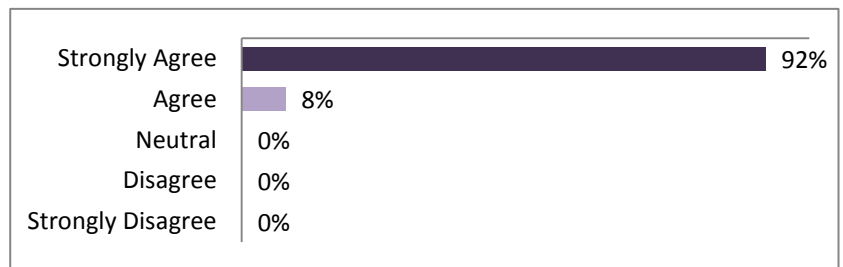


100% of the respondents either "Agreed" or "Strongly Agreed" that they learned something new today.

**I have a deeper appreciation for those who have experienced social injustice.**

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 36 | 92% |
| Agree | 3 | 8% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | **39** | **100%** |
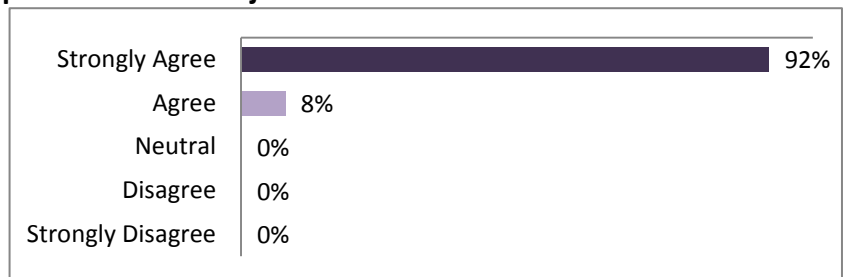


100% of those who completed the survey "Strongly Agreed" or "Agreed" that they have a deeper appreciation of those who have experienced social injustice.

those who have experienced social injustice.

## The pre-trip information prepared me for this experience.

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 27 | 69% |
| Agree | 12 | 31% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | **39** | **100%** |

Strongly Agree 69%
Agree 31%
Neutral 0%
Disagree 0%
Strongly Disagree 0%
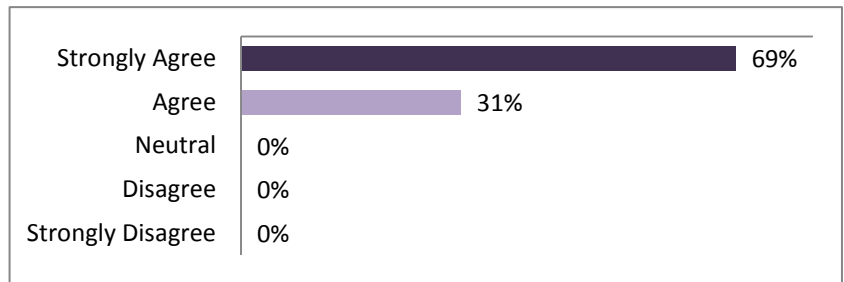
96% of those who responded to the survey "Strongly Agreed" that the pre-trip information prepared them for what they would experience on the fieldtrip.

## This fieldtrip has helped motivate me to focus on my college education.

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 26 | 70% |
| Agree | 11 | 30% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | **37** | **100%** |

Strongly Agree 70%
Agree 30%
Neutral 0%
Disagree 0%
Strongly Disagree 0%
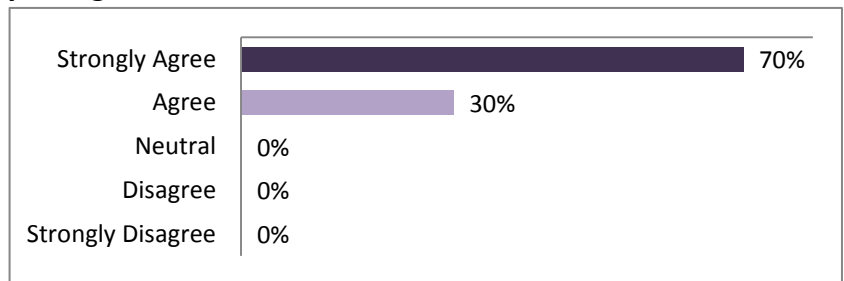
70% of the respondents "Strongly Agreed" that the fieldtrip helped motivate them to to focus on their college education.

## I learned more about discrimination in society.

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 32 | 82% |
| Agree | 7 | 18% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | **39** | **100%** |

Strongly Agree 82%
Agree 18%
Neutral 0%
Disagree 0%
Strongly Disagree 0%
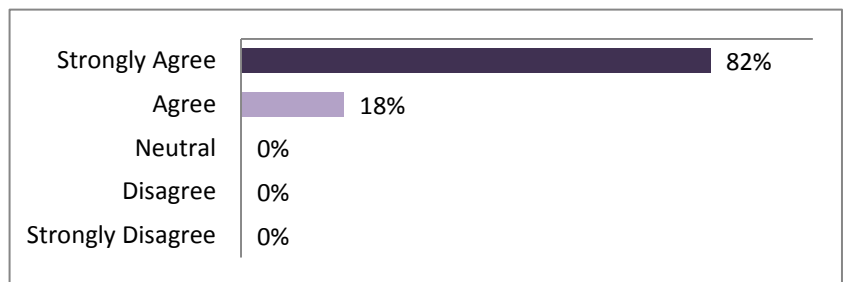
82% of the respondents "Strongly Agreed" that they learned more about discrimination in society as a result of attending this fieldtrip.

## The movies/video clips were meaningful.

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 33 | 87% |
| Agree | 5 | 13% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | **38** | **100%** |

Strongly Agree 87%
Agree 13%
Neutral 0%
Disagree 0%
Strongly Disagree 0%
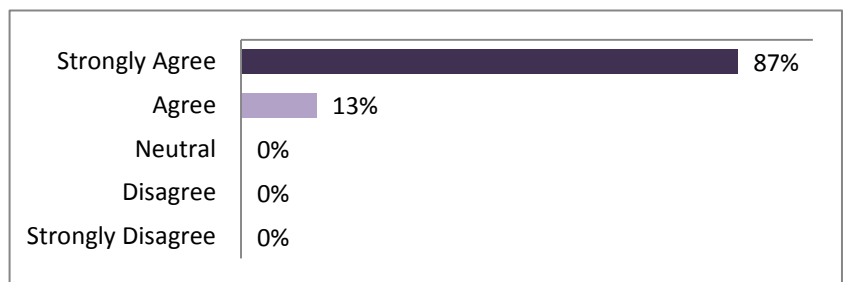
87% of the respondents "Strongly Agreed" that the movies/video clips were meaningful.

| *Short answer responses to: "What did you like best about this experience?"* |
|---|
| Seeing how they lived |

Completed on  3/10/2019.

| |
|---|
| I enjoyed the visit to the cementary! It was a moving adventure filled with the struggles of japanese Americans |
| The cementary and even through hard times they made it work. |
| When we were into the space that the Japanese would stay in, it humbled me to remember to appreciate things more. |
| Learning new stuff |
| The history of this place |
| Seeing some of the things that were used during the Japanese oppression |
| I liked walking through the different rooms and getting a feel of what it was like |
| What I like most about this trip is that it opened me eyes and appreciate life more. |
| Experiencing first hand a part of history that was not taught in school. |
| I enjoyed how engaging the staff were and just the fact that they themselves I felt were just as muested as we were. |
| Being able to recieve info./bio. of an actual prisoner made the experience more realistic/ emotional. |
| I really enjoyed the Manzanar cemetary. |
| Seeing the replicas of their living environmnent. It gave a more detailed perspective of their living conditions. |
| All. |
| Visiting the barrack, latrine, and mess hall replicas while learning new information on them. |
| learning about others struggles, and appreciating things more in my life. |
| learning about history they didn't teach me at highschool. |
| I was able to understand, and put myself in their shoes |
| Being able to witness what it was like to be at Manzanar weatherize |
| GAINING EDUCATION ON SOMETHING YOU DON'T LEARN IN HIGH SCHOOL. |
| I liked seeing how they slept. and the way they lived in general seeing the reality of the injustice that was untold all isn't even told @ schools along with many other injustices in America |
| The best part is about the memorial. |
| The fact that we were on location instead of just learning about it |
| Getting to know what happen to the japan's people, and what they've been going through. |
| learning things I did not know |
| Being able to actually walk the grounds |
| everything |
| Visiting the grave |
| going to the camp grounds and seeing where everything mcp was also seeing a model of what that camp once looked like made it feel so much more realistic, and being able ot see what their bathrooms, beds, and mess hall looked like |
| Being able to work around the area |
| Doing something I've always wanted to do |
| We heard from speakers that aren't afraid to talk about our Dark History people would Rather bury. |
| The best part was the memorial, and the barrekes. |
| This trip made the historical experience come to alive by helping us get a real feel of what American-Japanese went through. |
| The obelisk and Mountains |
| A bit of experience about what they went through |
| See from their perspective |
| Reflecting on a specific individual that was a victim in Manzanar. #RoseBamaikitahara |

| Short answer responses to: "What part of the Manzanar experience impacted you the most?" |
| --- |
| The Cemetery |
| government |
| The way they were treated |
| The first clip we watched help me better understand the japanese. |
| That we should apprieate what is around us |
| Cemenay |
| It's a cool way the U.S. repaid the Survivors |
| the whole trip impacted me equally |
| The part that had the most impact on me was the living situation |
| Everything was impactedful. To see first hand what they went through, from their living spaces to where they ate. Hearing about students standing up for the Japanese students. It's very encouraging to stand up for injustice |
| To be honest visiting the cemetary was very eye opening and humbling. Seeing the mountain towering us also made it a tad surreal for me. |
| Actually being able to visit the site and replicas was very humbling. |
| The visiting center had a huge impact because of the stories. |
| The Film at the start of the conditions. |
| The cementary |
| Realizing the commonalities between japanese immigrants and Dreamers. |
| The videos, seeing it come to life, seeing the museums was awesome because they didn't burry it away. |
| The grave yard, seeing all the people that died there and didn't exprenced freedom from here got to me. |
| The cemantry |
| The memorial part with the graves |
| THE LIES THE GOV TOLD TO GET THE JAPANESE TO CAMP. LIERS THEN, LIERS NOW, LIERS ALWAYS. |
| The cemetary had the greatest impact. |
| The most impacting were bed |
| Cemetary |
| How it Impact me is how they got to try to Survive on the Camp. Even though theire were many people. but they still got to pull it through |
| Being on the gounds |
| visiting the cemtary, it's sad to think that they had to go through that |
| getting to see and expereince the place because you see the bigger picture when your standing where they use to say for 3 years and 8 months |
| Seeing there living conditions |
| Seeing the video at Manzanar, what the faced w/ real stories and pictures. |
| The bathrooms |
|  |
| Seeing the rooms reconstructed with up ** |
| The memorial impacted me the most. |
| Having a live speech by someone who really went through the experience. |
| Rooms they stayed in |
| The memorial made me realise this was all caused by fear |
| Seeing the restroom |
| The end of the tour trip. Leaving the cemetary. It made me realize how important it is to understand cultural diversity. I could have been me in Rose's position and that was extremely emotional. |

| Short answer responses to: "Other Comments/Suggestions" |
| --- |
| Leave on time |
| x |
| Thankful I got the opportunity to come |
| Thank you all for this experience |
| This trip was amazing. I feel very privelleged and greatful that learned about the injustices that occured to people of japanese ancestry. |
| I only wish we had about an hour more. |
| This was a very eye opening and amazing experience! What would be great is an aux person with good music. |
| This was beautiful! |
| great trip |
| GOVERNMENT = CONSPIRACY AMAZING TRIP |
| This field trip put things into perspective. |
| N/A |
| Thank you! |
| thank you :) |
| thank you! |
| Society ** |
| This was an awesome fieldtrip. |
| Good Job! Definitely glad I came along. |
| Thank you |
| Nah it was a fun trip |
| Faafetai Lara |

# Objective 10b Professional Development Survey Year 2

Each year the Arise grant must complete an Annual Performance Review (APR) for the Federal Government. As part of this report we are required to provide progress details regarding the goals we established in the grant. One of these goals concerns professional development funded by the grant. An online survey of three questions were asked of the seven people who received grant funding to attend professional development. Six people responded. Their responses can be found on the following page.

# *Objective 10b Survey Results*

**Do you feel that the professional development activity you attended increased your awareness of API students?**

| Response | Count | Percent |
|---|---|---|
| Yes | 6 | 100% |
| No | 0 | 0% |
| **Total** | **6** | **100%** |
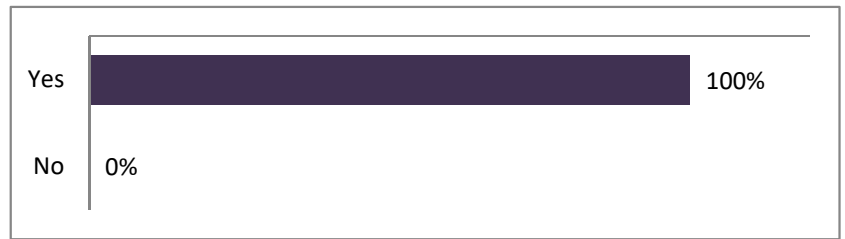


100% of the respondents felt that the professional development they recieved increased their awareness of API students.

**Do you feel that the professional development activity you attended increased your understanding of API students?**

| Response | Count | Percent |
|---|---|---|
| Yes | 6 | 100% |
| No | 0 | 0% |
| **Total** | **6** | |
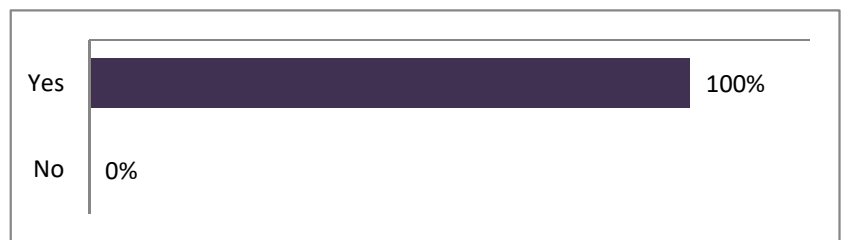


100% of the respondents felt that the professional development they recieved increased their understanding of API students.

**As a result of attending the professional development activity, so you think you will implement one new strategy when working with API students?**

| Response | Count | Percent |
|---|---|---|
| Yes | 6 | 100% |
| No | 0 | 0% |
| **Total** | **6** | |



100% of the respondents reported that they will implement a new strategy when working with API students.

# Arise Student ASAP Summary Report
# Year 2

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. Shortly after each term, Arise students received via US mail a personal letter updating them on the progress they have made on key success items. An example of this letter, as well as summaries of all students recieving this letter, are included in this report.

## Summary Results

- Since Fall 2017, over 30% of Arise students have earned 12 or more units each term.
- The majority of Arise students have earned over 50% of all the credit units they have attempted at Mt. SAC.
- 67% of the Spring 2017 Arise students have maintained a GPA of 2.5 or above for all the classes they have taken at Mt. SAC.
- Over 50% of the Arise students earned 100% of the units they attempted each term.
- The number and percentage of Arise students completing English 1A and 1C is increasing each year.
- The number and percentage of Arise students attempting and completing a math course is increasing each year.
- Each term over 90% of the Arise students have educational plans on file.

*This report is only possible because of the insight and assistance provided by IT, Audrey Yamagat-Nogi, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 3/9/2019.*

# Grade Point Average (GPA)

Obtaining and maintaining a grade point average (GPA) of 2.5 or more is an important part of academic success. As seen in the charts and graphs below, 67% of the Arise students have maintained an overall GPA of 2.5 or above for all credit classes they have taken at Mt. SAC since spring 2017.

## Overall Mt. SAC GPA

| | Spring 2017 | | Fall 2017 | | Spring 2018 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| Below 2.5 | 97 | 33% | 135 | 33% | 132 | 30% |
| 2.5 or Above | 194 | 67% | 277 | 67% | 302 | 70% |
| **Total** | **291** | **100%** | **412** | **100%** | **434** | **100%** |
| *Mean Overall GPA* | *2.74* | | *2.79* | | *2.81* | |
| *Median Overall GPA* | *2.87* | | *2.86* | | *2.91* | |



Arise Student Overall Mt. SAC GPAs by Term
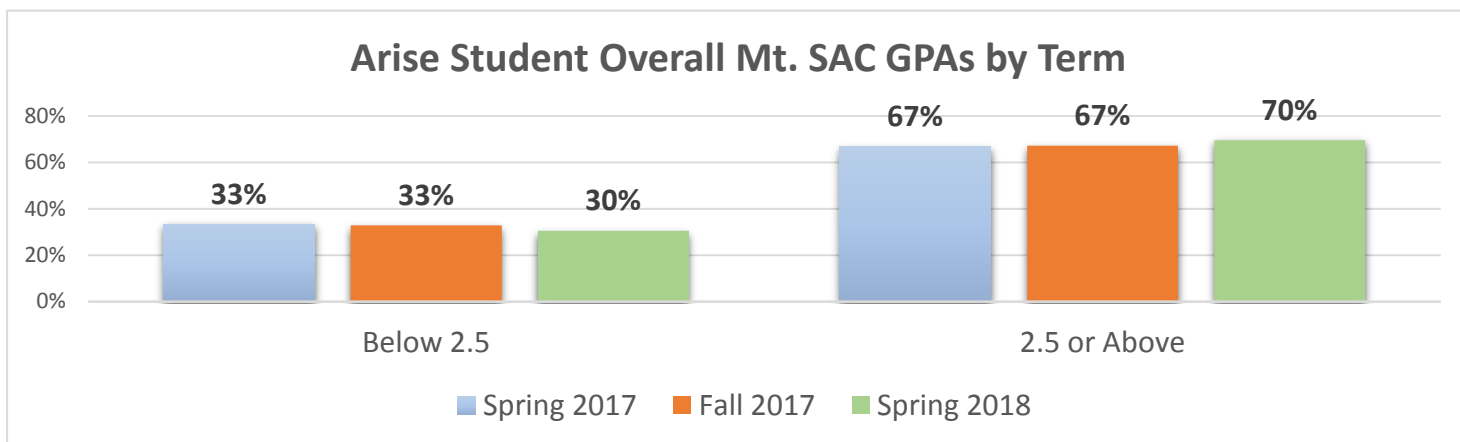
## Term GPA

| | Spring 2017 | | Fall 2017 | | Spring 2018 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| Below 2.5 | 107 | 37% | 166 | 40% | 132 | 30% |
| 2.5 or Above | 184 | 63% | 246 | 60% | 302 | 70% |
| **Total** | **291** | **100%** | **412** | **100%** | **434** | **100%** |
| *Mean Term GPA* | *2.54* | | *2.59* | | *2.51* | |
| *Median Term GPA* | *2.94* | | *2.79* | | *2.80* | |



Arise Student Term GPA by Term
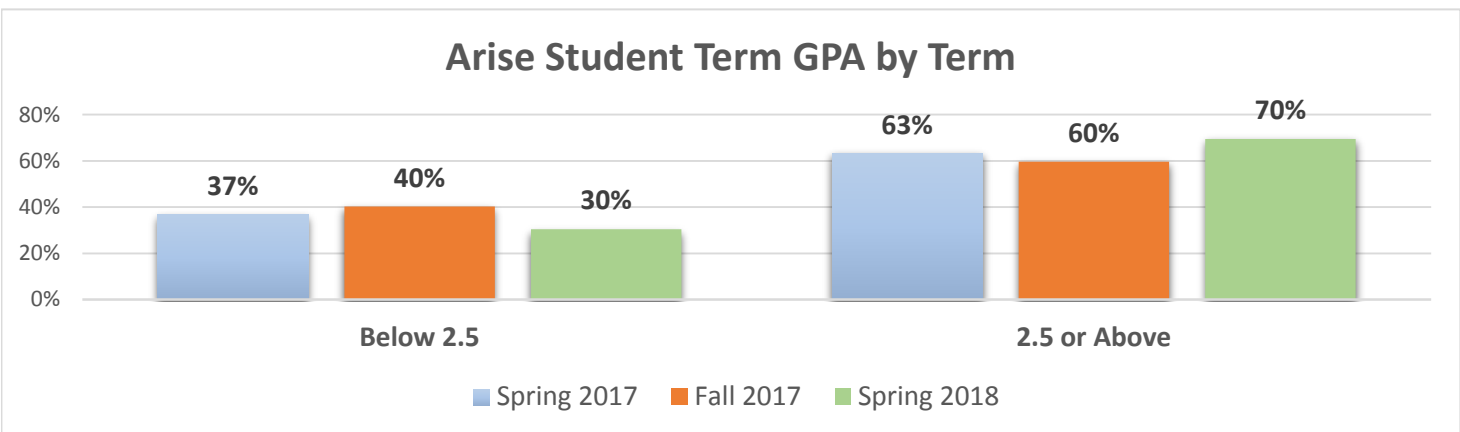
By spring 2018 the percentage of Arise students earning a 2.5 GPA for their term coursework was 70%, the highest for all three terms.

# Units Attempted and Earned

## Overall Mt. SAC Units Earned

| | Spring 2017 | | Fall 2017 | | Spring 2018 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| Below 12 | 52 | 18% | 77 | 19% | 41 | 9% |
| 12-24 | 63 | 22% | 82 | 20% | 60 | 14% |
| 25-36 | 49 | 17% | 57 | 14% | 85 | 20% |
| 37-48 | 35 | 12% | 52 | 13% | 59 | 14% |
| 49+ | 92 | 32% | 144 | 35% | 189 | 44% |
| **Total** | **291** | **100%** | **412** | **100%** | **434** | **100%** |

The percentage of Arise students earning 49 or more total units overall has been increasing over the past three terms. By the end of spring 2018, 44% of the students had earned over 49 units.
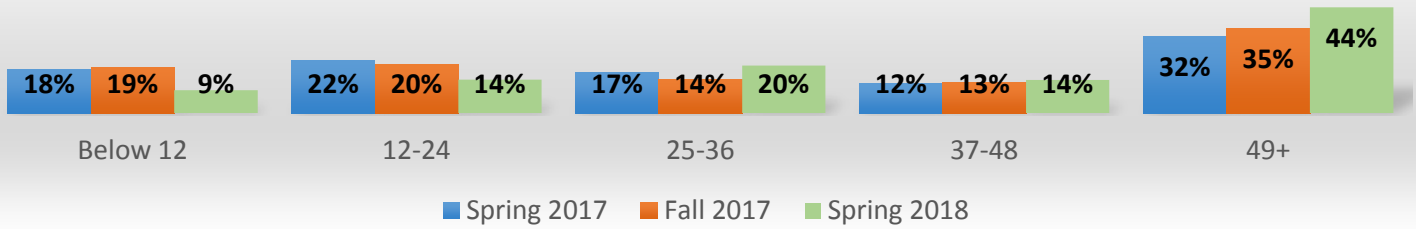


## Term Units Earned

| | Spring 2017 | | Fall 2017 | | Spring 2018 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| Less than 1 | 32 | 11% | 43 | 10% | 51 | 12% |
| 1-4 | 39 | 13% | 58 | 14% | 61 | 14% |
| 4.1-8 | 67 | 23% | 83 | 20% | 85 | 20% |
| 8.1-12 | 81 | 28% | 86 | 21% | 93 | 21% |
| 12.1+ | 72 | 25% | 142 | 34% | 144 | 33% |
| **Total** | **291** | **100%** | **412** | **100%** | **434** | **100%** |

Since Fall 2017, over 30% of Arise students have earned 12 or more units each term.
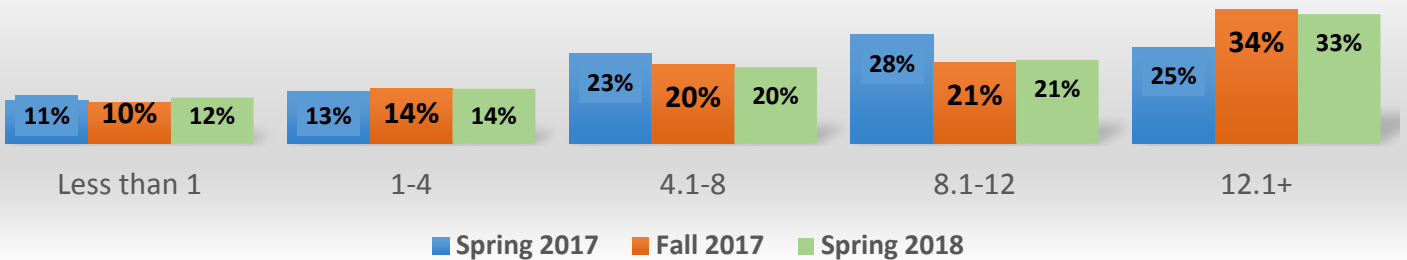
## Percentage of Overall Mt. SAC Units Earned

| | Spring 2017 | | Fall 2017 | | Spring 2018 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| Less than 1% | 3 | 1% | 18 | 4% | 8 | 2% |
| 1%-25% | 9 | 3% | 3 | 1% | 4 | 1% |
| 26%-50% | 26 | 9% | 34 | 8% | 43 | 10% |
| 51%-75% | 74 | 25% | 113 | 27% | 117 | 27% |
| 76%-99% | 94 | 32% | 121 | 29% | 156 | 36% |
| 100% | 85 | 29% | 123 | 30% | 106 | 24% |
| **Total** | **291** | **100%** | **412** | **100%** | **434** | **100%** |

The majority of Arise students have earned over 50% of all the credit units they have attempted at Mt. SAC.



Percentage of Overall Units Earned
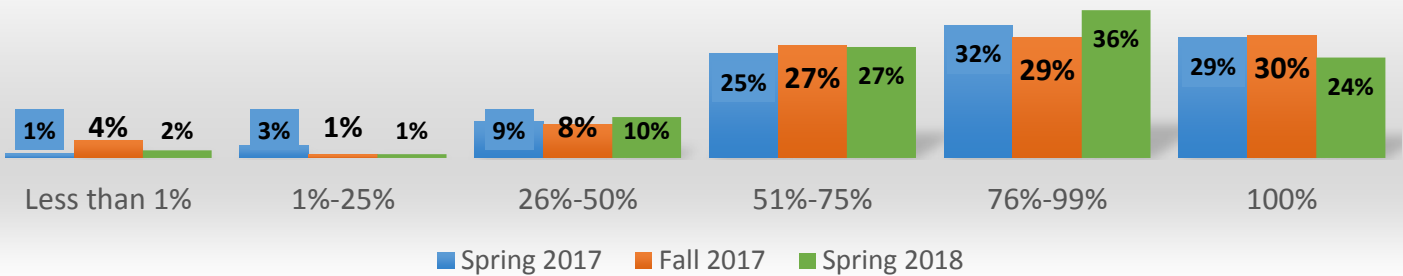
## Percentage of Term Mt. SAC Units Earned

| | Spring 2017 | | Fall 2017 | | Spring 2018 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| Less than 1% | 32 | 11% | 43 | 10% | 51 | 12% |
| 1%-25% | 8 | 3% | 14 | 3% | 12 | 3% |
| 26%-50% | 25 | 9% | 36 | 9% | 40 | 9% |
| 51%-75% | 41 | 14% | 76 | 18% | 61 | 14% |
| 76%-99% | 19 | 7% | 24 | 6% | 25 | 6% |
| 100% | 166 | 57% | 219 | 53% | 245 | 56% |
| **Total** | **291** | **100%** | **412** | **100%** | **434** | **100%** |

Over 50% of the Arise students earned 100% of the units they attempted each term.



Percentage of Term Units Earned
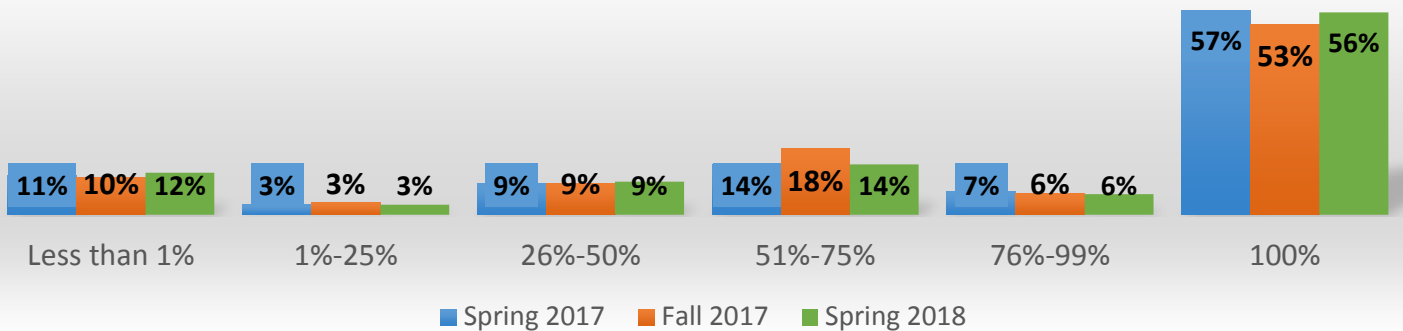
# English Writing Requirements

| | Spring 2017 | | Fall 2017 | | Spring 2018 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| Taken English Placement | 266 | 91% | 376 | 91% | 395 | 91% |
| Taken an English Class | 251 | 86% | 334 | 81% | 394 | 91% |
| Successfully Completed English 1A | 134 | 46% | 210 | 51% | 302 | 70% |
| Successfully Completed English 1C | 73 | 25% | 109 | 26% | 165 | 38% |

The number and percentage of Arise students completing English 1A and 1C is increasing each year.



## English Writing Outcomes
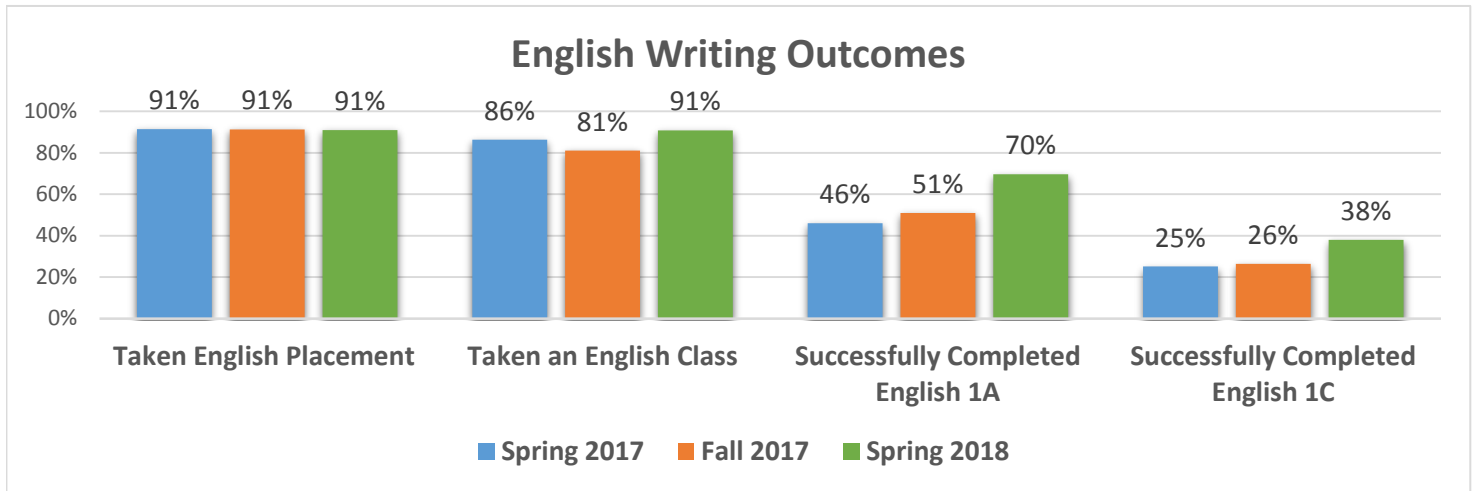
# Math Requirements

| | Spring 2017 | | Fall 2017 | | Spring 2018 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| Taken Math Placement | 262 | 90% | 365 | 89% | 400 | 92% |
| Taken a Math Class | 214 | 74% | 309 | 75% | 361 | 83% |
| Successfully Completed Math 71 | 51 | 18% | 76 | 18% | 131 | 30% |
| Successfully Completed Math 100+ | 81 | 28% | 127 | 31% | 174 | 40% |

The number and percentage of Arise students attempting and completing a math course is increasing each year.



## Math Outcomes
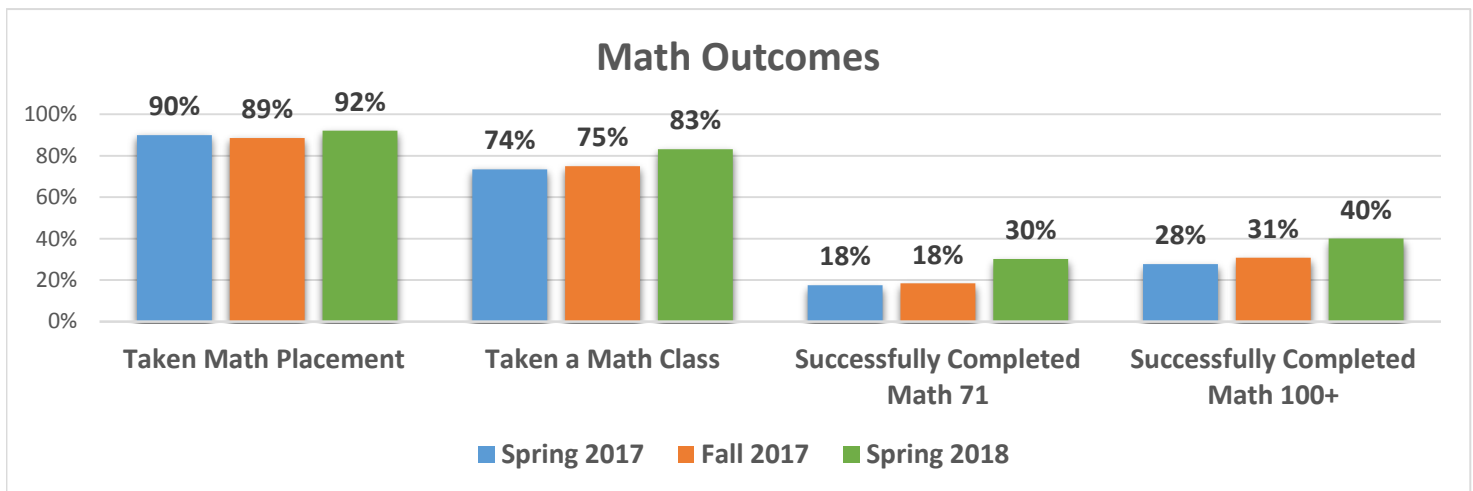
# Educational Plan

| | Spring 2017 | | Fall 2017 | | Spring 2018 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| Has an Educational Plan | 270 | 93% | 370 | 90% | 405 | 93% |
| No Educational Plan | 21 | 7% | 42 | 10% | 29 | 7% |

Each term over 90% of the Arise students have educational plans on file.



Educational Plans

![ARISE! Asian American Pacific Islander Program & Services logo]
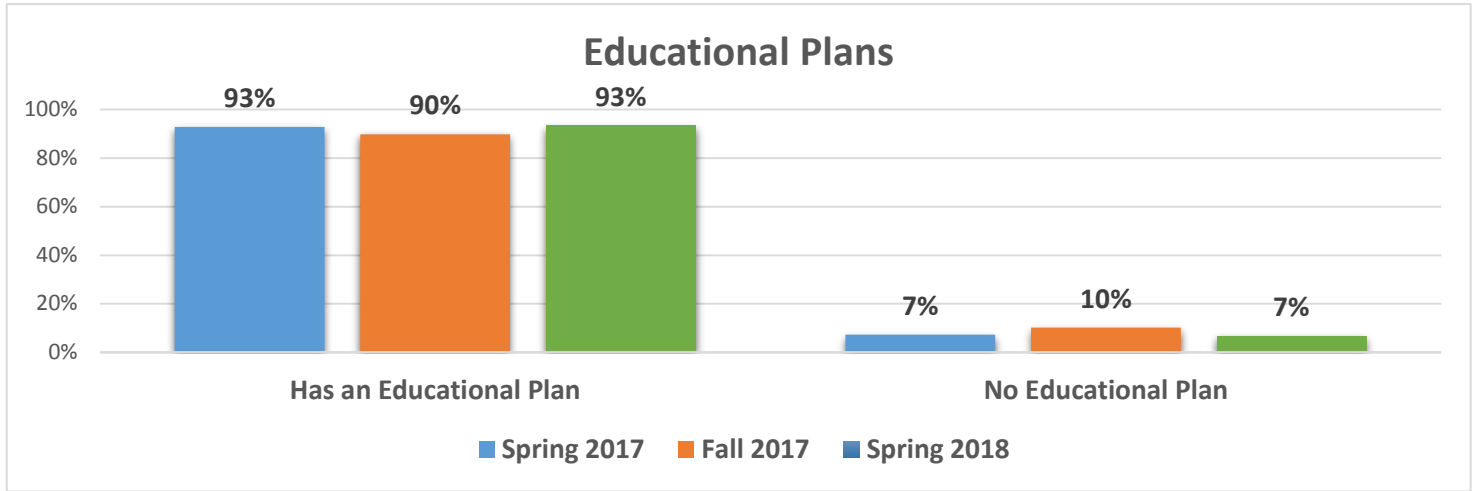
Monday, January 22, 2018

Andrew Smith
1717 Miracle Mile
Santa Ana, CA 92704

*Tutasi Asuega-Matavao*  *Aida Cuenza-Uvas*  *Lisa DiDonato*  *Kare'l Lokeni*
*Program Specialist*  *Program Director*  *Researcher*  *Educational Advisor*

*Dear Andrew,*

*As a student in the Arise Program, you now have access to an Arise Student Action Plan (ASAP!). ASAP! serves as your checklist for important student tasks. Our goal is to partner with you in making informed decisions about your education while here at Mt. SAC. Focusing on ASAP! leads to scholarship opportunities and setting reasonable transfer and/or graduation goals.*

*On the reverse side of this letter is your personalized ASAP!. Please pay attention to our TAKE ACTION instructions to help ensure you maintain progress toward completing your educational goals. Remember to bring this letter with you to your next counselor/advising appointment. Your success is our goal too.*

*The best tactic for success is to get help early, see a Counselor often, and try to take advantage of Arise events and program activities! Please stop by the office for upcoming events. Let's keep you moving forward towards graduating and transfer!*

*Sincerely,*

*Your Arise Family*

## Peer Mentors

## Counselors

*Darnell Bing*   *Bernadette Flameno*   *Eddie Lee*   *Chan Ton*

*Top L to R:  KJ Siufanua, Julian Chen, Jasper Chong, Colin Keanu*
*Bottom: Ashley Ceralde, Bianca Barrera, Julianna Purcell*

![MT. SAC Mt. San Antonio College logo]

# Personalized ASAP! Report for Andrew Smith

Student ID: AXXXXXXXXX

Your declared major is: Mathematics

*Keep moving towards graduation and/or transfer ASAP!*

**Report after posting of Fall 2017 grades.**

| Student Progress Marker | Recommended Target | Your Profile Status | Your Actions |
|---|---|---|---|
| Mt. SAC Overall GPA* | 2.50 | 2.21 | See an Arise Counselor or Advisor |
| Mt. SAC Overall Units Enrolled/Completed | 70% earned | 30/70 | See an Arise Counselor or Advisor |
| | | 43% | |
| Fall 2017 term GPA | 2.50 | 0.86 | See an Arise Counselor or Advisor |
| Fall 2017 term units Enrolled/Completed | 70% earned | 3/10 | See an Arise Counselor or Advisor |
| | | 30% | |
| **English Writing Requirements** | English Placement | AWE/English Test Taken | Completed! |
| | English Class Taken | Attempted an English Class | You're on your way to finishing! |
| | Passed English 1A | | |
| | Passed English 1C | | |
| | | | |
| **Math Requirements** | Math Placement | MDT4/Level 4 Taken | Completed! |
| | Math Class Taken | Attempted a Math Class | You're on your way to finishing! |
| | Passed Math 71 | | |
| | Passed Math 100+ | Passed Math 100 or Higher | You're on your way to finishing! |
| *Congratulations! Your Math Requirements for Transfer are Complete!* | | | |
| Ed Plan (Mountie Academic Plan-MAP) | Have an active ed plan on file | Has an Ed Plan | Update your ed plan every semester. |

*\*\*Mt. SAC GPA is based exclusively on units earned at Mt. SAC.*

*If you have questions regarding your ASAP! Please come to the Arise Program office to meet with program staff.*
*Call (909) 274-6622 or stop by Bldg. 16B.*

# *All About Arise Students Fall 2017*



**30% of Arise Students**
Have completed their Math requirements for transfer. **\*\***

*\*\*Math requirement = Math 100 or higher*
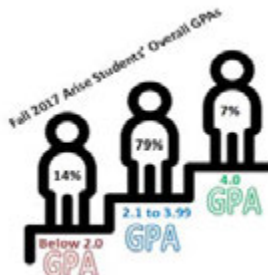




**26% of Arise Students**
Have completed their English requirements for transfer.\*\*\*

*\*\*\*English requirement = English 1C*

Tuesday, September 18, 2018

*Dear Snoopy,*

*As a student in the Arise Program, you have access to an Arise Student Action Plan (ASAP!). ASAP! serves as your checklist for important student tasks. Our goal is to partner with you in making informed decisions about your education while here at Mt. SAC. Focusing on ASAP! leads to scholarship opportunities and setting reasonable transfer and/or graduation goals.*

*On the reverse side of this letter is your personalized ASAP!. Please pay attention to our TAKE ACTION instructions to help ensure you maintain progress toward completing your educational goals. Remember to bring this letter with you to your next counselor/advising appointment. Your success is our goal too.*

*The best tactic for success is to get help early, see a Counselor often, and try to take advantage of Arise events and program activities! Please stop by the office for upcoming events. Let's keep you moving forward towards graduating and transfer!*

*Sincerely,*

*Your Arise Family*

## Peer Mentors



*Top L to R:  Tyrone Taleni, Bruce Tukuafu Middle: KJ Siufanua,  Jasper Chong, Colin Keanu Bottom: Beatrice Estacio, Virginia Noval, and Marie Baylosis*

## Counselors



*Bernadette Flameno*        *Chan Ton*

## Staff

*Tutasi Asuega-Matavao*        *Kare'l Lokeni*
*Program Specialist*        *Educational Advisor*



*Aida Cuenza-Uvas   Lisa DiDonato*
*Program Director      Researcher*

# Personalized ASAP! Report for Snoopy

## Your Arise Peer Mentor is KJ Siufanua

Student ID: A333 Your declared major is: Lib Arts AA: Kinesiology Well

*Keep moving towards graduation and/or transfer ASAP!*

**Report after posting of Spring 2018 grades.**

| Student Progress Marker | Recommended Target | Your Profile Status | Your Actions |
|---|---|---|---|
| Mt. SAC Overall GPA* | 2.50 | 3.02 | Keep up the good work! |
| Mt. SAC Overall Units Enrolled/Completed | 70% earned | 82/102 | Keep up the good work! |
| | | 80% | |
| Spring 2018 term GPA | 2.50 | 2.00 | Keep up the good work! |
| Spring 2018 term units Enrolled/Completed | 70% earned | 16/16 | Keep up the good work! |
| | | 100% | |
| **English Writing Requirements** | English Placement | Expired Score | Expired score, retake may be necessary. |
| | English Class Taken | Attempted an English Class | You're on your way to finishing! |
| | Passed English 1A | Passed English 1A | You're on your way to finishing! |
| | Passed English 1C | Passed English 1C | You're on your way to finishing! |
| **Congratulations! Your English Requirements for Transfer are Complete!** | | | |
| **Math Requirements** | Math Placement | Completed! | Placement Complete! |
| | Math Class Taken | Attempted a Math Class | You're on your way to finishing! |
| | Passed Math 71 | Passed Math 71 | You're on your way to finishing! |
| | Passed Math 100+ | | |
| | | | |
| Ed Plan (Mountie Academic Plan-MAP) | Have an active ed plan on file | Has an Ed Plan | Update your ed plan every semester. |

*\*\*Mt. SAC GPA is based exclusively on units earned at Mt. SAC.*

*If you have questions regarding your ASAP! Please come to the Arise Program office to meet with program staff.*
*Call (909) 274-6622 or stop by Bldg. 16B.*

# *All About Arise Students Spring 2018*



**40% of Arise Students**
Have completed Math 110 or Higher.



4.0 Overall GPA (5%)
Average Overall GPA 2.8
3.0 to 4.0 Overall GPA (41%)
2.0 to 3.0 Overall GPA (43%)
Below 2.0 Overall GPA (12%)

**Spring 2018 Arise Student Overall GPAs**



**70% of Arise Students**
Have completed English 1A.
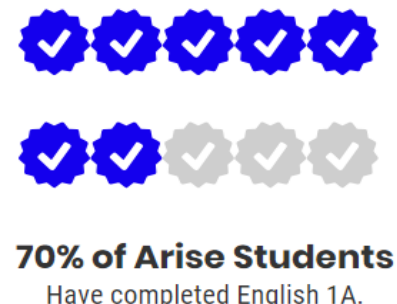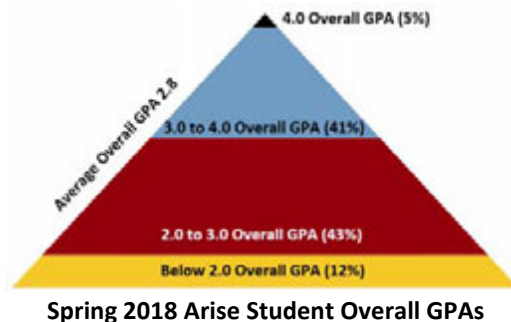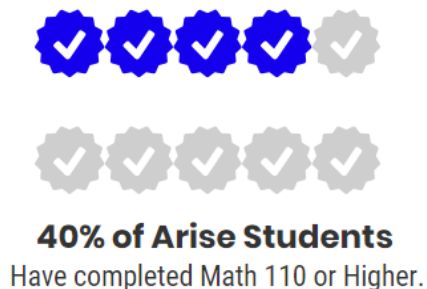
# Summer 2018 Arise Student Leadership Retreat Survey Results

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of  its students. Developing communication and leadership skills of Asian and Pacific Islander students is among the main objectives of the grant. During the summer 2018 term, a retreat was held for Arise program students who demonstrated interest in improving both their leadership and communication skills. During the three day retreat the students were asked to complete evaluations of the day's events. This report summarizes the findings of those evaluations.

# Arise Leadership Conference 2018 Survey Results

## Name as many of the six types of Cultural Capital Wealth

| Response | Count | Percent |
|---|---|---|
| Aspirational | 23 | 70% |
| Familial | 21 | 64% |
| Linguistic | 31 | 94% |
| Navigational | 26 | 79% |
| Resistance | 27 | 82% |
| Social | 21 | 64% |
| **Total** | **33** | |

"Linguistic" was the category of Cultural Capital Wealth most cited by the students, 94% named this category. Resistance capital was cited by 82% of the students.
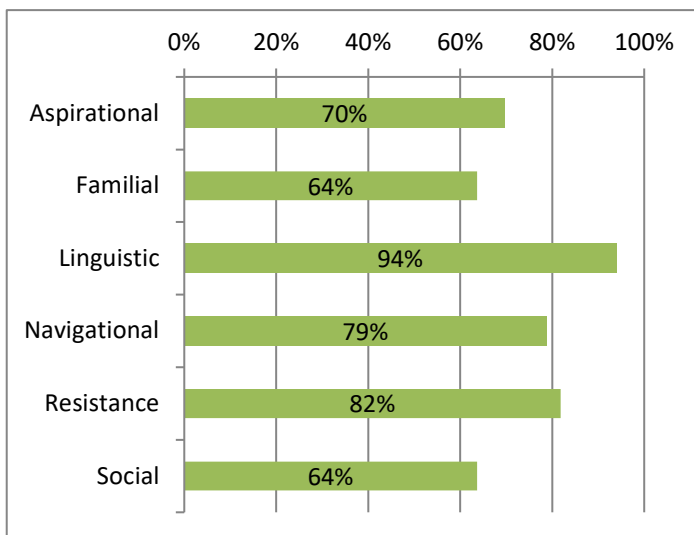


## Number of Correct Responses to "Name as many of the six types of Cultural Capital Wealth".

| Response | Count | Percent |
|---|---|---|
| 1 Correct Response | 0 | 0% |
| 2 Correct Responses | 1 | 3% |
| 3 Correct Responses | 6 | 18% |
| 4 Correct Responses | 3 | 9% |
| 5 Correct Responses | 4 | 12% |
| 6 Correct Responses | 19 | 58% |
| **Total** | **33** | **100%** |

58% of the students named all of the six types of cultural capital wealth. 79% of the students named four or more.
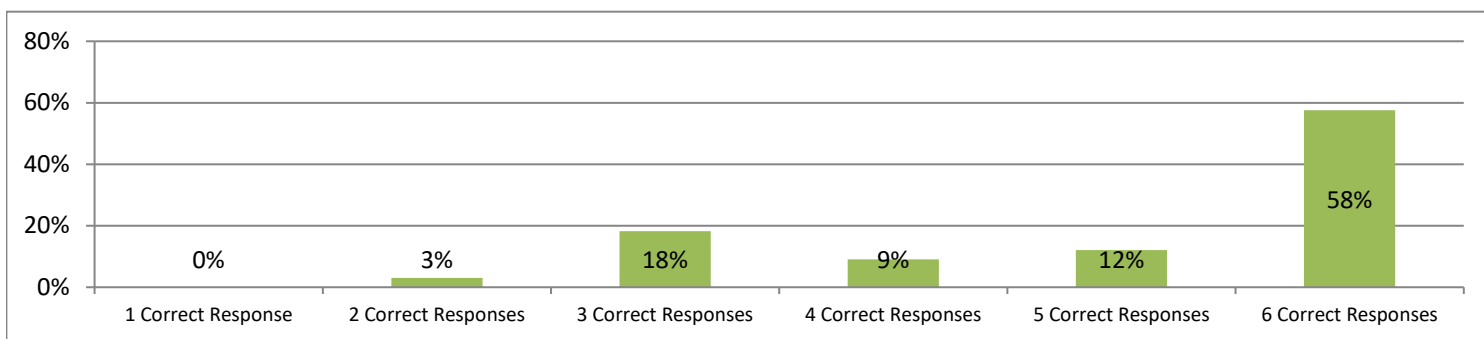


## Which type do you think is your strongest form of capital?

| Response | Count | Percent |
|---|---|---|
| Aspirational | 8 | 24% |
| Familial | 10 | 30% |
| Linguistic | 7 | 21% |
| Navigational | 2 | 6% |
| Resistance | 4 | 12% |
| Social | 2 | 6% |
| **Total** | **33** | |

"Familial" was the category of Cultural Capital that 30% of the students thought was their strongest form of capital. Linguistic and aspirational were the two categories chosen by many of the students.
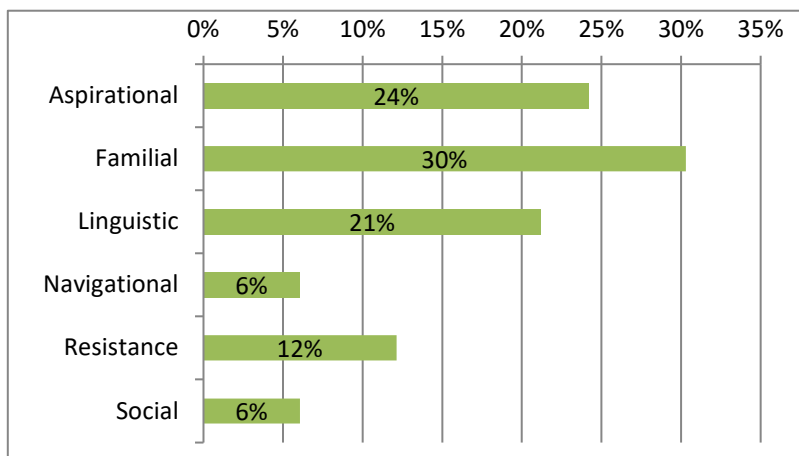
# Why do you think this? Please provide an example.

I look up to people I want to be more than my family. As long as they're, in a sense, better than me and motivate me, I'll listen.

Aspirations mix with all other forms of social capital. Our families can inspire to do more or inhibit our actions. This also extends to the families and support systems we connect with at school, church, clubs and just taking the bus. We can turn our per

different experiences that i have went through has helped me to truly sit down and think deeply of what i really want to achieve in life; and i am working towards it now with all my might and best effort.
PS: getting a degree in E.E and moving to Tokyo to

Generally, most people carry this capital. Most strive to make something of themselves such as being financially independent and acquiring influence.

I have always loved aspiring to be something. It's an empowering feeling and I strive to be the best and most inspiring person to the thousands of people I'm, going to meet in my near future.

All of the points applied to me especially being the first to earn a college degree. Also knowing what I want as a career if football does not work out or even after football.

I constantly think about who I want to become in the future. For instance, I always picture myself working my own clinic and wearing a white coat

I always believed that i should make something out of myself, and that I must be willing to put myself through as much as possible

My Family has been the center of my life and we fail and succeed together. No one gets left behind. We are all self reliant because we rely on each other

I always bring it back home, to why I am the person I am today. My community at Mt.SAC is my family, they are the ones who motivate me to keep going and not give up. Ex: DREAM,ARISE,BRIDGE,HSO staff and others around campus and in the classroom. My blood

I strongly believe that the strongest form of capital is familial because it has personallly allowed me to navagate through the financial and admission process with the help of a familial friend.

I think this because it is so important to me to have my family on my side supporting me through anything that i go through, whether it succeeds or fails.

I think familial is an important capital everyone has because it sets the foundation for everything else. Family and community is what keeps us grounded. It's what inspires our aspirational and determines our navigational and so forth.

I know without a doubt my family will always be there to help and support me in my educational dreams.

This holds a huge part of my life because without them I wouldn't have made it this. I believe that my success or anybody's success they've achieved by ther selfs there were people behind that success.

Well growing up I didn't have much of a family support mechanism to guide me to college.  So I had to do many things by myself and failed in the process. I am back in school because I have build a family with arise and have more support from my wife and d

I think it is my stronges because I apperciate all that my family has done for me. They gave me information about my education for me to be successful.

I'm more of a family based person. My family supports me and I do anything for them.

I am able to speak two different languages

When I take my mom to her doctors appointment, I translate for her

I grew up becoming a bilingual person. With this, i was able to help so many people in need. Being in so many events and represent my culture in it. Languagw is the main key to connect with people and even ourselves.

More so because i've been doing this Blindly and didn't even nogice how strong I live on this.

Because I speak two different languages that help me expand my horizon and able to share my thoughts to two different kinds of people.

I speak two different language and I help my grandpa when we go to the hospital cuz sometimes he doesn't understand so I speak Samoan to him.

I can help more people to get the resources they need by speaking another language

I believe that I can navigate my way past problems through any means by being able to just go with the flow and adapt as new challenges arise.

As a first generation college student, I independently navigated my way through college. My parents doesn't know anything about FAFSA, Registration, Credits, Transfer, etc., and it was harder than I thought it would be. I was able to find help from studen

Because I choose to not perpetuate the stereotypes held to my ethnicity

As a former juvenile hall attendee, i know the school system is rigged against minorities in the quality of education we'€™re given in our communities, I believe we need to help educate our community to be able to fight back and retaliate when they try to

This is because I feel that everything I do which includes my work, major, my career goals, etc. revolves around the notion that the educational system was not built for people like me or that look like me. I see it as constructed so that I personally hav

I have a mind of a politician and a minority. I feel like I have alot to talk about with what to resist like the fact that minories are unjustly treated economically and societally. I know that in certain areas of the US there are school that are predomin

Because my family and friends support me through out my journey at a community college and how we can talk about anything about our future freely

There are different types of way to socialize and understand each other.

## Do you think you are more of a follower or a leader?

| Response | Count | Percent |
|----------|-------|---------|
| Follower | 14 | 42% |
| Leader | 19 | 58% |
| **Total** | **33** | |
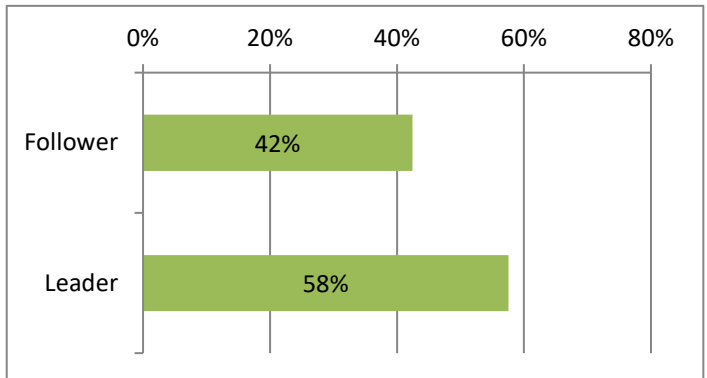
58% of the students selected reported that they think they are more of a leader than a follower.



## In what ways do you think your follower traits help you be a better leader.

I understand and empathize with other workers/followers, and I may understand what to improve in the group.

I like to dissect leaders, pointing out the strengths and the setbacks that each one of them may have. In doing so, I believe I'll be able to apply what I've ovserved to myself to make myself a more well-rounded leader.

When I follow I do as I am told, but I also love to input ideas in to help my group out more. Leaders and followers need each other, their in no leader without any followers.

I believe that my follower traits have help me to become a better leader because I am a great supporter when it comes to inspire others.

I think that i have been so much of a leader that i can now be able to see what needs to be done in certain situations and take the lead to finishing it and helping others through the process.

A leader cannot be a leader without followers. Follower traits helps you be a better leader because coming from a place of submission, you already know what leadership is necessary for the steps ahead.

It helps me know what is expected of me as a leader
It helps know how to better help my followers and communicate with them

I truly believe that no one is a natural leader they had to had followed someone in there life span. An when they felt it was time for them to step up to the plate to be a leader they were ready and that's the same thing that applies to me that in order

My follower traits of being able sit in the back and observe everyone else can help me be a leader by being able to analyze everyone and delegate goals properly

I think my eagerness to serve the community in different ways can lead into becoming a leader. I accept any comments as a way to learn, develop, and improve myself to better deliver tasks. I am able to empathize with students when things get tough or emot

A trait for me is always

Adaptation helps me with being able to adapt to environments and people

Without a followers, leaders are just hallow vessels that have no one to lead. You only see one man take the medal but behind them lies a team, a support system.

That I can follow the method that I know that it's right and that won't step on anyone.

## Give an example of how your leadership traits can interfere with

I often neglect prep time, so no matter how good the idea is, it doesn't always turn out well.

I'm finding myself growing more impulsive as a leader and not deeply analyzing the situation. Previously I took too long questioning every little detail and I'm just running and adapting to the situation. As a follower, being impulsive will disrupt team u

wanting to share my opinions and constantly trying to convince people that my way is the best way to accomplish a task

My entitlement can sometimes get in the way. I must admit. I am trying to change it though.

I tend to want to do my own thing at times but I know when its okay to do it and not to.

I am very independent and will fight for my opinions

Authority given can be misused thus clouding judgement

If I get overconfident I may get a bit prideful

At sometimes I don't really have full trust in the person I follow. Dependinf on the situation I might have thougts that the plan wouldn't work or the plan shouldn't have happened. But in the end, the plan was a success. I have to trust in the perso

It doesn't because I am the leader who doesn't want to be followed.

Maybe my ability to loose sight in that we are still a team

Always knowing that i have the reason might affect me to being a follower or making decision that are based in something i like nor everyone else.

Knowing myself I like to have things my way, so this would make me a hard headed follower.

Inability to see when you need help.

Because I've lead a team before and sometimes I make mistakes but my teammates pushed me. A leader is not selfish but he make everyone around him better and makes them share their thought.

Sometimes I do things without being aware I do them, such as being proud.

I fear that in becoming that leader who is admired by many, that I will refuse help and support from others because I do not want to seem as though I am weak or incapable.

It will help us understand the different types of leaders, be a follower, and the six capital of wealth.

# Please tell us at least one thing you learned about "Getting Out of Your Comfort Zone".

It allows for Growth

It is not so scary to get out of your comfort zone and how it will improve's one growth.

I learned that I'm in my comfort zone too much

Getting out of your comfort zone, opens up new opportunities to not only help yourself but also a friend.

There are things that are out of my comfort zone that are out of my comfort zone due to lack of experience, therefore I am still willing to reach out of my comfort zone and try. But there are things that I will not do not because it's uncomfortable but because after going out of your comfort zone, there is still a rift that can't be crossed.

I have to be more mindful about how I express myself when getting out of my own comfort zone. Sometimes the way I break the ice may make others uncomfortable, so I must gauge the situation and act according to the flow between myself and those I'm breaking the ice with. I have to realize when others are trying to break the ice, even if it seems awkward and the people I'm talking too are having trouble expressing themselves

I think the thing I learned was it's okay to be uncomfortable to learn how to be comfortable with new things

that it is much easier to stay in your comfort zone; but the possible opportunities that you may encounter during your "adventure" of getting out of your comfort zone.

That I need to let go of everything holding me back and I just have to move forward.

I learned that the same features that you have when you are excited are the same features you have when you are scared. If we can substitute fear with excitement, we could conquer our fears most.

I learned that it is very difficult to take that step to getting out of your comfort zone but once you're there, it's the most relieving feeling.

There is no comfort in growth and no growth in the comfort zone.

I learned that getting out of your comfort zone can lead to growing experiences that are maybe tough but very enriching. Tough because we are not used to getting out of our little comfort bubble. Enriching because when you do step out of that bubble, you are exposed to different perspectives that you begin to take in account when during your everyday life. This helps you grow as a leader and person .

I learned that trying things I am least comfortable with can be achieved when I think less about it.  Because I worry less.

I learned that it's a relief to do something that you have always doubt or held yourself back from.

I learned that it's okay to step out of your shell. If dont, then there is no room for growth.

It is not comfortable to stay in your comfortable, and the reptile is horrible. It cam take over the brain amd make us be afraid for really simple things

It's not easy to get out of your comfort zone since it requires shutting down your flight or fight response and taking risks.

I learn that we shouldn't be afraid of going out of your comfort zone because there's always a support system for you, it's either going to be ur friends or your family.

I learned that there is a tiny part of your brain that can over ride the rest of your brain and it's call the repttilian brain. The reptilian brain is responsible for the four 4Fs flight, fight, feed and fornicate.

98% of our brain is comfort zone, and 2% is living through the uncomfort.

One of the things I've learned from getting out of your comfort zone and probably the biggest is that there is no growth in comfort. Meaning if we continue to do the same thing and be comfortable doing we can never live life we have to put ourselves in situations we've never experienced before and take the risk because you never know what the out come may be.

Made me feel more comfortable talking in front of everyone and made me open up more.

I learn that it takes one moment to realize that getting to know people starts with yourself.

I've definitely learnt of how much growth I've had the past two days as I get out of my comfort zone. I realized how effective I am as a leader as I put myself out of my comfort zone.

What I acknowledge about "Getting out of your Comfort Zone" was the idea that in order to continue grow as a leader one must be able to take risk or challeges so that we can grow as a person.

I learned that it's up to us if we want to stay comfortable or experience adventure with the uncomfortable.

That it's hard, but neccessary to grow.

Is not to live your love with no regret and try to communicate with other people that you don't know.

Taking risks is necessary and fear can be used as a motivational support boost

I took that although I have trust issues I must learn to break out of that and just learn how to communicate .

I learned about the reptilian part of your brain. Even though it looks very small, it controls a lot of someones actions and emotions. It is the part of the brain that makes someone feel fear, makes them feel like they will lose control once they are scared, and activates their fight of flight senses.

I learned that we have to disconnect either for us to connect.

I learned that in this life we're in charge of comfort and adventure. It's so important to know the difference when you are in a role as a leader. You must be willing to try new things out of your daily activities.

# Name one thing new you will do as a result of the workshop, "Getting Out of Your Comfort Zone".

I will work better on my Networking skills

Not be afraid to face the unexpected and be comfortable with the uncomfortable

I want to be able to take the initiative to get out of my comfort zone more often.

Make new friends.

I will try to be more open to unconventional methods to every day things that I do.

I have to smile more and be more humorous, I still have the tendency to open up in a rather serious matter. Sometimes I over explain or use too many technical words, so I will definitely be more casual if it is applicable. I have to be more patient and take time to enjoy the environment with everyone around me.

I want to try the things that scare me the most

tell that woman how much i like her and as her out on a date.

I will love myself to show everyone the real me is really me not just me hiding the sad Saydi.

I will attempt to face my "kinda" situations and be courageous to have those conversations that allows me to rid myself of my own guilt.

I won't let my thoughts and fears get in the way of trying new things.

Face my fears

I will take the risk with my work and begin to be more proactive with creating a variety of workshops for students that I help. Also, I will not doing alone, I will use the support of my community just like everyone was supporting Virginia during the rock climbing !

I will stop contemplating and worrying so I am able to, not block off learning, but intake information when I am learning.

I will definitely be more proactive in meeting new people

I'll be more out spoken when something is needed to be said. Also, to be more open to activities and not just be an onlooker.

Stop having anxiety and judge all the work I do. Analize if the thing that I'm doing is actually worth being scared of

I will try to talk to new people and get involved in new activities.

Learning to let go even though that it's hard.

One thing I'll do as a result if the workshop is to try new things and get "comfortable with being uncomfortable"

Try new things and don't be afraid of failure.

One of the things I would do from here on out is to speak up and let people here my story because you never know who you might inspire or move telling your story. This is something that Ive struggled with was telling my story to people I could sit there and be social with everybody but as soon as it's time to tell my part I freeze and leaving this retreat I feel like I've accomplished so much.

Making new friends.

Start facing the fears in my head.

I will always strive to get out of my comfort zone. I will keep in mind how better I can become as an individual and as a leader when I come out of my comfort zone.

As a result, I will take on new challenges that might seem difficult to achiveve so I can develop new knowledge. Furthermore, I am not afraid to fail because it is the process to success.

I will shift my mindset and remember to say that I'm excited at all times when I feel nervous.

Asking a genuine "how was your day" was something I don't do, but will start trying now.

Get out of my comfort zone and communicate better with everyone around me.

Not be afraid of the unknown or the future

Start really communicating with Everyone. And just try to be a leader that I would want to follow.

One new thing that I will do is to face my fears. Rather running away from them, it is better to tackle the obstacle. By doing so, it will make me stronger and more confident as a person and as a leader.

I will not let "kinda" be in the way of my goals & future. I will do what I can until I have the results that I want, not just "kinda" want.

I am going to get out of my automatic self and trust the process. I have to be willing to get out of my comfort zone.

# What do you hope to learn or gain as a result of this leadership retreat?

I hope to gain knowledge that takes me steps ahead of where I am as a leader in the present. I hope to learn from others strengths to improve and touch base on my weaknesses.

Be able to read people better and utilize others skills in the most optimal way possible

I hope to learn how to better socialize with my peers and handle certain situations. My goal is to gain confidence in leading, setting a better example, better at prioritizing & organizing my assignments and students, and voicing my thoughts/feelings.

To be able as a PM to learn to identify when & how to help people open up.

To discover what kind of leader I am or capable of being.

To become a better leader, college student, friend, family member, and moral individual.

I hope to become more confidence in my decisions and being able to be a different but in a good way

I hope gain motivation as well as new friendships and I have :) I hope to learn what kind off leader I am and can be and also where I can improve.

I want to learn more about myself and to be more outgoing

I want to gain the confidence to be a leader. I want to be able to trust myself.

Be more resilient and empowered.

I hope to acknowledge more about making personal connection with other peers and mentor that will guide me through my road to success.

I hope to gain confidence into speaking up and interacting more and to not be shy to take the wheel.

I hope to become a much more effective leader in all aspects of life, helping those whom I lead be prepared to be better leaders for tomorrow. I also want to know those whom I work with very closely, because the better i know them, the better I know how I

I hope to gain more knowledge and more understanding of becoming a leader and what it takes to become a leader and to gain more people to network with.

I am hoping to gain the satisfaction of making a difference in someone's experience. It doesn't have to be a major difference or impact but some thing That will resonate with an individual

Self reflection

I want a combative spirit. Last year I got my voice the courage to speak out, now I want to lean to stand my ground.

I gain a lot of knowledge about how we have to step off our comfort zone and letting go of the things that you thing that are having negative influence to you. I also gain a lot of friends in this retreat.

I'm still hoping to increase my mindfulness when working with others. At the same I hope to improve my own creative flow and synergy when combining my skills. I still harbor a lot of self-doubt and it makes risks harder to deal with if they don't pan out.

how to better understand other peoples emotions and have more empathy

I want to remember how to budget and really save money for my future.

More confidence to become a good leader and a clearer vision of what kind of leader I hope to be

I hope to put what I have learned into action within my family as well as community

To gain more confidence in myself.

How to be more open and not let my pride takeover.

How to be a better leader as well as a follower

Knowledge to deal with college life and understand the meaning of transforming my life into a new beginning.

I hope I can gain leadership traits that will strengthen my weaker qualities as one.

I want to better myself and interact more with all kinds of people without secluding myself back into my comfort zone.

How to become better leader and apply all these workshops that I'm learning now to my life.

How to lead oeople, follow, and get out of my comfort zone. I also hope I get to make lasting connections, friendships and support from staff.

To be a leader, understand other leaders, and accept myself.

# Arise Leadership Conference 2018 Survey Results

## Do you think the "Budget 101" workshop will help you better manage your finances?

| Response | Count | Percent |
|---|---|---|
| Yes | 25 | 76% |
| Maybe | 8 | 24% |
| No | 0 | 0% |
| **Total** | **33** | |
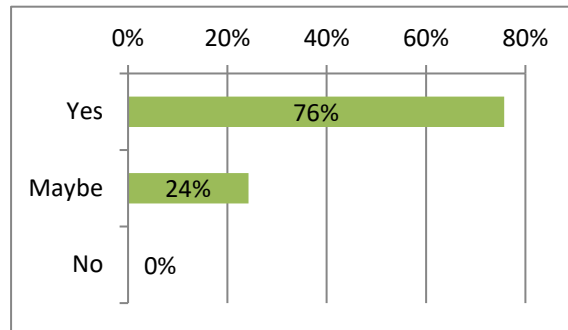
76% of the students thought that the Budget 101 session would help them better manage their finances.



## What is one thing you could do differently to manage your finances?

Record all reciepts to know the exact amounts of money I am spending on what expenses.

Stop eating food so much. I spend 1k on food a month

I don't know, because most of my finances goes to the family & bills. I use some for school materials, rarely on food. I think setting aside at least 20% of my fafsa for emergency would be helpful. We never know what may happen, and being prepared with so

Invest rather than save.

Not waste money on stupid things.

Have a sit down talk with my wife

Cut down on unnecessary things

I could keep better track of my spending by using the apps that were presented.

Cut down on food and transportation.

I should be disciplining myself more to not spend my money.

One thing I can definitely do differently is stop eating out four times a week and just try to eat out at least once and eat home made food.

I believe if I separate my wants from my needs and choice  I will be able efficiently to manage my finances better.

I can stop spending my money on things that are unnecessary at the time.

Record my expenses and plan out my income compared with my expenses

I would say stop wasting money on thing that you don't need there's a saying that goes doesn't mean it's on sale you should buy it and it's very true because it becomes bad habits.

Using my income more wisely. Not using on things that aren't really a necessity

Cook

Break down the catagorizes better factor utilities with housing. Cut unneccessary and wasteful material. Ex extra food thats just stored in the fridge and thrown away after expiration

That I should not spend to much money on food or other stuff, and just save it for things that me or my family will need.

Just reducing all my excess spending. I could also find another place to rent with family to reduce my costs even more. Right now I'm working on photo shoot after photo shoot on my free time but not every picture can be used. In one of my photography circ

keep track of monthly statements to able to make necessary adjustments before having to take drastic measures to solve an issue

Food and entertainment

Limit unnecessary shopping expenses

Spend less Save More

I relalized that I eat out way too much. A way to solve that is to cook more at home. Also, since i calculated my finances when I start going to the universtiy, the amount income I make as of now will not cover my expenses.

Save more and cut out all extra that doesn't need attention.

Only spend money on something I need not want.

Start counting what i spend into and use the surplus for more important things.

I didnt participate in the making of this bracelet/necklace but I can start by cutting my bad habits. And stop eating junk food all the time

Spend less on miscellaneous.

Save more money to pay tuition fee

Cut off my exoenses. Write down my essentials and try to soen less in things I don't need

Be more cautious on what is necessary and what can wait.

# Leadership Conference 2018 Survey Results

**What was your color from the True Colors Workshop?**

| Response | Count | Percent |
|---|---|---|
| Orange | 9 | 26% |
| Blue | 11 | 32% |
| Gold | 5 | 15% |
| Green | 9 | 26% |
| **Total** | **34** | **100%** |
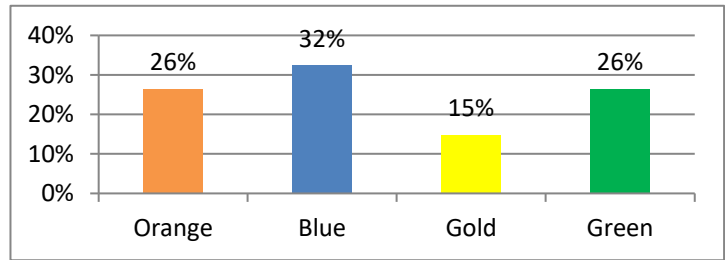


32% of the students reported that their responses to the the "True Colors Workshop" quiz placed them in the "Blue" category. The group with the least number of students was the "Gold" group.

**Based on the True Colors Workshop, how can the characteristics of your color help you be a better leader?**

| Orange Students |
|---|
| It helps me understand how I am as a person |
| I want to get things done and try to make sure that everyone is contributing to the task at hand. |
| You learn to get to know yourself and knowing what you strengths are will make you realize what things you can do to be a better leader. |
| To see what kind of characteristics I have to be leader. |
| It will help me strive for success at all times. I will remember to be that strong, vivacious, and adventurous leader that I |
| It helps me because Now i know my strength and my weaknesses, now I have to work of becoming a great leader. |
| I can inspire others to take action and influence other younger ppl who look up to me |
| Well, it can help me out by being more outgoing like I should be and not being stuck to myself. |
| I will remember to be the adventurous and vivacious leader that I am. Even when I'm feeling at my lowest times, I know that I have to strive to be that bold and powerful leader to help others aim for success as well. |

| Blue Students |
|---|
| It help me to understand what kind of leader I can become and understand the various types of leaders I will encounter. |
| As my color varies upon the situation I'm in, I must be adapt to match what is required of me. Whether I have to be a leader keeping everyone on task or a follower working on critical work. I have to be mindful of others that may feel lost or left out. I have to at least attempt to incorporate them into the work if they feel comfortable. I know I can't make everyone happy but if I don't have to make a hard choice, I won't do so at the expense of others. |
| I am very welcoming and warm, so that makes me be more compassionate with everyone. |
| Based on not only my blue color but also my green, I learned the type of leader that I am. I am compassionate and work from my heart but, knowing that also having highly green traits, I need to be more cautious of my curiosity and learn to phrase my questions in a more supportive manner. This especially when at my work during the times that I am engaging my students. |
| I can be able to take charge and delegate with those around me as a team. |
| Being able to keep my group calm and collected in certain situations |
| Include everyone, know their opinions amd take action on what is bhest for everyone. |

To me honest I've always wanted to be a leader but people looked down on me and say I wasn't big enough or I wasn't good enough to become a leader now know my strength and finding out more about myself I feel like I could be a great leader being a leader isn't always about yelling and being loud sometimes it takes a little kind and tenderness to bring people together. They say that love cover everything and it's true as a student athlete I've experienced the first hand some kids come from broken down home some people don't have a father figure all it takes is a great leader to chance that. That's why sometimes we look at our coaches as fathers to us because they believe and trusted in us that's all th world needs is just someone to love.

It helps me know certain characteristics and traits I've been blessed with to lead and bless other people. It will greatly improve the way I interact with others and provide better ways to minister to one another.

Based on my the True Color Workshop I was able to acknowledge many characteristics about myself in order to become a better leader. For example, I am very passionate to help others and put myself before them. In other words, I will encourage and inspire other leaders to become the best version of themselves by mentoring and guiding them through the process.

The workshop shows how I work with others and that I want people to always feel included in certain activites.

## Gold Students

Learn to be more organised

By being helpful to a friend in need and be there for others when they need it.

I think the fact that my color is gold, I think the traits that follow make a leader more successful in terms of being sufficent. We need gold leaders or else nothing would be done effectively.

I learn that every color have there own personality. The color gold help balance the other colors and they can maintain and team organiz.

My characteristics makes me competitive which I believe is important, but at the same time I'm also a blue leader, which makes me want to include everyone in my group. Combine the two, and I believe I can bind my group together to become competitive as a whole.

## Green Students

I like to analyze things, and as a leader (as well as an aspiring teacher), I believe that I will be able to get those skills out of other people.

I can plan for any scenario and be a better leader by having a plan for success no matter the obstacles ahead

analyzing what is needed and doable in the process of completing a task with a level head.

I am able to see through different perspectives therefore these characteristics give me the ability to adjust within different environments

I know that I need more time to divise a plan. Due to the fact I'm a green. I will be more patient and try to be more engaged faster than the usual green.

I understand my weaknesses and how to work with the other traits people have.

I found that being green has a big weakness and that is that it likes to formulate a plan with structure. i found that sometimes you need to go with the first thing in your brain and plan around that. As green we typically want to find the best and reasonable answer and sometimes that just takes too long. I found my yellow side to be extremely use full, It came out of the activity by having me keep each other in check.

i can understand more the situation while it takes sometime. I can make accurate decisions when the time for me ti understand it is given.

The characteristics of Green were thinkers. They analyze things until there's a plan done, and I think having that characteristic can help make plans/ideas move effectively.

# GRASP Student Report
# Spring 2018

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. Fall 2016 the program began the GRASP program. The current progress of these GRASP students is provided within this report.

**Summary Results**

- The mean or average overall GPA of GRASP students is currently 2.67.
- 83% of GRASP students have cumulative GPAs 2.0 or above.
- 57% of the GRASP students have earned 75% or more of the units they have attempted.
- 31% of the GRASP students have successfully completed English 1A.
- 14% of the GRASP students have successfully completed Math 71 or higher.

# GRASP Student Summary

## 81 Total GRASP students since Fall 2016

### Participation by Term

| | Count | Percent |
|---|---|---|
| Fall 2016 | 28 | 35% |
| Spring 2017 | 18 | 22% |
| Fall 2017 | 35 | 43% |
| | 81 | 100% |

81 student athletes have participated in the GRASP program since fall 2016. There were 28 students in the first cohort and 35 in the Fall 2017 cohort.

## Visits to the WIN

| Fall 2016 Cohort | Students | Percentage of Cohort | Number of Visits | Average # of Visits Per Student | Hours | Average Length of Visit (HRS) |
|---|---|---|---|---|---|---|
| Fall 2016 | 23 | 82% | 210 | 9.13043478 | 334.3 | 1.59190476 |
| Spring 2017 | 17 | 61% | 236 | 13.8823529 | 313 | 1.32627119 |
| Fall 2017 | 15 | 54% | 68 | 4.53333333 | 66.7 | 0.98088235 |
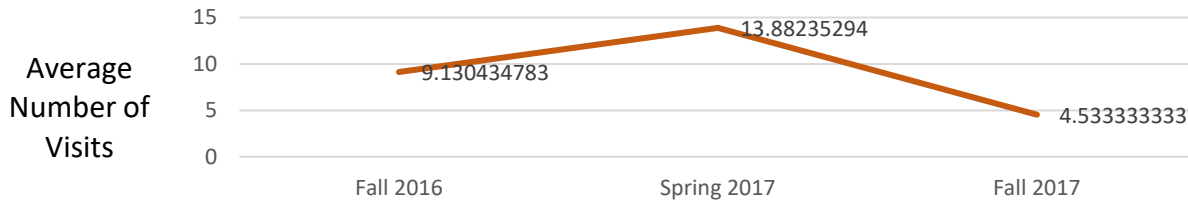


Average Number of Visits

9.130434783 (Fall 2016), 13.88235294 (Spring 2017), 4.533333333 (Fall 2017)

| Fall 2016 Cohort | Students | Percentage of Cohort | Number of Visits | Average # of Visits Per Student | Hours | Average Length of Visit (HRS) |
|---|---|---|---|---|---|---|
| Fall 2016 | | | | | | |
| Spring 2017 | 10 | 56% | 217 | 21.7 | 411.4 | 1.89585253 |
| Fall 2017 | 8 | 44% | 86 | 10.75 | 113.5 | 1.31976744 |
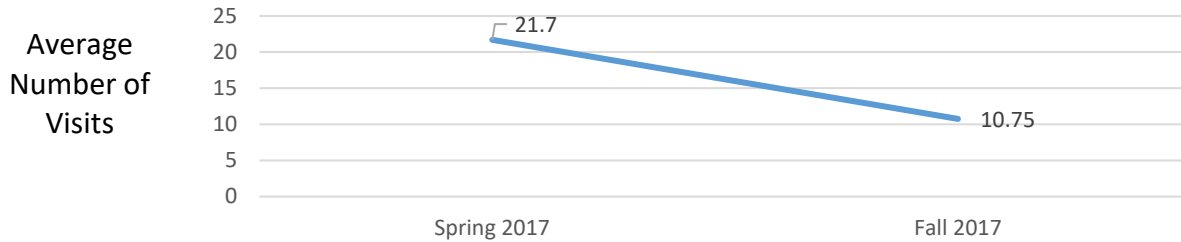


Average Number of Visits

21.7 (Spring 2017), 10.75 (Fall 2017)

| Fall 2016 Cohort | Students | Percentage of Cohort | Number of Visits | Average # of Visits Per Student | Hours | Average Length of Visit (HRS) |
|---|---|---|---|---|---|---|
| Fall 2016 | | | | | | |
| Spring 2017 | | | | | | |
| Fall 2017 | 12 | 34% | 97 | 8.08333333 | 136.5 | 1.40721649 |

# GRASP Student Summary

## *Cumulative GPA*

| | |
|---|---|
| Mean Cumulative GPA: | 2.67 |
| Median Cumulative GPA: | 2.83 |
| Mode Cumulative GPA: | 4.0 |
| Lowest Cumulative GPA: | 0 |
| Highest Cumulative GPA: | 4.00 |

The average cumulative GPA of GRASP students is 2.67. The highest cumulative GPA achieved by the students was 4.0.

## Cumulative GPA Collapsed

81 student athletes have participated in the GRASP program since fall 2016. The cumulative GPAs of these students range from zero to 4.0. The majority of these students, 46% currently have cumulative GPAs between 2.0 and 2.99. Only 17% have cumulative GPAs below 2.0. As evidenced in the graph and chart above, 83% of these students have cumulative GPAs 2.0 or above.

| | Count | Percent |
|---|---|---|
| Below 1.0 | 4 | 5% |
| 1.0 to 1.99 | 10 | 12% |
| 2.0 to 2.99 | 37 | 46% |
| 3.0 to 3.99 | 24 | 30% |
| 4.0 | 6 | 7% |
| | 81 | 100% |



Cumulative GPAs of GRASP Students
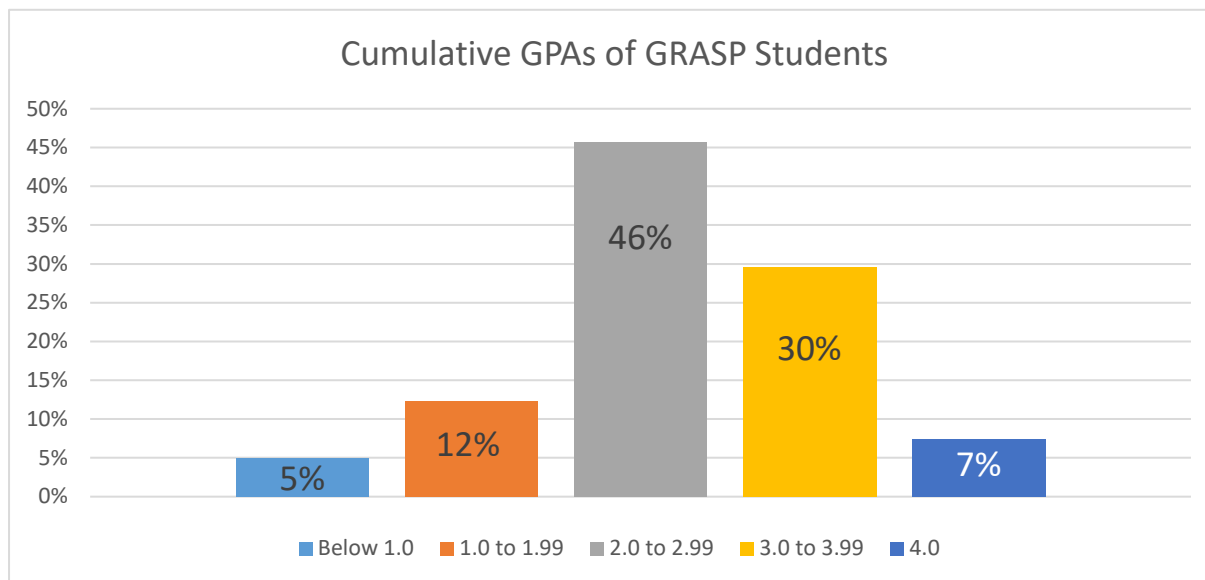
# GRASP Student Summary

## *Overall Attempted Units vs Earned Units*

| | |
|---|---|
| Mean Percentage of Units Earned: | 74% |
| Median Percentage of Units Earned: | 80% |
| Mode Percentage of Units Earned: | 100% |
| Lowest Percentage of Units Earned: | 0% |
| Highest Percentage of Units Earned: | 100% |

## Percentage of Units Earned Collapsed

81 student athletes have participated in the GRASP program since fall 2016. The percentage of units earned versus the units attempted by these students ranges from zero to 100%. The majority of these students, 57%, have earned 75% or more of the units they have attempted. Only 20% have earned less than half of the units they have attempted.

| | Count | Percent |
|---|---|---|
| Below 25% | 3 | 4% |
| 25% to 49% | 13 | 16% |
| 50% to 74% | 19 | 23% |
| 75% to 100% | 46 | 57% |
| | 81 | 100% |

### Percentage of Units Earned



Bar chart showing: Below 25% = 4%, 25% to 49% = 16%, 50% to 74% = 23%, 75% to 100% = 57%

*Prepared by Lisa DiDonato, Educational Research Assessment Analyst (RIE) on 5/3/2018.*
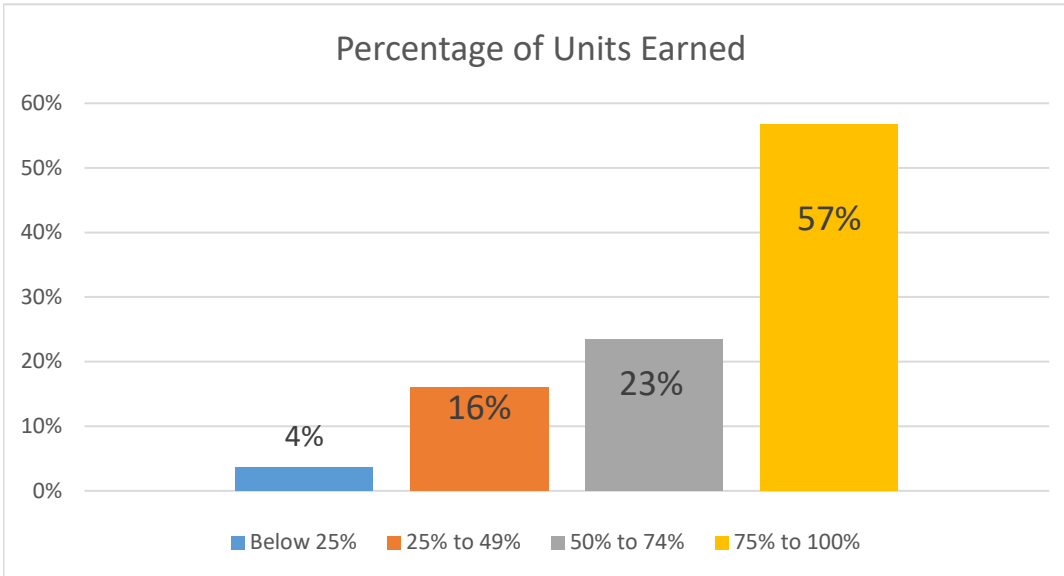
# GRASP Student Summary

## *English Completion*

## English Placement Test

| | Count | Percent |
|---|---|---|
| No Record of English Placement Test | 7 | 9% |
| English Placement Taken | 70 | 86% |
| Expired Score | 4 | 5% |
| **Total** | **81** | **100%** |

91% of the GRASP students have taken an English placement test. This includes those who had expired scores.
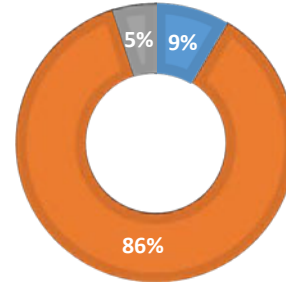


- No Record of English Placement Test
- English Placement Taken
- Expired Score

## Attempted an English or AMLA Class

| | Count | Percent |
|---|---|---|
| Attempted an English or AMLA Class | 53 | 65% |
| No Record of an English or AMLA Class | 28 | 35% |
| **Total** | **81** | **100%** |

65% of the GRASP students have taken an English or AMLA class.
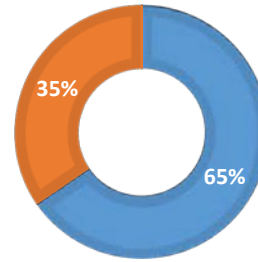


- Attempted an English or AMLA Class
- No Record of an English or AMLA Class

## Successfully Completed English 1A

| | Count | Percent |
|---|---|---|
| Completed English 1A | 25 | 31% |
| No Record of completing an English 1A | 56 | 69% |
| **Total** | **81** | **100%** |

31% of the GRASP students have successfully completed English 1A.
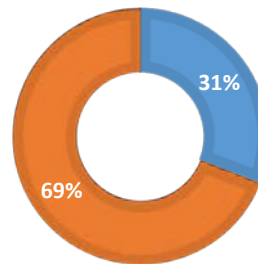


- Completed English 1A
- No Record of completing an English 1A

# GRASP Student Summary

## *Math Completion*

## Math Placement Test

|  | Count | Percent |
|---|---|---|
| No Record of Math Placement Test | 13 | 16.0% |
| Math Placement Taken | 66 | 81.5% |
| Expired Score | 2 | 2.5% |
| **Total** | **81** | **100%** |

84% of the GRASP students have taken a math placement test. This includes those who had expired scores.

## Attempted a Math or LERN Course

|  | Count | Percent |
|---|---|---|
| Attempted a Math or LERN Course | 42 | 52% |
| No Record of a Math or LERN Course | 39 | 48% |
| **Total** | **81** | **100%** |

52% of the GRASP students have taken a math class.

## Successfully Completed Math 71 or Higher

|  | Count | Percent |
|---|---|---|
| Completed Math 71 or higher | 11 | 14% |
| No record of completing Math 71 or Higher | 70 | 86% |
| **Total** | **81** | **100%** |

14% of the GRASP students have successfully completed Math 71 or higher.

# GRASP Student Summary

## *Declared Majors*

| | Count | Percent |
|---|---|---|
| 000000 Continuing Education | 4 | 5% |
| AA Lib Arts AA: Business | 4 | 5% |
| AA Lib Arts AA: Communication | 1 | 1% |
| AA Lib Arts AA: Kinesiology Well | 39 | 48% |
| AA Lib Arts AA: Social Behav Sci | 3 | 4% |
| AA Undecided | 9 | 11% |
| AA-T Communication Studies | 1 | 1% |
| AA-T Journalism | 1 | 1% |
| AA-T Psychology | 3 | 4% |
| AA-T Sociology | 2 | 2% |
| AA-T Studio Arts | 1 | 1% |
| AS Arch Design Concentration | 1 | 1% |
| AS Bus: Management AS Degree | 1 | 1% |
| AS Fire Technology AS Degree | 2 | 2% |
| AS Graphic Design | 1 | 1% |
| AS Nursing AS Degree | 1 | 1% |
| AS-T Administration of Justice | 1 | 1% |
| AS-T Business Administration | 2 | 2% |
| TRANSF Transfer - Biology | 1 | 1% |
| TRANSF Transfer - Kinesiology | 1 | 1% |
| TRANSF Transfer - Registered Nursing | 1 | 1% |
| TRANSF Transfer - Sociology | 1 | 1% |
| **Total** | **81** | **100%** |
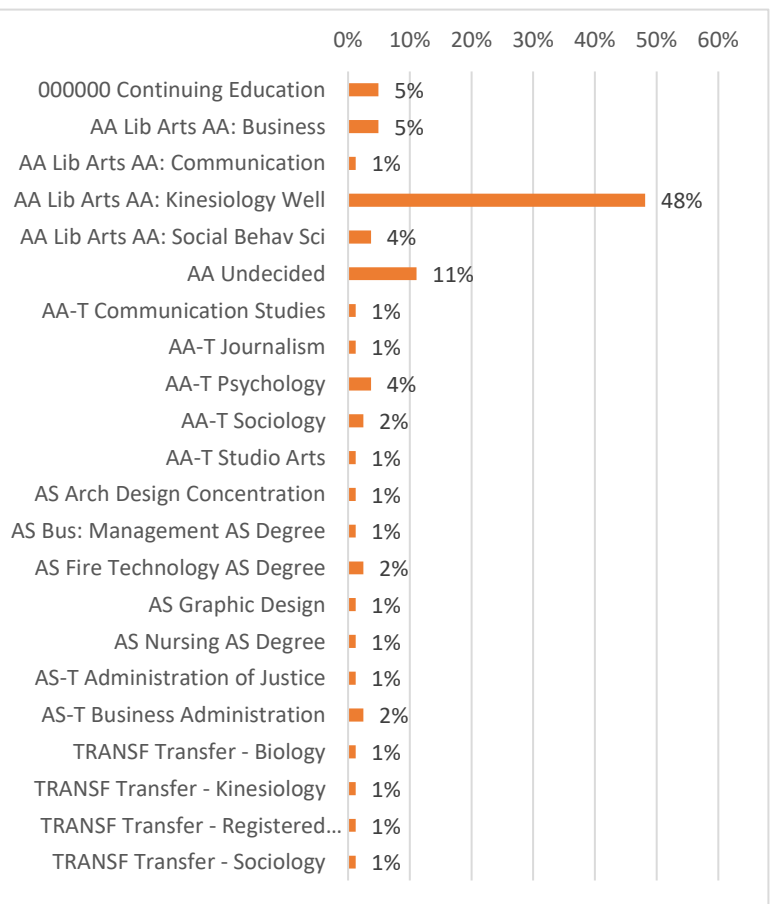


## *Awards Earned*

| | Count | Percent |
|---|---|---|
| AA Lib Arts AA: Kinesiology Well | 1 | 1.2% |
| Non-Credit Basic Skills (5002) | 18 | 22.2% |

# Summer 2018 Arise Student Focus Group Results

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. In order to better understand the students we serve, three focus groups were held during the summer 2018 term. These focus groups were held in order to better understand the needs of sub-populations within our Arise program. A summary of the comments can be found on the following pages.

Four focus groups were held during the summer 2018 term. The follwing tables show the groups and their compostion.

| Groupings | Count | Male | | Female | |
|---|---|---|---|---|---|
| | | Count | Percent | Count | Percent |
| Southeast Asians | 4 | 4 | 100% | 0 | 0% |
| Filipino/a | 6 | 2 | 33% | 4 | 67% |
| Male Student Athletes | 5 | 5 | 100% | 0 | 0% |
| Pacific Islander Women | 6 | 0 | 0% | 6 | 100% |

# Reflecting on your personal experiences, what things have helped you with your college journey?

| Southeast Asians | Filipino/a | Male Student Athletes | Pacific Islander Women |
|---|---|---|---|
| Place to go/hangout | Flyers, to let me know what's coming up and find support. | Support system | Being held accountable (class progress, MAP, respond to challenges/change |
| Support system- someone to talk to with more knowledge | Mentor relationships | Arise feels like home (language spoken) | Being around other PIs- staff who look like me, programs for APIs |
| Support group | Relationships with counselors and professors. | Coaches' support | Arise/EPIC retreat- different PIs @ different levels (see others like me) is motivation |
| | The programs offered on campus. | Feels like people care about me/nothing but love (different from previous CCC experience) | Who I was surrounded by/game me direct personal help |
| | Counselors and tutors, they guided me when I was lost. | 1st time in college felt support through Arise-counselor/staff support | Mentors-connect from Arise to others on-campus and off-campus |
| | Mixture of things, tutoring, professors, clubs, organizations like Arise, Dream, student government, and the leadership retreat. | Comfortable because someone understands the Islander experience | Arise as a resource |
| | | Resources- printing, computer | Arise Ed Advisor |
| | | Writing Center-English tutors | Seeing other PIs in Education-difference in PIs @ APAHE 2014 to last one attended (lots of PIs) |
| | | SSEED (Zelda Bolden) – situational needs (rent/take care of son) | |
| | | Arise-mental support (emotional) | |
| | | Counselors | |
| | | WIN-somewhere to study | |
| | | Tutoring support | |
| | | 9C-Gio, Ms. Julia- food (health) | |
| | | Arise-1st place got connected (family) | |
| | | Football teammates | |
| | | Arise feels like home for out-of-state | |

# Considering your educational journey, what things have hindered your college participation and/or progress?

| Southeast Asians | Filipino/a | Male Student Athletes | Pacific Islander Women |
|---|---|---|---|
| Parental pressure to excel vs. to survive | Time, juggling work and school. | Lack of access to childcare | Financial struggles-access to financial aid, paying attention |
| "Dream careers"=financial stability | Doubt and lack of self-confidence. | Financial-all money goes to rent (forgo food- food insecurities) | Family needs- "family comes first"-drop everything then when everybody is ok/happy can return focus to school |
| SEA to stand out in their community | Missing opportunities. | Mental fatigue | Family needs (expectations/not ask)-being watched by decisions/actions; their version of what's best for me to do |
| Upfront financial needs for transfer (fees, orientation) | Need time to rest. | Housing insecurity | Personal problems/issues-lose motivation/not reach out for help |
| Difficulty to balance work/school | Family and work demands. | Other priorities-son | Personal lack of motivation-stop myself from doing things |
| Self-doubt-"do I have what it takes" since UC/CSU is "harder" if I'm struggling now | Need more time. | No rest | Lack of support/self-support |
| Am I smart enough | Relying on family for rides. | Non-athletic peers compare who say they have 2 jobs; student-athletes feel that football is 2nd job but no income | |
| Time-"When am I going to finish?" (older/age considerations for re/entering workforce) | Fitting in tutoring. | Grades | |
| Getting classes of preferred professors believed to be the "good teachers" | Self-doubt. | Transitions-housing, use of bus (inconvenient), proximity to campus (lived in OC/Anaheim), moving | |
| Meeting expectations (family, faculty, self, gender pressures (different for M/F), where males have more pressure to support family | Not connecting with others. | No history of Samoans [in curriculum] | |
| | Family demands | Want a Samoan professor "Samoan History" class | |
| | Life demands and dropping classes as a result. | Things pile up- need to ask self, "what needs to go? Stop what?" (priorities) | |
| | | Transportation | |
| | | Money to pay for fees, especially out-of-state & no financial aid | |
| | | Finding work | |
| | | Meeting family expectations | |
| | | Out-of-state tuition (don't talk about it enough) | |
| | | Family far away (isolation) | |
| | | | |

# What have been your main concerns about your college experience?

| Southeast Asians | Filipino/a | Male Student Athletes | Pacific Islander Women |
|---|---|---|---|
| Failing to meet expectations: instructors, different attitudes between instructor/student, understanding/clarity | Asking for help. | Living situation | Thoughts: Is getting a degree going to get me the job I want? Is the time in college worth it? Am I passionate about the major/career (is it a match) |
| Behaviors now and its impact on future | Buying books. | Housing | Need professors to understand- not just students; understand students |
| Focus/regrets- finding a balance | Missed opportunities on campus. | Food/where to get next meal | Why is there less focus on PI women? |
| Not having fun while in college, more focused on academics | Not having enough fun. Finding balance. | Need work to fit athletes' schedule | How do I continue college financially without relying on family (no more sports, so no more scholarships), not a burden to my family |
| Taking manageable number of units | Pressure of transferring. | Family don't understand (struggle, need)- other ways to pay for rent (not money) | More worried about male athletes over self-learning to focus on myself |
| Worried about lack of motivation (starting out good @ beginning, later focusing on more fun) | Pressure to transfer but not sure what major to pursue. | Place to stay | Self-perceptions-wan to help PIs on campus, but not feeling acceptance in PI community/unwanted despite my kindness and not reciprocated from other PIs; helping disrupted my learning (worrying about others) |
| | | Family can't see my vision/bigger picture | Focus on PI women (more help needed) |
| | | Lacking a ride/distance housing – place to stay | Distance from home to school (transportation issue) |
| | | Support/finding a job | Transportation, living situation (whose house today, tomorrow) |
| | | Money for books; one experience-got dropped from a class for not having the book | Beginning of semester- which class will I struggle in, which will I drop? |
| | | Finding a place to stay last minute | Will I graduate on time (my expectations) |
| | | Help with best decisions to set-up for future success (e.g., gray shirt to manage burden of cost against starting (out-of-state fees and a full-time schedule) | Where do I transfer (close to family) |
| | | Balancing school/football-schedule aligns with degree plans (know options) | |
| | | Books! or digital books/print or collection of books or rental process | |
| | | Food vouchers | |
| | | Shelter | |
| | | Snacks | |
| | | Scholarships | |
| | | Math tutor | |

**What have been your main concerns about your college experience?**

| Southeast Asians | Filipino/a | Male Student Athletes | Pacific Islander Women |
|---|---|---|---|
| | | Study Hall – enforcing rooms | |
| | | Child care | |
| | | Housing | |
| | | Financial Aid/Financial Lit | |
| | | De-stressing or meditation periods | |
| | | | |

# What can Arise do to further support you and your educational journey?

| Southeast Asians | Filipino/a | Male Student Athletes | Pacific Islander Women |
|---|---|---|---|
| SEA students on panel (doesn't have to be all, but represented on graduate/transfer panels) | Hosting conference- prospective colleges | Food vouchers | Food |
| Address the perception that participating in Arise is just one more to take away from the more important "survival tasks" (studying) | Lack of confidence – more group bonding; lack of support system so building it | Books (print pages) | More opportunities for PIs to talk about issues |
| Focus on study/goal-orientated activities | More tutor availability, 1 or 2x week at different times | Enforce study room/study groups (e.g., English 1A, math 130) | Student accountability |
| SEA prefer isolation/shyness- interaction with others (non-SEA) is a risk | More group activities | Financial aid education- options for out/of state- grants vs. loans | Freely express-talent show, open mic |
| Message "Making friends is a waste of time" (show why not; not alone in this journey)- tutors, academic achievement a shared goal | De-stress day/ dinner & movie | Community use textbooks/books @ WIN not able to take home | Once a month check-in (study plan each semester) |
| More tutors | Lighthearted workshop on identity, or postcolonial mentality | WIN closed after practice | More support for PI women- perception of PI male investment but not women [this comment elicited strong emotional reaction with more discussion leading to observations of male privileges] |
| Study space-strictly study (not laxed) | Crisis intervention | Childcare connections (expand resources) | Rename "Fale Fono" to community meetings; fale fono for PI community talking circle [reclaiming space] |
| Clearly separate space for study (quiet) and social (loud/interactive) | API CSU/UC transfer reps that can relate and identify with | Research grants for financial support | Reach out to PI females as much as football boys |
| Poster/Publicity of Arise IN DIFFERENT LANGUAGES to draw attention/curiosity about key/relevant perks (scantrons, printing, tutoring, study space) | Hands-on workshop for: adulting, taxes, fafsa, medical | Group study/training & tutoring session | How to do Financial Aid, books resources |
| Find ways to interact with clubs | Fafsa – charts | Housing search that accepts children (tried Mt. SAC housing lists- called and all didn't want renter to have kids in space) | PI females need as much support |
| | More marketing for food panty/showers | How to be debt-free/debt management | Differences-privileged males (class accountability, access to classes-registration, don't take advantage) |
| | Filipino Cultural Month in October | Study hall by subject (WIN has limited hours) | Male PI accountability (asking female PI peers for help to do things for them) |

# What can Arise do to further support you and your educational journey?

| Southeast Asians | Filipino/a | Male Student Athletes | Pacific Islander Women |
|---|---|---|---|
| | Learn more about Filipino Americans | Financial aid- review process, guide through application | "We have a purpose, but not a popular purpose" [referring to playing football as the popular purpose]- how do PI women get noticed? Need balance- feeling marginalized- minority within a minority, ensure inclusion |
| | Suggested professors | Books- felt waste of money to buy when only used 3 times during the class/rental process [ADDRESS AWARENESS OF EXISTING RESOURCES] | PI Women focus |
| | Learning more cultures – learning more about each other | Housing/Financials | PI space is necessary |
| | | Housing in the Heights | PI men and women issues/motivations |
| | | Study Hall | Worried about support for younger sister (participation in Arise events) |
| | | How to balance football/education – with planning schedule | One on one scheduling (develop/support) |
| | | Stress of being a student athlete | Once a month check-in |
| | | Appreciating student athletes more | Space for PI women- inequitable treatment (male athlete can get make-up test, but not PI woman) |
| | | Student vs athlete | |
| | | Having coaches understand | |
| | | Athletic leadership – teambuilding and/or group bonding | |
| | | Utilize SAC – student athletes council | |
| | | | |

**If we held a series of "Talking Circles" (intimate/small groups for honest/confidential conversations about issues or concerns) just for [student group], what kind of topics would be of interest to you/peers?**

| Southeast Asians | Filipino/a | Male Student Athletes | Pacific Islander Women |
|---|---|---|---|
| Across groups rather than SEA only | Challenges of being Asian American | Financial & housing stability | PI family expectations of PI women (identity struggles/issues) |
| Topic and context (e.g., Career Choice & Family Expectations)- something Chan can lead | Filipino vs American à balancing | Coaches' active support for all athletes (equity)- not just "star" athletes | How do we navigate this system as a PI woman? |
| Chan can offer one about balance-study and making friends | Filipinas vs Filipinos | Debating over wanting athletic director and/or individual coaches in the talking circle | Do we matter here on campus- attention to boys more than PI women, support for each other as PI women |
| Venting session "what's going on now" (like a check-in) | Assimilation | Ideas about a pre-season football team retreat (military type team building, "coach up" sessions, team building activities | Talk with each other |
| Confidential space "whatever is said here, stays here" | "who we are" & "who we want to be" | Venting about housing experiences- lots of ups/downs @ the Heights (chaotic)- negative peer pressure, personal property stolen, lack of respect | Knowing PI women stories (each other's) |
| Students define circles/invite into/explore | Career choice | Housing conditions (19 in a two-bedroom, 11 in two-bedroom) | Sharing PI women experiences |
| Career choices | Being ok to leave and family not feel abandoned à when leaving that they WILL come back | Food voucher information | Support/more balanced support (males/females) |
| Balance between academic focus and fun college experiences | Knowing there's more than just nursing | School visits/trips | Support boys, but don't take away from ourselves/don't enable boys |
| Value of friendships, academics (both are meaningful) | Community issues | Appreciate student athletes more | PI women – avoid clicks/empower each other |
| SEA representation on student panels | Delano History | Understand athletes story (inviting in director/coach) | In this space (focus group) empowering already |
| Self-doubt | Awareness and events (Field trips) on community issues | Balance football/education/life (scheduling, planning well) | Hold "PI male & female talking circles" – have ground rules- respect/take no offense/not be offensive or defensive |
| Loss of motivation | Generational issues | Stress of being a student-athlete (demands) | Vulnerable space – expecting to be very personal so no "outsiders" (as defined by group) |
| | Filipin@ history in respect to US history | "Student before athlete" (+, -) | Accountability |
| | Identity | Overcoming challenges | Claiming identity |
| | | Guidance-freshman planning | Family expectations |
| | | Mentoring | Sense of belonging |
| | | Having mentors | Safe space |
| | | Male mentors | Recognition |

**If we held a series of "Talking Circles" (intimate/small groups for honest/confidential conversations about issues or concerns) just for [student group], what kind of topics would be of interest to you/peers?**

| Southeast Asians | Filipino/a | Male Student Athletes | Pacific Islander Women |
|---|---|---|---|
|  |  | Overall guidance | Support for PI women |
|  |  | Retreat for teambuilding and group bonding |  |
|  |  | Basic needs |  |
|  |  | Address insecurities |  |
|  |  | Financial Literacy |  |
|  |  | Balance student |  |
|  |  | Mentoring |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Arise Area Usage Report Year 2 2017-2018

*Prepared by Lisa DiDonato, Educational Research Assessment Analyst, Research and Institutional Effectiveness*
*March 8, 2019*

During the Fall 2017, Winter 2018, Spring 2018, and Summer 2018 academic terms students in the Arise program utilized the program's space allotted for studying, meeting with their peer mentor, computer usage, etc. Students are asked to log in each time they visit. This report reflects the data collected from those logins. The data in this report is most likely less than the actual usage of the area as students often forget to log their visits.

## Summary Results

- The mean number of visits made by students over the academic year was 20.
- 58% of the students selected "Break/Relax" as their reason for visiting the center.
- 53% of the visitors were male students.
- 70% of the students who visited identified with at least one API racial/ethnic category.

*This report is only possible because of the insight and assistance provided by IT and the Writing Center staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 3/08/2019.*

# Log-in Data Arise Year 2

**Arise Office Logs**

| Number of Visits | Count of Students | Percent of Students |
|---|---|---|
| 1 | 45 | 27% |
| 2-5 | 43 | 26% |
| 6-10 | 17 | 10% |
| 11-20 | 18 | 11% |
| 21-30 | 10 | 6% |
| 31-40 | 8 | 5% |
| 41-50 | 6 | 4% |
| 51-100 | 18 | 11% |
| | **165** | **100%** |

During year two of the Arise grant, 166 unique ids were entered into the Arise office sign-in computer. 165 students were matched to the Mt. SAC student database (Banner). This difference is due to errors in entering id numbers. 3,364 sessions were logged during this time. Among the 3,364 logs, 27% of the students who logged a visit at the office did so one time. An additional 26% logged two to five visits. This means that 46% of the ids were used to log in more than five times during the year. The mean or average number of visits per id was 20 visits.

*Mean* **20** *visits*
*Median* **5** *visits*
*Mode* **1** *visits*
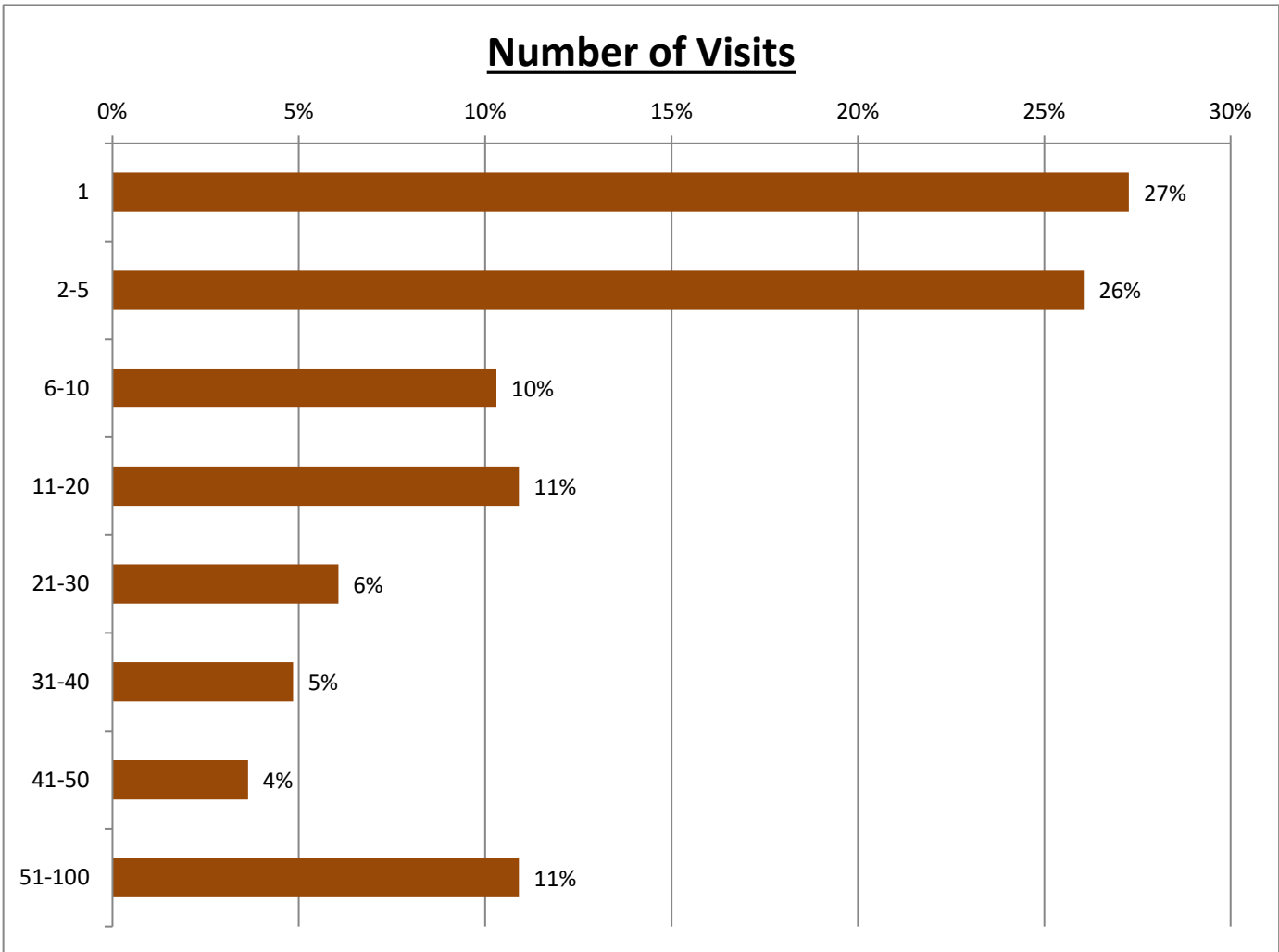
# Reason for Visiting the Arise Office Year 5

| Reason for Visit | Count | Percent |
|---|---|---|
| Break/Relax | 1937 | 58% |
| Unknown/Not Specified | 426 | 13% |
| Homework/Study | 872 | 26% |
| Meet with Counselor | 21 | 1% |
| Orientation | 6 | 0% |
| Use Computer | 18 | 1% |
| Printing | 37 | 1% |
| Meet with a Peer Mentor | 27 | 1% |
| Information/Forms | 10 | 0% |
| Tutoring | 5 | 0% |
| Meet with Aida | 5 | 0% |
| **Total** | **3,364** | **100%** |

Of the 3,364 valid visits logged at the Arise Office, the most frequently cited reason for visiting was to relax, take a break or visit with others. This was selected 58% of the time. The next most frequently given reason for going to the Arise office by students was to study or work on homework. 26% or 872 visits were made for this reason.

*Prepared by Lisa DiDonato, Educational Research Assessment Analyst*
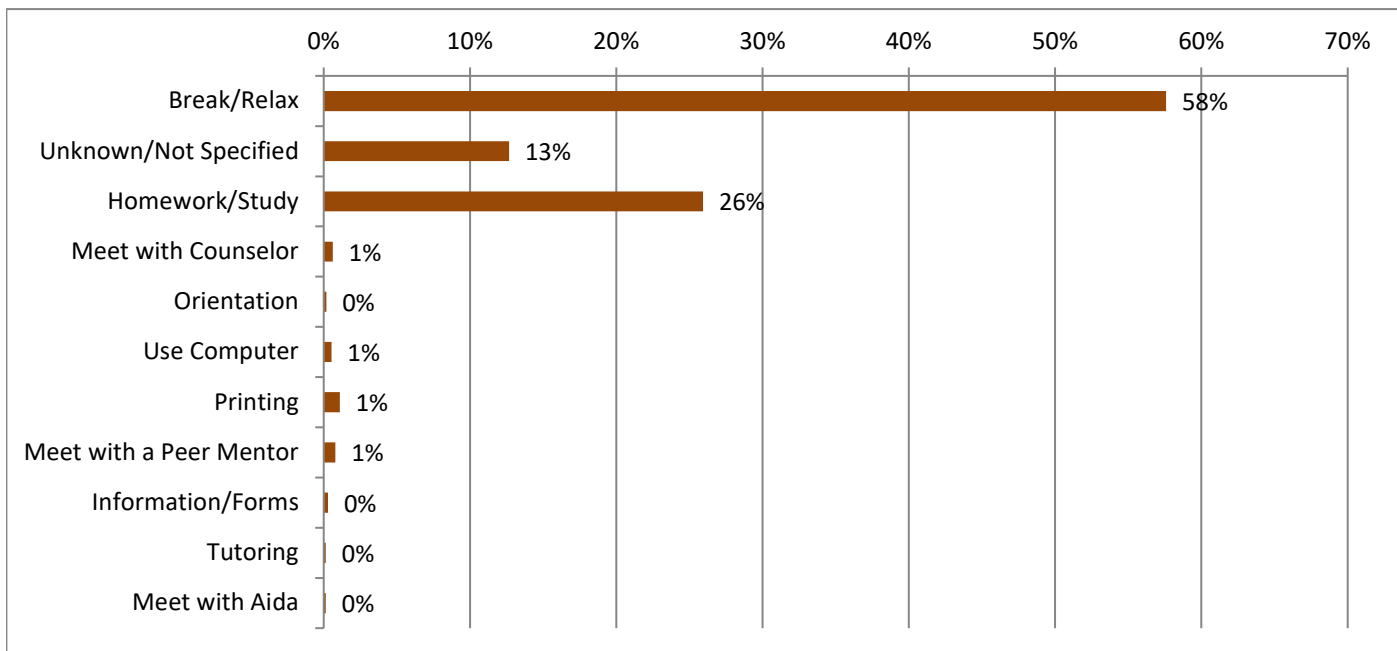
# Demographics of Students Visiting the Arise Office Year 2

## *Gender of Arise Students Who Logged Visits*

| Gender | Count | Percent |
|---|---|---|
| Male | 88 | 53% |
| Female | 76 | 46% |
| Declined to State | 1 | 1% |
| **Total** | **165** | **100%** |
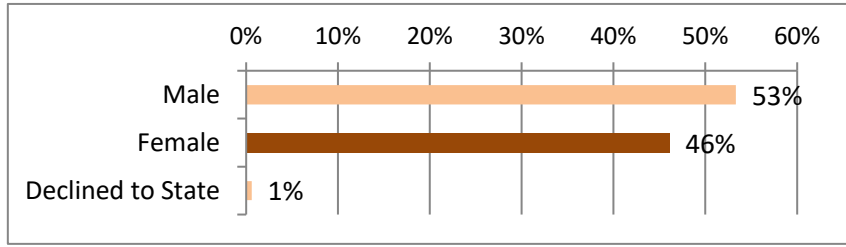


53% of the Arise students logging visits at the Arise office during the year 4 were male.

## *Age of Identified Students Who Logged Visits*

| Age | Count | Percent |
|---|---|---|
| Under 18 | 1 | 1% |
| 18 | 32 | 20% |
| 19 | 36 | 22% |
| 20 | 31 | 19% |
| 21 | 20 | 12% |
| 22 | 11 | 7% |
| 23 | 8 | 5% |
| 24 | 5 | 3% |
| 25-30 | 14 | 9% |
| 31-40 | 1 | 1% |
| 41+ | 4 | 2% |
| **Total** | **163** | **100%** |
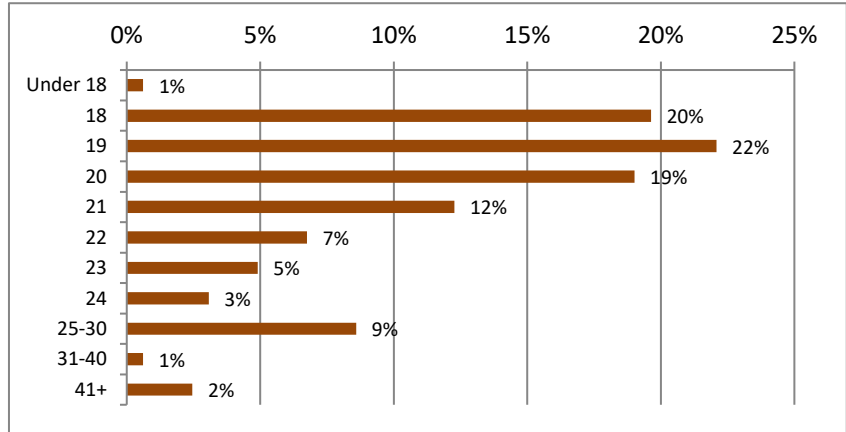


74% of the students who logged visits at the Arise office were less than 22 years old at the start of the Fall 2017 term.

## *Race/Ethnicity of Identified Arise Students Who Logged Visits*

**Multiple Races Selected**

| Race/Ethnicity | Count | Percent |
|---|---|---|
| Mexican, Mexican American, Chicano | 22 | 13% |
| Central American | 1 | 1% |
| South American | 1 | 1% |
| Hispanic, Other | 25 | 15% |
| Asian Indian | 0 | 0% |
| Asian Chinese | 23 | 14% |
| Asian Japanese | 2 | 1% |
| Asian Korean | 2 | 1% |
| Asian Laotian | 0 | 0% |
| Asian Vietnamese | 5 | 3% |
| Filipino | 33 | 20% |
| Asian, Other | 0 | 0% |
| Black or African American | 14 | 9% |
| American Indian/Alaskan Native | 6 | 4% |
| Pacific Islander Samoan | 24 | 15% |
| Pacific Islander, Other | 24 | 15% |
| White | 10 | 6% |
| **Total** | **163** | |



| | Count | Percent |
|---|---|---|
| *At least one API category identified* | *114* | *70%* |
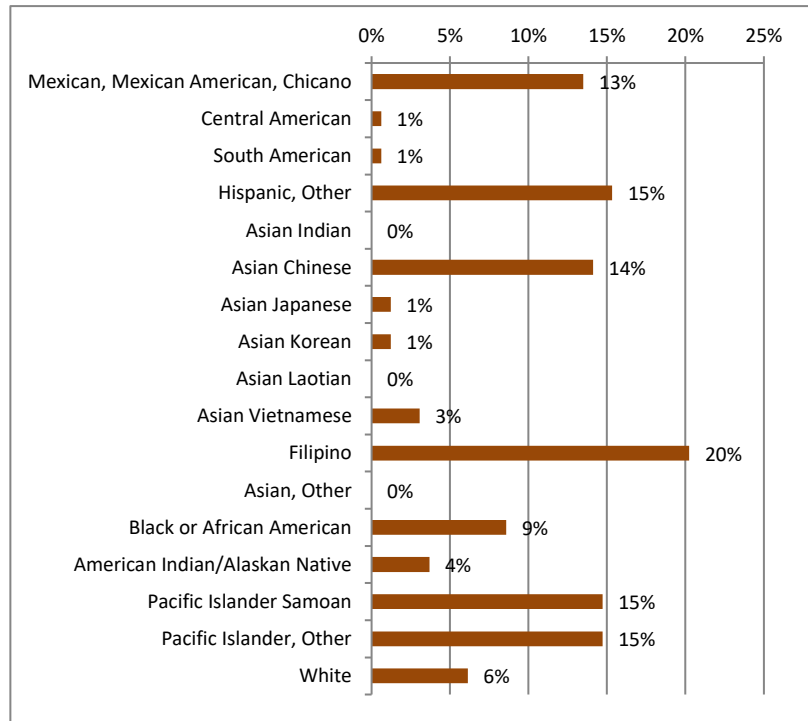
*Prepared by Lisa DiDonato, Educational Research Assessment Analyst.*

# Year 2 Arise Program Demographic Report
# Fall 2017 - Summer 2018

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. This report provides an overview of the students who completed Arise program applications during year two of our second grant as well as similar data from our year 1 cohort.

**Summary Results**

- 66% of all Arise year two students have earned more than 30 units at Mt. SAC.
- 87% of new Arise year two students had educational plans by the end of the spring 2018 term.
- 274 students joined the Arise program in year two.
- 69% of the new year two Arise students received some form of financial aid.

# Arise Program Grant 2 Year 1 Student Profile

|  | # Students Served | % Students Served |
|---|---|---|
| Completed an application for the program | 358 | 100% |
| Number Enrolled in Credit Courses Fall 2016 | 285 | 100% |
| Number Persisted Fall to Spring | 264 | 93% |

358 students completed applications to be Arise students in year 1 of the second grant. 93% of the fall 2016 applicants persisted to spring 2017.

| GPA | | | | | |
|---|---|---|---|---|---|
| Average Cumulative GPA of Cohort | | 2.77 | | | |
| **Total Units Completed** | | | | | |
| **Units Completed** | **Count** | **Percent** | **Percent of Attempted** | **Count** | **Percent** |
| 0-11.99 | 52 | 17% | 0 to 25% | 13 | 4% |
| 12-29.99 | 102 | 33% | 26 to 50% | 27 | 9% |
| 30-59.99 | 87 | 28% | 51 to 75% | 85 | 27% |
| 60+ | 66 | 21% | 76 to 100% | 185 | 60% |
| **Total** | **307** | **100%** | **Total** | **310** | **100%** |

60% of the year 1 students earned 76% to 100% of the units they attempted at Mt. SAC. 50% of these students have earned less than 30 units at Mt. SAC.

| MAP | | |
|---|---|---|
| Number with MAP | 317 | 89% |
| Declared Major | 293 | 82% |
| **English and Math Completion** | | |
| Successfully Completed English 1A | 154 | 43% |
| Successfully Completed Math 71 | 187 | 52% |
| Successfully Completed Math Course above 71 | 139 | 39% |

82% of the year 1 students have a declared major and 89% an educational plan (MAP). 43% of these students have already completed English 1A and 52% math 71.



0.11 No Educational Plan (MAP)
0.89 Educational Plan (MAP)



0.18 No Declared Major
0.82 Declared Major
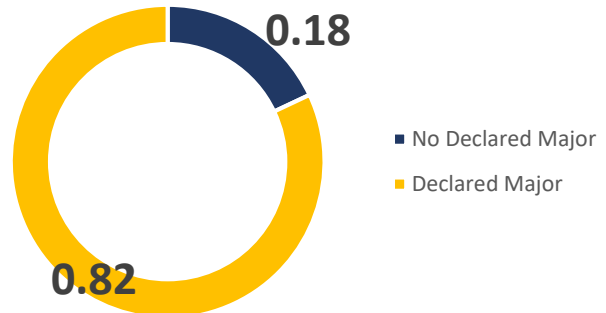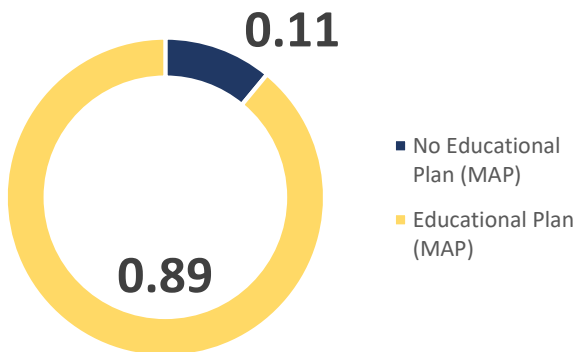
# Students Served During Year 1 (Fall 2016-Summer 2017)

| Demographics | | |
|---|---|---|
| **Gender** | Count | Percent |
| Male | 187 | 52% |
| Female | 165 | 46% |
| Unknown/Not Declared | 4 | 1% |
| **Race/Ethnicity** | | |
| Hispanic, Latino | 29% | |
| Mexican, Mexican American, Chicano | 24% | |
| Central American | 3% | |
| South American | 3% | |
| Hispanic, Other | 8% | |
| Asian Indian | 1% | |
| Asian Chinese | 15% | |
| Asian Japanese | 2% | |
| Asian Korean | 3% | |
| Asian Laotian | 1% | |
| Asian Cambodian | 5% | |
| Asian Vietnamese | 22% | |
| Filipino | 6% | |
| Asian, Other | 15% | |
| Black or African American | 3% | |
| American Indian/Alaskan Native | 1% | |
| Pacific Islander Guamanian | 2% | |
| Pacific Islander Hawaiian | 8% | |
| Pacific Islander Samoan | 7% | |
| Pacific Islander, Other | 13% | |
| White | 28% | |
| | Count | Percent |
| **Any API Category** | **219** | **77%** |

52% of the year 1 students have were male and 46% female.

77% of year 1 Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

| Financial Aid | Count | Percent |
|---|---|---|
| Scholarship or Aid | 251 | 70% |
| **Length of Time in Arise Program** | Count | Percent |
| Previous Grant | 60 | 17% |
| New to Arise | 298 | 83% |
| **Total** | **358** | |

70% of the students received either a scholarship or financial aid.

358 students applied to be an Arise student during year 1. Only 175 of these students were return Arise students from our previous grant.

# Arise Program Grant 2 Year 2 Student Profile

| | Students Served |
|---|---|
| Completed an application for the program | 274 |
| Number Enrolled in Credit Courses Fall 2017 | 508 |

| | Count | Percent |
|---|---|---|
| Number Persisted Fall to Spring | 408 | 80% |

274 students completed applications to be an Arise students in year two of the second grant. 80% of the Arise students enrolled in credit courses during the fall 2017 were enrolled in credit courses spring 2018.

| GPA | |
|---|---|
| Average Cumulative GPA of Cohort | 2.80 |

| Total Units Completed by Spring 2018 | | | | | |
|---|---|---|---|---|---|
| Units Completed | Count | Percent | Percent of Attempted | Count | Percent |
| 0-11.99 | 44 | 10% | 0 to 25% | 16 | 4% |
| 12-29.99 | 110 | 24% | 26 to 50% | 3 | 1% |
| 30-59.99 | 155 | 34% | 51 to 75% | 167 | 37% |
| 60+ | 145 | 32% | 76 to 100% | 268 | 59% |
| **Total** | **454** | **100%** | **Total** | **454** | **100%** |

59% of all Arise year two students earned 76% to 100% of the units they attempted at Mt. SAC. 66% of these students have earned more than 30 units at Mt. SAC.

## New Year Two Arise Students (n=274)

| MAP | | |
|---|---|---|
| Have an Educational Plan | 239 | 87% |
| Declared Major | 211 | 77% |
| **English and Math Completion** | | |
| Successfully Completed English 1A | 219 | 80% |
| Successfully Completed Math 71 | 66 | 24% |
| Successfully Completed Math Course above 71 | 192 | 70% |

77% of the new year two students have a declared major and 87% an educational plan (MAP). 80% of these students have already completed English 1A and 70% math 71 or higher.
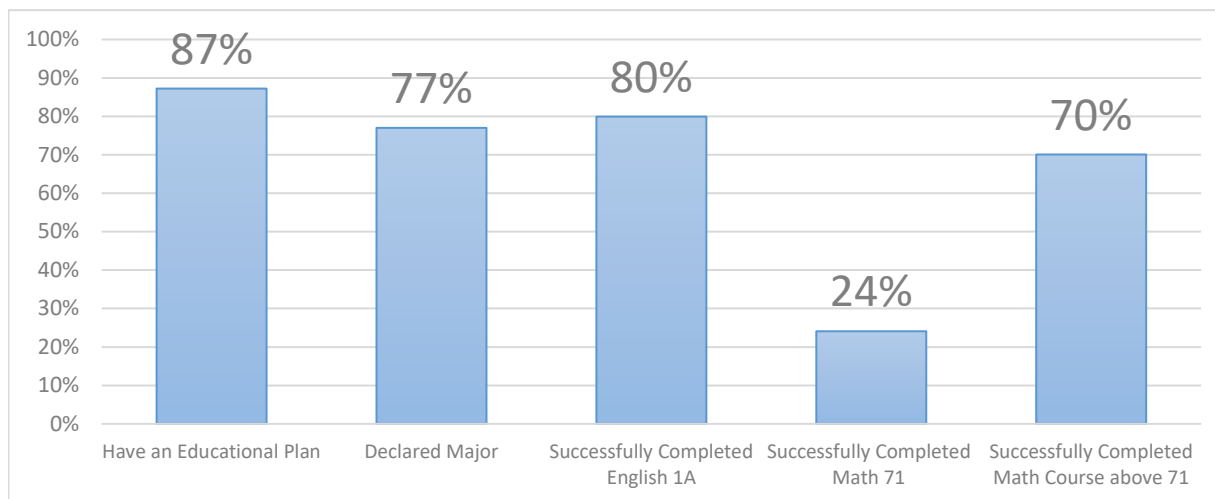
# New Arise Students Year 2 (Fall 2017-Summer 2018)

| Demographics | | |
|---|---|---|
| **Gender** | Count | Percent |
| Male | 139 | 51% |
| Female | 131 | 48% |
| Unknown/Not Declared | 4 | 1% |
| **Race/Ethnicity** | | |
| Hispanic, Latino | 27% | |
| Mexican, Mexican American, Chicano | 21% | |
| Central American | 4% | |
| South American | 1% | |
| Hispanic, Other | 8% | |
| Asian Indian | 3% | |
| Asian Chinese | 16% | |
| Asian Japanese | 1% | |
| Asian Korean | 2% | |
| Asian Laotian | 0% | |
| Asian Cambodian | 1% | |
| Asian Vietnamese | 4% | |
| Filipino | 18% | |
| Asian, Other | 6% | |
| Black or African American | 14% | |
| American Indian/Alaskan Native | 4% | |
| Pacific Islander Guamanian | 0% | |
| Pacific Islander Hawaiian | 3% | |
| Pacific Islander Samoan | 13% | |
| Pacific Islander, Other | 6% | |
| White | 19% | |
| | Count | Percent |
| **Any API Category** | **173** | **77%** |

| Financial Aid | Count | Percent |
|---|---|---|
| Scholarship or Aid | 189 | 69% |

51% of the year two students have were male and 48% female.

Hispanic, Latino, Filipino, and white were the most commonly selected race/ethnicity categories among new year two students.

77% of new year two Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

69% of the new year two Arise students received either a scholarship or financial aid.

# Year 7 Student Services Planning Day Digital Stories Screening Survey Results
# April 20, 2018

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. On April 20, 2018 select digital stories of Arise students were screened at the Student Services Planning Day. Attendees were asked to complete a survey. This report contains the results of that survey.

**Summary Results**

- The majority of surveys were completed by staff followed by students.
- 100% of the respondents "Strongly Agreed" that they would recommend this event to others.
- 100% of those who completed the survey "Strongly Agreed" or "Agreed" that the session exceeded their expectations.
- 88% of those who responded to the survey "Strongly Agreed" that they felt this event was educational.
- 82% of the respondents "Strongly Agreed" that they learned about issues within the Asian Pacific American community.

# Workshop Evaluation Results for: Digital Stories Screening

In February 2017, a screening was held of Arise student digital stories, as part of faculty flex day. Those in attendance were asked to complete a brief survey about the event. 11 forms were completed. The results of that survey are provided below.

**Please mark the category that best describes your role at Mt. SAC.**

| Response | Count | Percent |
|---|---|---|
| Administrator | 1 | 6% |
| Faculty | 3 | 18% |
| Guest | 1 | 6% |
| Other | 0 | 0% |
| Staff | 11 | 65% |
| Student | 1 | 6% |
| **Total** | **17** | **100%** |
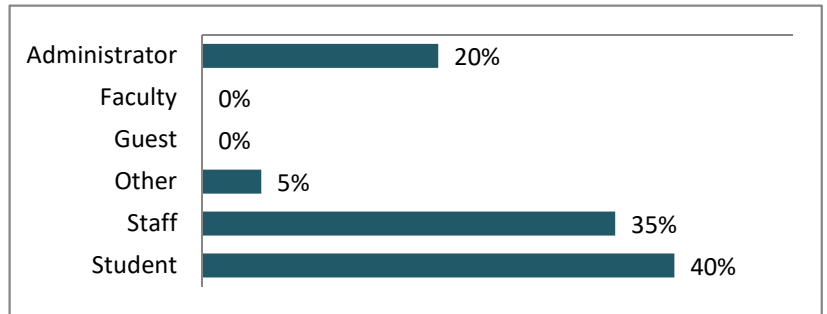


The majority of surveys were completed by staff followed by students.

## Mark your level of agreement with the following statements.

**I would recommend this event to others.**

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 17 | 100% |
| Agree | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | **17** | **100%** |
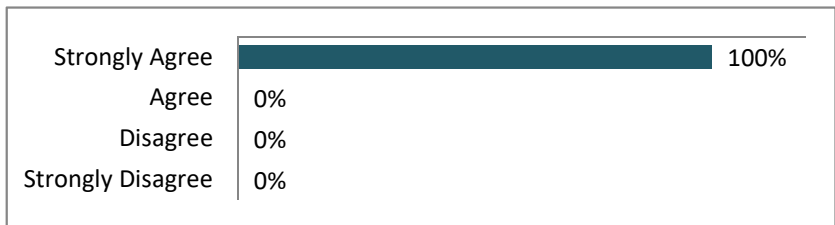


100% of the respondents "Strongly Agreed" that they would recommend this event to others.

**This event enhanced my understanding of the students we serve.**

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 15 | 88% |
| Agree | 2 | 12% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | **17** | **100%** |
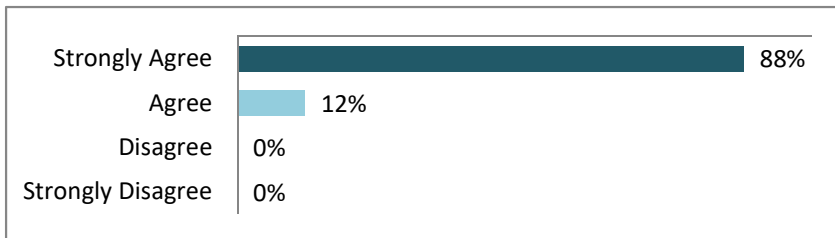


100% of those who completed the survey "Strongly Agreed" or "Agreed" that the session exceeded their expectations.

**I felt this event was educational.**

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 15 | 88% |
| Agree | 1 | 6% |
| Disagree | 1 | 6% |
| Strongly Disagree | 0 | 0% |
| **Total** | **17** | **100%** |
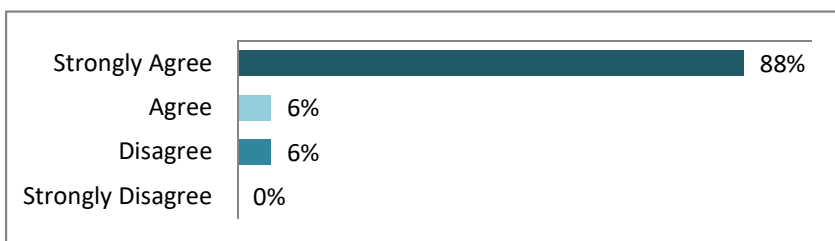


88% of those who responded to the survey "Strongly Agreed" that they felt this event was educational.

**I learned about issues within the Asian Pacific American community.**

| Response | Count | Percent |
|---|---|---|
| Strongly Agree | 14 | 82% |
| Agree | 2 | 12% |
| Disagree | 1 | 6% |
| Strongly Disagree | 0 | 0% |
| **Total** | **17** | **100%** |
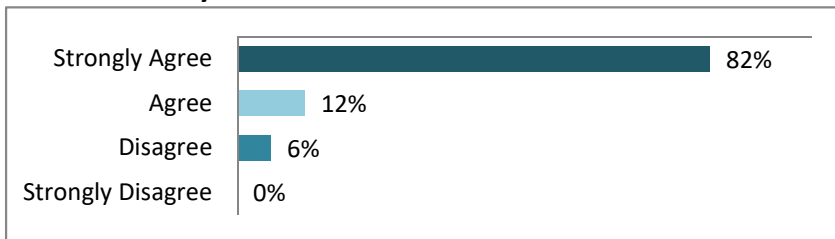
Strongly Agree — 82%
Agree — 12%
Disagree — 6%
Strongly Disagree — 0%

82% of the respondents "Strongly Agreed" that they learned about issues within the Asian Pacific American community.

| *Short answer responses to: "What did you like best about this event?"* |
|---|
| All of it |
| I loved watching the stories and learning more about these remarkable students. |
| It was well executed and it was a reminder for me the reason why I am proud to work with student services |
| Learning the resiliency of our students |
| Loved the stories! It was empowering and gave me motivation to continue my education and to reassess my programs for our various student populations |
| Stories |
| The creativity of students being showcased in those digital stories. |
| The digital stories were so inspiring and a great reflection to understand what our students are going through. |
| The reminder that all students are going through something and we should remember we are leading our own lives. |
| The stories of the students were powerful and authentic. What a fantastic learning opportunity for those of us whom work with students. |
| The stories, and the dialogue |
| The update and discussion after |
| These stories really touched me. I now understand more on what these students go through. It left an impact on me to help students further. |
| This was an  amazing workshop!! Thank you! |
| Wonderful way of understanding student's resilience |

| *Short answer responses to: "Is there anything you would change?"* |
|---|
| A better room!! |
| A different space for dialogue |
| Everything was perfect |
| I would like debrief questions in small groups or pairs so we all have a chance to speak and process what we learned. |
| I would love to see stories from other programs |
| Maybe try to have the student give updates in person |
| N/a |
| No |
| No |
| No |
| Nope! |
| Nope, it's great! |
| Very nicely done. |
| Wanted to see more stories |

## Short answer responses to: "What is something new you learned or found interesting at today's event?"

Hearing the affect of family and moving on these students as well as the feeling of not belonging.

How creative and vulnerable students can be

I just learned more about the pacific islanders students

I learned a little more about the cultures and histories of our students. This project helps us see our students more holistically.

New way of telling stories that empower students

Reminder of what our students go through. Humanize experience of the student

The culture and issues are student go through

The struggles of these students and the impact they have.

Their immigrant stories relate so much to mine even though welcome from different ethnic backgrounds.

We are important and our story is powerful! You can't be what you can't see!!

## Short answer responses to: "Do you have any additional comments?"

Can't wait to see cohort 3

Great reminder why we do what we do everyday!

It was wonderful! Thank you so very much!

No

Nothing! It was great!

Overall this was a great experience. It really left an impact on me and my job

Well done. You left me wanting more.

Wonderful

Wonderful way of documenting the barriers and experiences of our diverse students

# Arise Program Team

- Kare'l Lokeni, Interim Educational Advisor
- Dr. Chan Ton, Counselor
- Dr. Eddie Lee, Counselor
- Lisa DiDonato, Researcher
- Aida Cuenza-Uvas, Director

# Mt. SAC, Arise Program & AANAPISI Grant

- California Community College in Southern California

- Diverse student body of over 60,000 enrolled (22% Asian & Pacific Islander)

- HSI and AANAPISI serving campus

- Awarded two AANAPISI grants since 2011

- MtSAC population map
  - Census heat map

# Mt. SAC MAP



## K-12 School Districts

CCD_LegalBoundaries

**USA Census Asian Population**

Boundaries

State Boundary

County Boundary

Tract Boundary
- High (More than 4%)
- Average (2.1% - 4%)
- Low (2% or less)
- None

Percent Asian population by tract
- High (More than 4%)
- Average (2.1% - 4%)
- Low (2% or less)
- None

This map shows K-12 Districts within California Community College

Esri, HERE, NPS | Esri, HERE, Garmin, NGA, USGS, NPS | ©2012 Esri, U.S. Census Bureau

# Where our students were born.

"Talk Story is a conversation..."

# Digital Stories:

**Anu Pole'o**
- Utah Valley University
- Senior
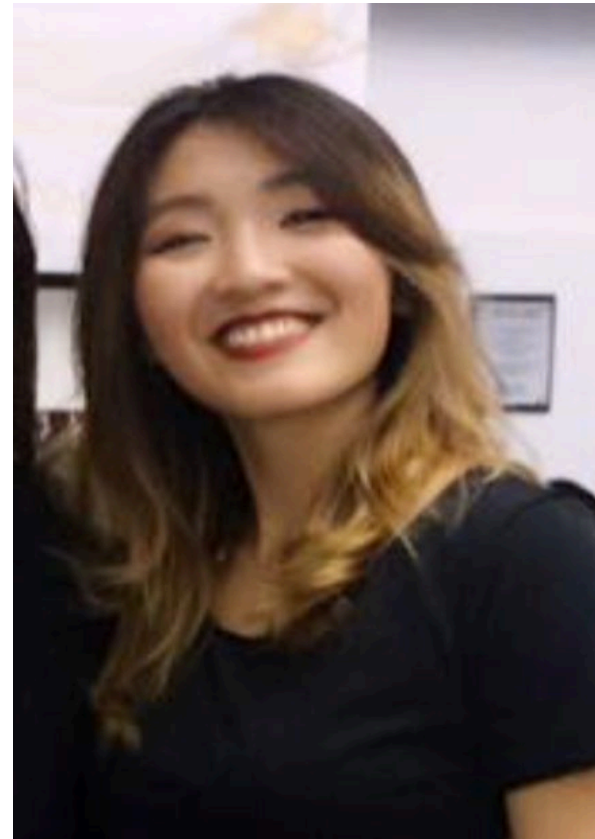
**Rachel Chi Pan**
- UC Berkeley
- Junior

# Continuing the conversation…

***Catalyst for change…***

- Tools for Inclusion

- Faculty Flex Day

- Understanding API student diversity

- Community college impact

- Student Impact

Faculty flex photos
Student equity photos

*"Arise Program Mission . . .to support all students committed to their holistic development, addressing their cultural, personal, student, academic and leadership potential in a safe space that promotes respect, accountability, and integrity."*

# Cohort 3: 2017-2018

- Our Process: Winter 2017-Summer 2018

- Student Equity

- Application process/referrals (intentional themes)

- Counseling & Sociology departments



**Digital Stories Application Form**

Thank you for your interest in creating your own digital story.

Your story, your words, your video.

We would like to invite you to work with the Arise Program in helping you create your own Digital Story (DS). In collaboration across student equity programs, we believe that every student has a story to tell.

No one, but you has walked in your shoes through your educational journey and we ask you to share a brief snippet of that journey. This two semester (Winter 2018 & Spring 2019) long project will take you through the intensive process of self-reflection, finding your words, your story, and sharing your DS for students who face similar struggles. Your final DS will give our campus community an understanding of the constant struggles students face within Mt. SAC.

Digital Stories will be a project which is completed in phases. In order to complete a digital story you must be available the following dates:

December 18-20, 2017

# Lifelines: *Illustrate your path in becoming a student affairs professional*

- Using small poster paper provided
- Illustrate your pathway in becoming a student affairs professional
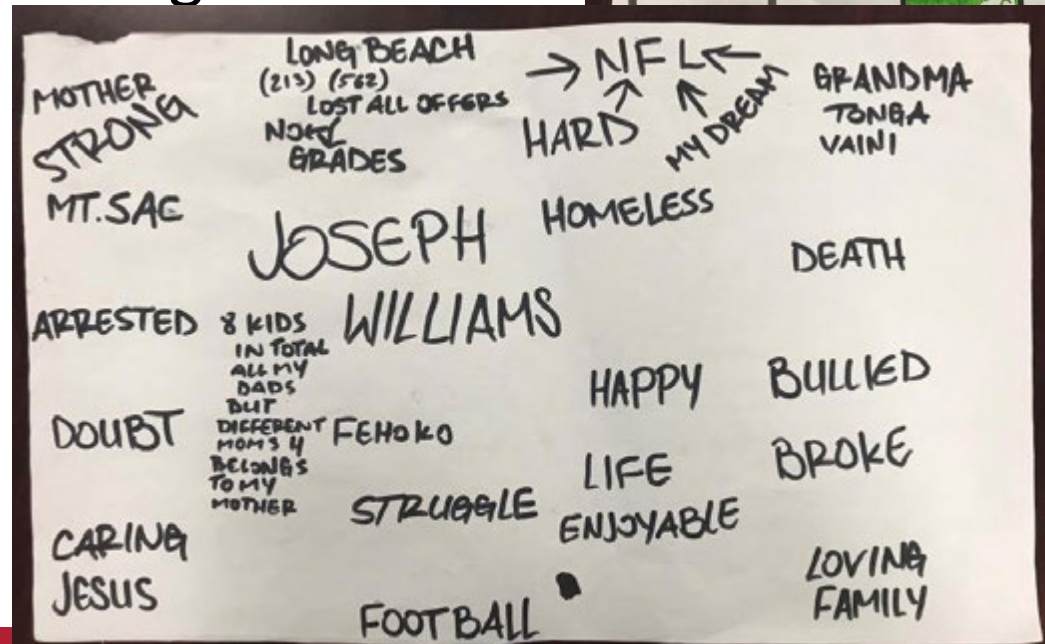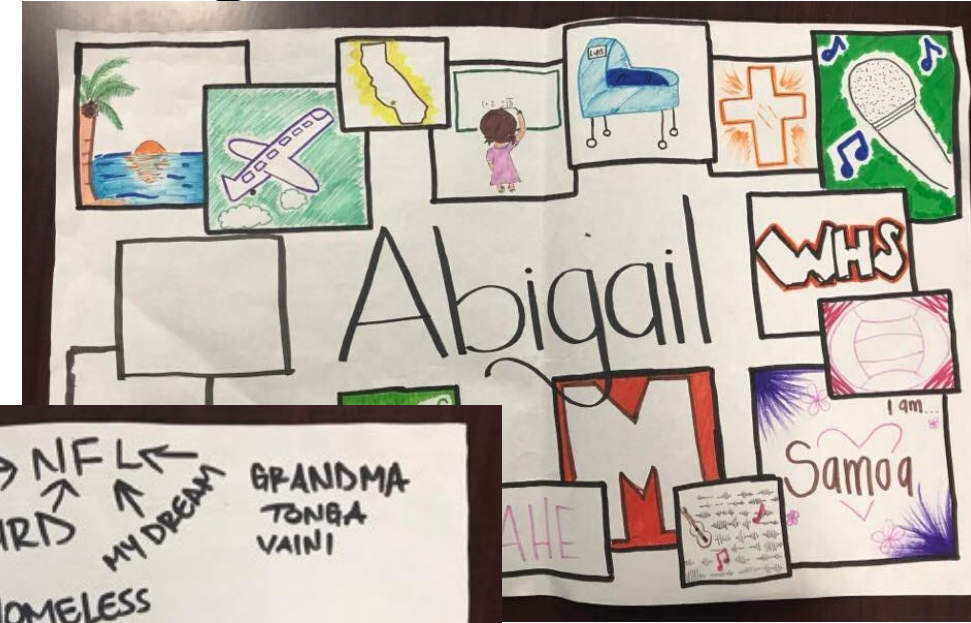
# Lessons and Suggestions

- Importance of Peer Mentors who have went through the DS process
- Importance of reflections as a cohort
- Smaller focused cohorts
- Physical demands: Commitment
- Emotional demands: vulnerability and (willingness to go there?)

# Questions?

# Thank You!

- Cohort photos

# Process

# ARISE Leadership Retreat

**Using Today's Currents to Build Tomorrow's Leaders**

Monday, November 7, 2017
Honolulu, HI

#NASPAWRC17

# Arise Program Team

- Kare'l Lokeni, Interim Educational Advisor
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- Dr. Chan Ton, Counselor
- Lisa DiDonato, Researcher
- Aida Cuenza-Uvas, Director

GROUP PHOTO???

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- California Community College in Southern California

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- HSI and AANAPISI serving campus

- Awarded two AANAPISI grants since 2011

- Program highlights during WRC 2017:
  - ASAP!
  - Digital Stories
  - Student Leadership
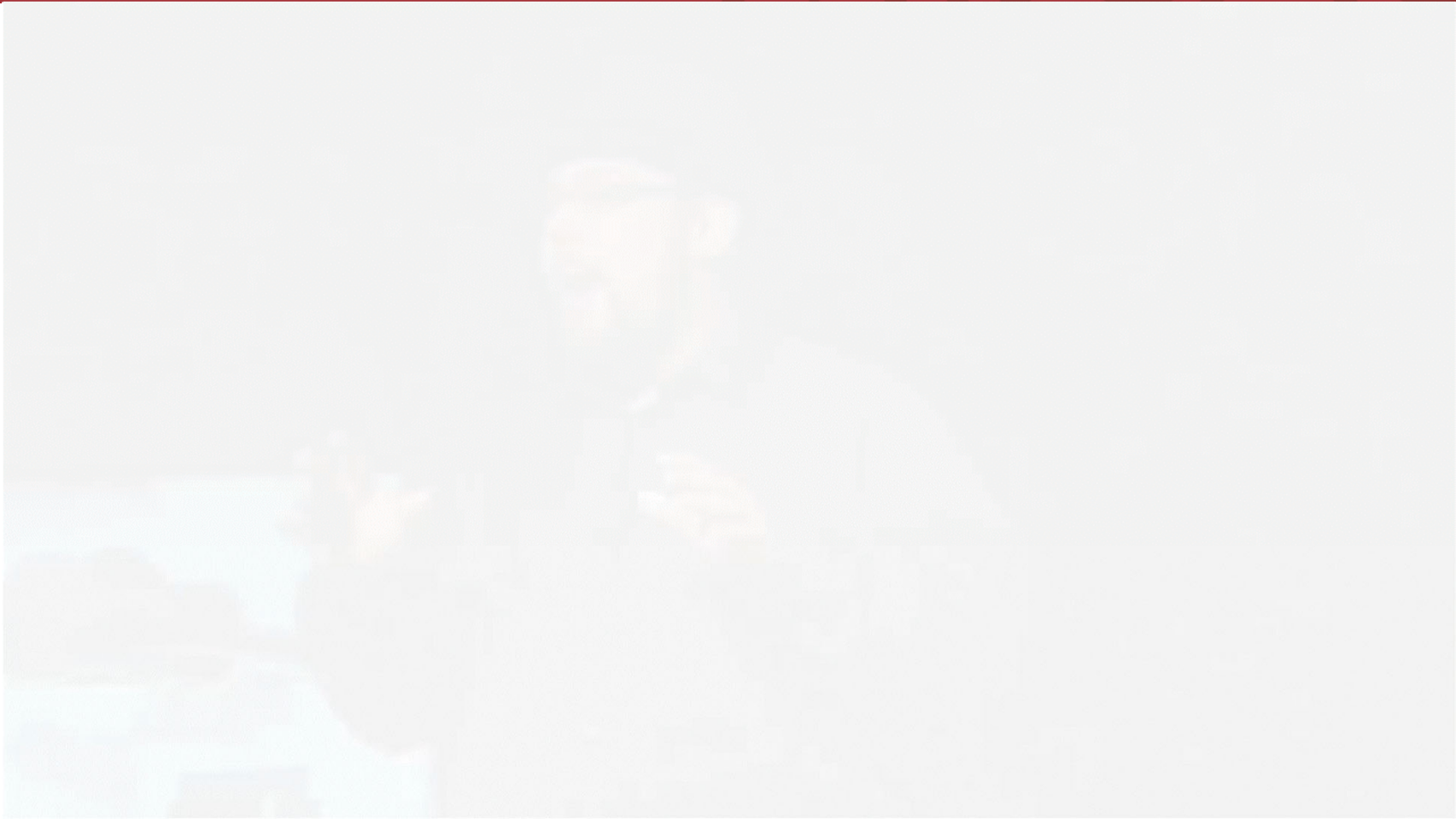
# Workshop Goals and Outcomes

- Development of the ARISE Leadership Retreat
- Content of Retreat
- Student Outcomes Related to Leadership, Self-Confidence and Motivation
- Lessons Learned

# Why Leadership?



Mary, ARISE Student explains why she decided to attend the ARISE Leadership Retreat.

# Development of ARISE Leadership Retreat

- Originally not part of AANAPISI Grant
- Secured a Supplemental grant and determined a focus on leadership development
- 1st ARISE Leadership Retreat in 2013 and became annual event
- Established as a goal within 2nd AANAPISI Grant
- ARISE Leadership Retreat is a 3 day, 2 night summer retreat

# Leadership Retreat Preparation

- Student Recruitment

- Peer Recruitment and Training

- Scouting Locations

- Program Development

- Budget Allocations

- Establishing Key Players

# Workshop Topics

- 7 C's of Leadership
- Getting Out of Your Comfort Zone
- Effective Communication
- Cultural Capital Wealth

- Cultural Identity
- True Colors
- Personal Goal Setting
- Ethical Decision Making

# Peer Mentor Activities

- Ice breakers

- Intentional Activities to follow workshops

- Ice breaker and activities are brainstormed, developed and facilitated by Peer Mentors.

# Team Building

Getting Out of their Comfort Zone

Appreciation/ Bonding

# Debriefing/ Personal Reflection

**Journal Reflection**

- Individual Process
- Students are given prompts every day to write about.
- Provides opportunity for personal reflection.

**Peer Mentor Debriefing**

- Group Process
- Daily debriefing sessions with Peer Mentors.
- Reflect on Workshop content & activities

**Soap Box**

- Group Process
- All students sit together in a circle
- Students individually share:
  - Personal Challenges
  - Redefine Leadership

# Content of Leadership Retreat

**ACTIVITIES:**

- Peer Mentor Activities and Icebreakers
- Obstacle course challenges
- Team Challenges
- Leadership Panel
- Alumni Panel
- Peer Mentor Debriefing
- Personal Reflection
- Appreciation Activities

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

Leadership retreat participants are asked to complete evaluations related to the workshops, activities and their overall experiences. The following is a brief overview of the results from these evaluations.

# Student Outcomes Related to Leadership, Self-Confidence and Motivation



Leadership Retreat Students Current Status

- Transferred to a 4 yr., 30%
- Still at Mt. SAC, 38%
- Unknown, 32%

Legend: Transferred to a 4 yr. | Still at Mt. SAC | Unknown

- 106 Students have participated since 2013
- 164 Participants since 2013
- Average or mean times attending is 1.5
- At least 38% of these students have taken on leadership roles since participating

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

# Student Outcomes

# Summer 2017 Survey Results

**Which type of capital wealth do you think is your strongest form of capital?**



**Do you feel you have a better understanding of yourself as a result of the retreat?**

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

- 100% of the student respondents reported that they felt the retreat helped improve their communication skills.
- 100% of the students were in agreement that they feel more confident as a result of the retreat.
- 96% of the respondents were in agreement that they understand themselves better as a result of the retreat.

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

**What was your goal and how did you achieve it?**

"My goal was to become comfortable with talking to strangers, and get out of the comfort zone. I tried talking to every single member of the retreat and I became friends with most of them. Regarding the comfort zone I started to do the things that I would never do in simple scenarios, and whenever I felt nervous I knew I had to do it."

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

**What was your goal and how did you achieve it?**

"My goal was to meet new people and become a team player. That I had to get out of my comfort zone to meet new people by the group activities. In the group activities I learn to get along with others by listening and following instructions. That to be a good leader you first have to be a good follower."

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

**Do you think participating in this conference has improved or will improve your leadership skills? Please explain.**

"I was able to grow from this retreat. I was able to identify my weaknesses as a leader and as an individual. Identifying those details is the first step which leads to improvement."

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

**Do you think participating in this conference has improved or will improve your leadership skills? Please explain.**

"This leadership retreat has improved my leadership skills and will continue to do so through the rest of my life. The workshops reminded me of who I am and that I have room to continue growing as a leader. The fight against myself with self-doubt, depression, and anxiety will continue but I'll have more power over my personal demons."

**MT. SAC**
Mt. San Antonio College

**Location:**
Retreat Center
Nature Setting
Adequate
Space for
Workshops

**Workshops:**
Balance of
Theory and
Practice
Sequencing of
Workshops

**Budget:**
Be Creative

Explore
Package
Options

Stay within
Budget

**Research:**
Timing of
Surveys

Use of
Qualtrics

**Scheduling:**
Build in down
time for the
students

Balance of
Mental and
Physical
Activities

# SAMPLE SCHEDULE

| EVENT | | | | |
|---|---|---|---|---|
| DAY 2 | Wednesday, August 23, 2017 | | Lead/Presenter | Notes |
| 7:30 AM | PMs Wake-up calls | | PMs | All Arise students wear T-Shirts |
| 8:00 AM | Breakfast (8:00-9:00 only) | Dining Hall | | Breakfast 8-9am only |
| 9:00 AM | **PM Activity 4: Icebreaker** | | PMs | |
| 9:15 AM | **Leader Workshop 3: True Colors** | | Chan / Eddie | Evaluation |
| 10:45 AM | **Leader Workshop 4: Cultural Capacity Within** | | Anabel / Tannia / Aida | Evaluation |
| 12:30 PM | Lunch | Dining Hall | | Lunch 12:30pm-1:30pm only Group Photo |
| 1:45 PM | **Leader Workshop 5: Ethical Decision Making** | | Eddie | |
| 3:15 PM | **PM Activiy 5: Pool** | | PMs | |
| 6:00 PM | **Dinner** | Dining Hall | | |
| 7:15 PM | **Leader Workshop 6: Kinetic Team Building** | | Pali Retreat Staff | Evaluation |
| 10:30 PM | **End Day 2** | | | Journal Day 2 |
| *** | **Pack belongings for early AM check-out; Drop bags on way to breakfast (carts outside bunkhouses)** | | | HW: What have you learned and how will apply it? |

Questions?

Thank You!

# Reading the Currents:

**Observing Students' Progress Through Arise Guided Pathways, "ASAP!"**

Monday, November 6, 2017
Honolulu, HI

#NASPAWRC17

# Arise Program Team

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GROUP PHOTO???

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  - Student Leadership
  - Digital Stories

# Arise Students: Demographic Highlights

Overall Grant 1

**Selected Any API Category**

Year 1 Grant 2

Me

84%

71%
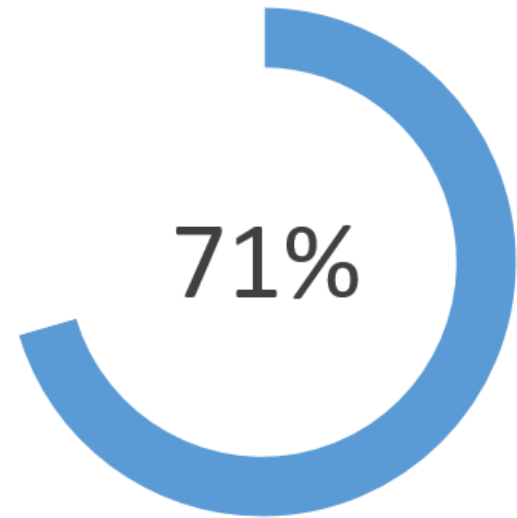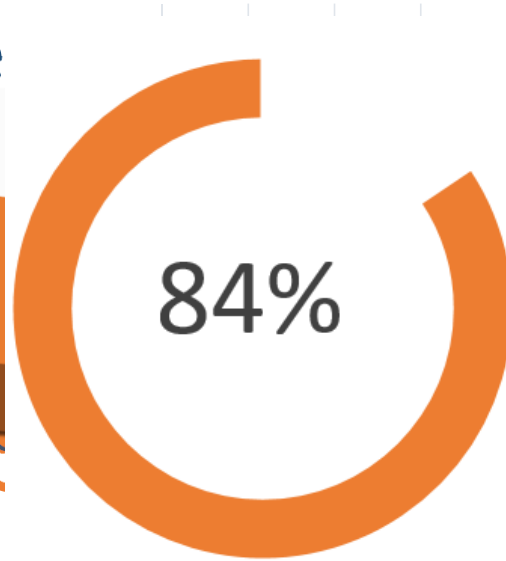
Arise students receiving financial aid or scholarships

Percentage with Educational Plan

62%   64%   66%   68%   70%   72%   74%   76%   78%

NASPA WRC17 Theme "Currents"
Talk Story "Rip Current"

# Icebreaker Activity

**MEET YOUR NEIGHBOR & DISCUSS**

- What signs (caution/warnings) do you give your students?
- In your role, what do you observe as possible rip currents?
- In responding to such dangers, what strategies and interventions do you use?

# ASAP!: A model for observing & responding (case management)

- Connections to broader institutional work: SSSP & Student Equity

- Part of our Mission

- Grant Activity Focus: Counseling Intervention, Student Development

- ASAP! (Arise Student Academic Action Plan)

*"Arise Program Mission . . .to support all students committed to their holistic development, addressing their cultural, personal, student, academic and leadership potential in a safe space that promotes respect, accountability, and integrity."*



Mt. San Antonio College

ARISE!
Asian American Pacific Islander Program & Services

Asian American and Pacific Islander (AAPI) students who help each other **Arise** and shine at **Mt. SAC!**

# Commitment to Arise Students

**We are here.**

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Peer Mentor & Student Checklist

Scheduled Appointments with Counseling Team, Peer Mentor One-on-One's

ASAP! Notification
Personalized Academic Profile
After each major term

On-Going:
Counseling Intervention (Counselor and Ed Advisor)
Peer Mentor follow-up

ASAP! Formative Evaluation (issues, improvement needs)

*"It made me feel good knowing that there are people out there that are willing to help and guide us in the right path."*

*"I feel like the program really cares about keeping the students on track of our academic goal."*

- Activate intervention: triage
- Discuss alternate strategies for reaching students
- Build community

# Observing the Currents

- Arise Student Personalized Profile

- Our Process

- Selected Data elements

- Intervention Criteria

- Data Integrity

| Student Progress Marker | Recommended Target | Your Profile Status | Your Actions |
|---|---|---|---|
| Mt. SAC Overall GPA | 2.50 | 2.42 | See an Arise Counselor or Advisor |
| Mt. SAC Overall Units Enrolled/Completed | 70% earned | 96/127 | Keep up the good work! |
| | | 76% | |
| Spring 2017 term GPA | 2.50 | 2.00 | See an Arise Counselor or Advisor |
| Spring 2017 term units Enrolled/Completed | 70% earned | 10/10 | Keep up the good work! |
| | | 100% | |
| English Writing Requirements | English Placement | Expired score | Expired score/retake may be necessary. |
| | English Class Taken | Attempted an English Class | You're on your way to finishing! |
| | Passed English 1A | Passed English 1A | You're on your way to finishing! |
| | Passed English 1C | | |
| Math Requirements | Math Placement | Expired score. | Expired score, retake may be necessary. |
| | Math Class Taken | Attempted a Math Class | You're on your way to finishing! |
| | Passed Math 71 | Passed Math 71 | You're on your way to finishing! |
| | Passed Math 100+ | Passed Math 100 or Higher | You're on your way to finishing! |
| Congratulations! Your math Requirements for Transfer are Complete! | | | |
| Ed Plan (Mountie Academic Plan-MAP) | Have an active ed plan on file | Has an Ed Plan | Update your ed plan every semester. |

*If you have questions regarding your ASAP! Please come in to the Arise Program to meet with program staff. Call (909) 274-6622 or stop by Bldg. 16B.*

**Who are we? Fun Facts on our Arise Student Profile, as of Spring 2017:**

*Number of Students in Arise during the 2016/17 academic year: 323*
*Arise Student Spring 2017 Average Term GPA: 2.54*
*Percentage of Arise Students who have passed English 1A: 43%*
*Percentage of Arise Students who have passed Math 71: 21%*
*Percentage of Arise Students who have Ed Plans: 89%*

**MT. SAC**
Mt. San Antonio College

# Responding to

- Counselor and Advis[...] Reflections
- Peer Mentor Role
- Student Reflection
- Expected Outcomes [...] guiding student acti[...] care")

# Lessons and Suggestions

- Team perspectives: Responsiveness and challenges
- Suggestion: Data Integrity and Resources
- Suggestion: Shared Responsibility & support
- Other lessons and suggestions

Questions?
Thank You!

# Arise Program Team

- Kare'l Lokeni, Educational Advisor
- Tutasi Asuega, Student Services Support
- Lisa DiDonato, Researcher
- Aida Cuenza-Uvas, Director

# Mt. SAC, Arise Program & AANAPISI Grant

- California Community College in Southern California
- Diverse student body of over 60,000 enrolled (22% Asian & Pacific Islander)
- HSI and AANAPISI serving campus
- Awarded two AANAPISI grants since 2011
- MtSAC population map
  - Census heat map

# Mt. SAC MAP



K-12 School Districts

CCD_LegalBoundaries

USA Census Asian Population

Boundaries

State Boundary

County Boundary

Tract Boundary
- High (More than 4%)
- Average (2.1% - 4%)
- Low (2% or less)
- None

Percent Asian population by tract
- High (More than 4%)
- Average (2.1% - 4%)
- Low (2% or less)
- None
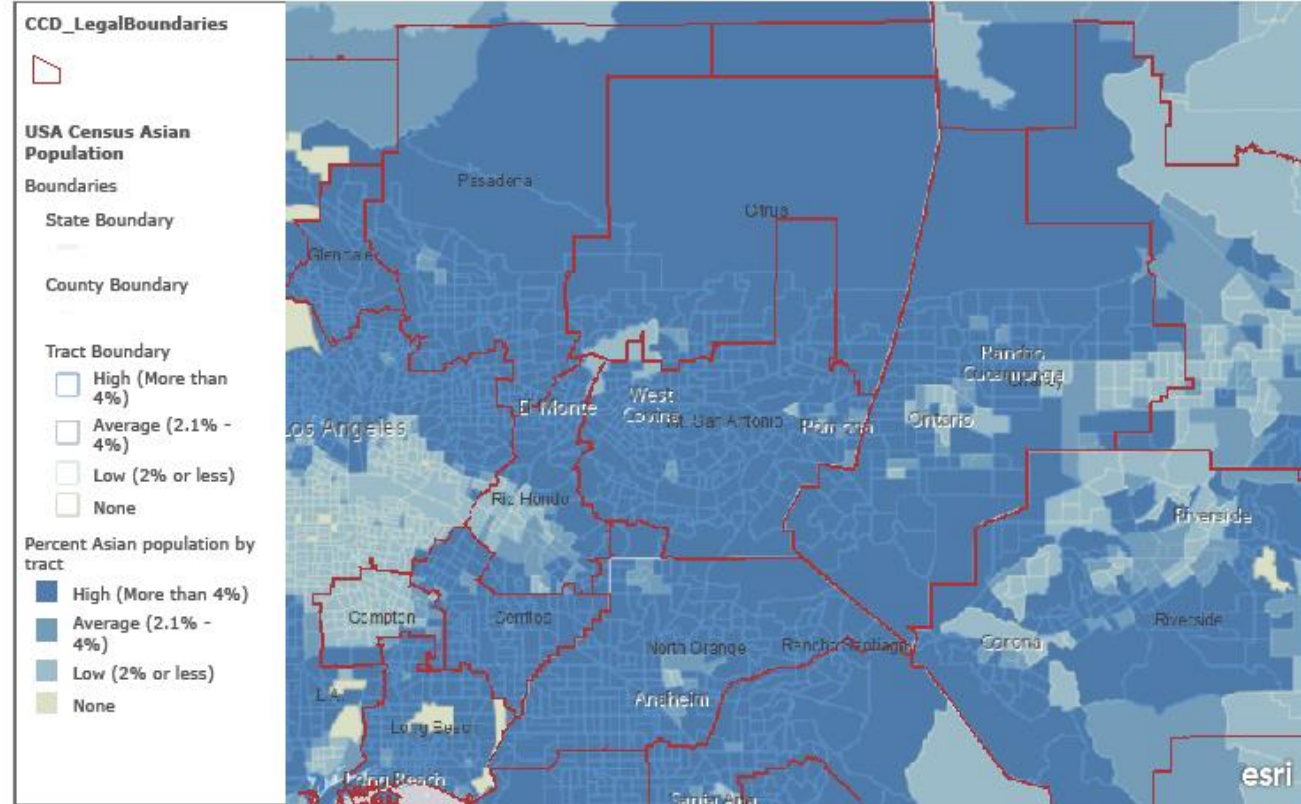
This map shows K-12 Districts within California Community College

Esri, HERE, NPS | Esri, HERE, Garmin, NGA, USGS, NPS | ©2012 Esri, U.S. Census Bureau

# Where our students were born.
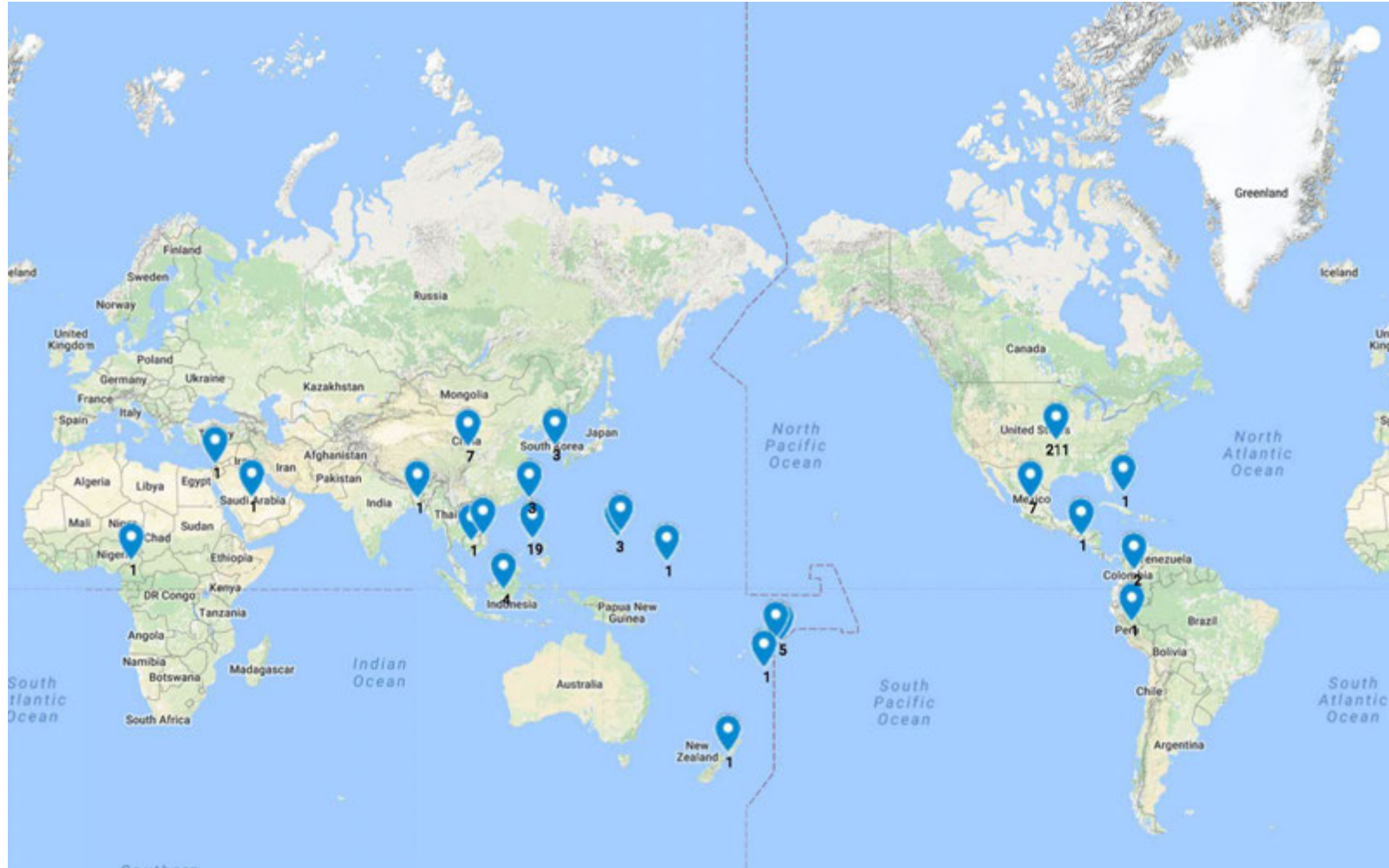
# Digital Story: Ana Bordallo



I am a native Chamorro from the small island of Guahan.

# Digital Story: Rachel Pan

# Digital Story: Ana Bordallo

- Transferred to Cornell University (Fall 2016)
- Major – Policy Analysis & Management
  - Minors:
  - Inequality Studies
  - Demography
- Graduating – May 27, 2018
- Gap year – aspire to learn Chamorro
- Next steps – Law school

# Digital Story: Rachel Chi Pan

- Transferred to UC Berkeley (Fall 2017)
- Major – Fine Arts
  - Minors:

# Activity: Illustrate impactful moments along your educational/professional journey

- Using small poster paper provided
- Illustrate or draw the most significant moments in your educational or professional career
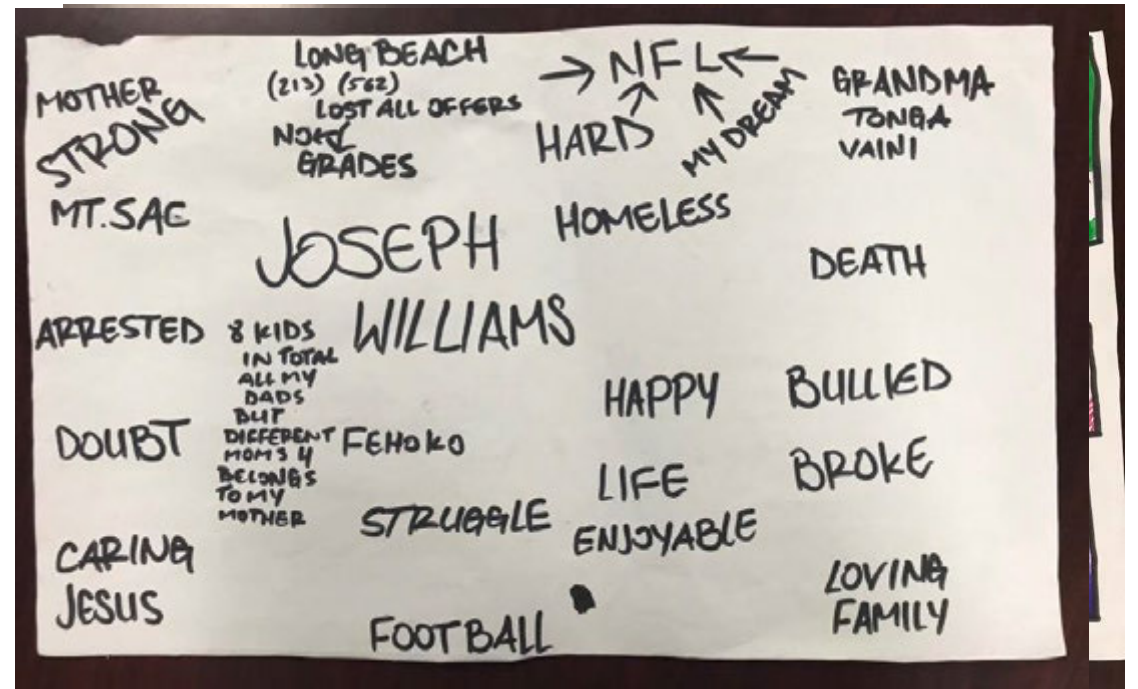
*Share your story with your neighbor…*

# Digital Stories Background

# Mt. SAC's

- **Faculty Flex Day**

Faculty flex photos
Student equity
photos

*"Arise Program Mission . . .to support all students committed to their holistic development, addressing their cultural, personal, student, academic and leadership potential in a safe space that promotes respect, accountability, and integrity."*

# Feedback

- Faculty Flex Day- February 2017 (11 surveys completed)
- Digital Stories Screening Day- May 2017 (33 attended and 20 surveys completed)

| Category | Percentage |
|---|---|
| Administrator | 20% |
| Faculty | 0% |
| Guest | 0% |
| Other | 5% |
| Staff | 35% |
| Student | 40% |
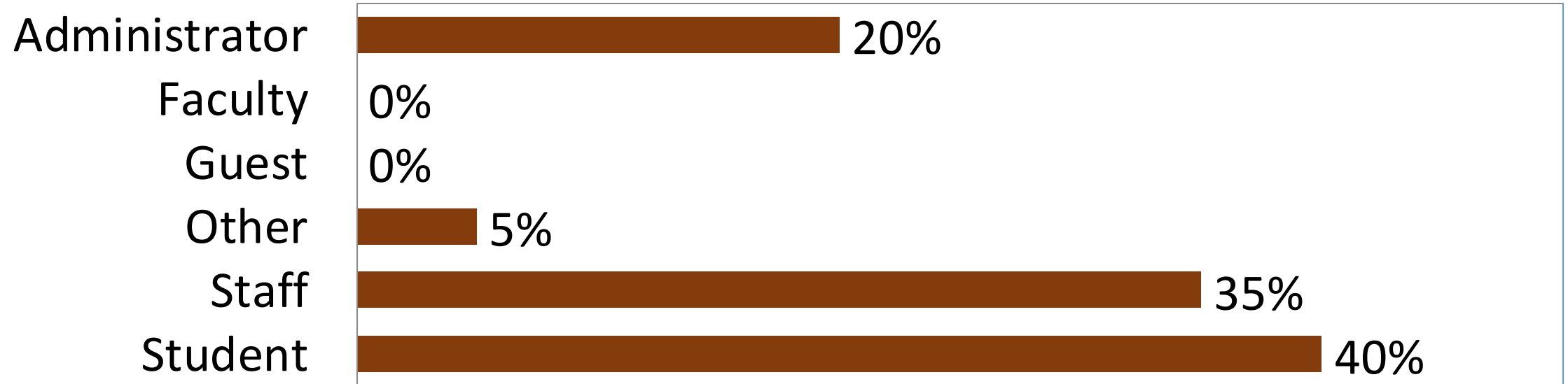
# Feedback

**Faculty Flex Day- "I learned something of interest to me."**
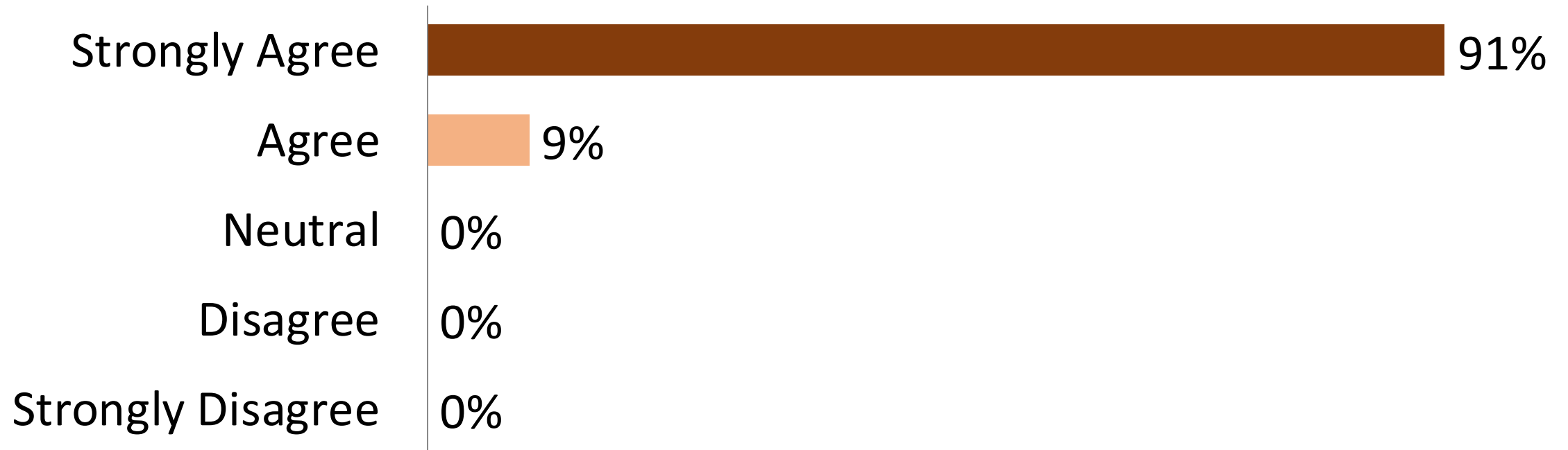
| | |
|---|---|
| Strongly Agree | 91% |
| Agree | 9% |
| Neutral | 0% |
| Disagree | 0% |
| Strongly Disagree | 0% |

# Feedback

**Faculty Flex Day- "I learned something of value to my role as a faculty member."**

| | |
|---|---|
| Strongly Agree | 100% |
| Agree | 0% |
| Neutral | 0% |
| Disagree | 0% |
| Strongly Disagree | 0% |

# Feedback

**Faculty Flex Day- "I learned something of value to my role as a faculty member."**

"Thank you for the amazing work you are doing! Especially thanks to the students for sharing their stories with clarity, grace, humor, and courage. Telling our story is so powerful and in the current political climate, I wonder how we can use storytelling to support each other, speak truth to power, and perhaps open the hearts and minds of those who struggle to understand the needs and human rights of those who are different from them. Thank you- This session (students & stories) gave me some hope for the world."

# Feedback

**Digital Stories Screening Day- "I felt this event was educational."**
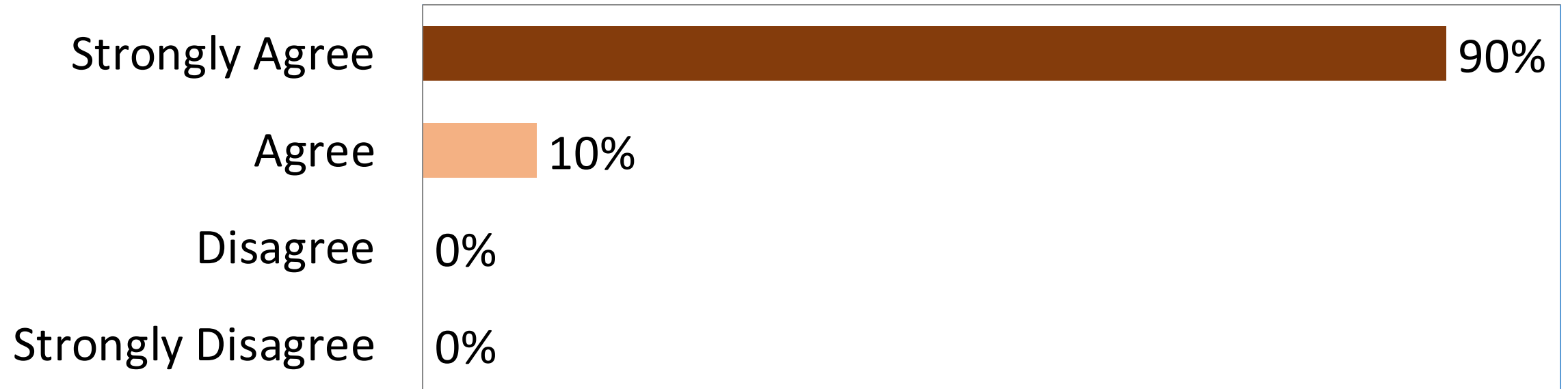
# Feedback
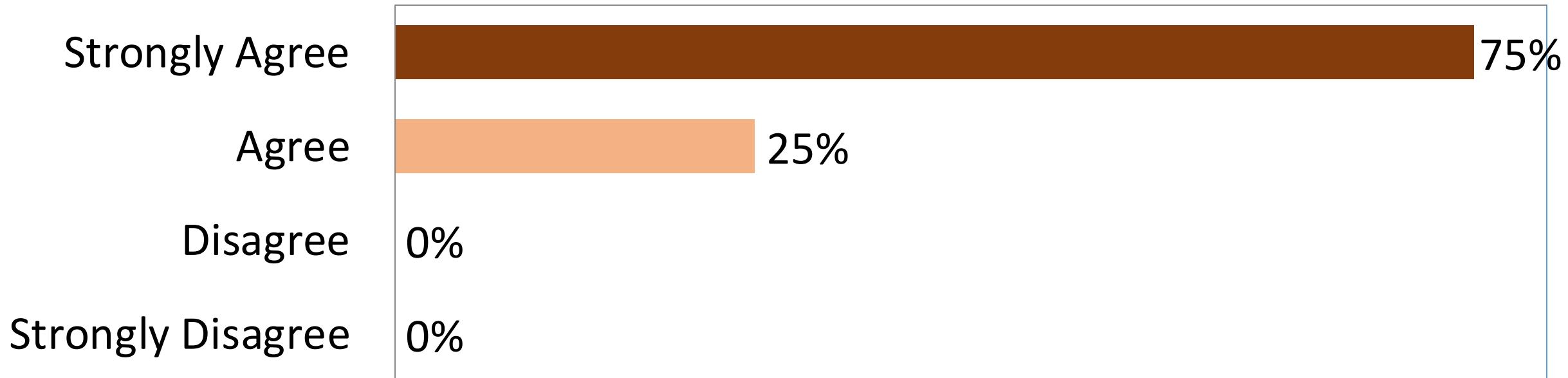
**Digital Stories Screening Day- "Is there anything you would change?"**

| Is there anything you would change? | Count | Percent |
|---|---|---|
| No | 12 | 71% |
| More Advertisement | 3 | 15% |
| Time Arrangement | 1 | 5% |
| More students/stories | 2 | 10% |
| **Total** | **17** | |

# Cohort 3: 2017-2018

- Our Process: Winter 2017-Summer 2018
- Student Equity
- Application process/referrals (intentional themes)
- Counseling & Sociology departments

ARISE!
Asian American Pacific Islander Program & Services

**Digital Stories Application Form**

Thank you for your interest in creating your own digital story.

Your story, your words, your video.

We would like to invite you to work with the Arise Program in helping you create your own Digital Story (DS). In collaboration across student equity programs, we believe that every student has a story to tell.

No one, but you has walked in your shoes through your educational journey and we ask you to share a brief snippet of that journey. This two semester (Winter 2018 & Spring 2019) long project will take you through the intensive process of self-reflection, finding your words, your story, and sharing your DS for students who face similar struggles. Your final DS will give our campus community an understanding of the constant struggles students face within Mt. SAC.

Digital Stories will be a project which is completed in phases. In order to complete a digital story you must be available the following dates:

December 18-20, 2017

# Panelists

Rachel Pan

Jorge Vazquez

LaTasha Buie

Priscilla Wailase

# Questions?

# Thank You!

- Cohort photos

# Arise Presentation Team

- Aida Cuenza-Uvas, Director
- Kare'l Lokeni, Educational Advisor
- Lisa DiDonato, Grant Researcher
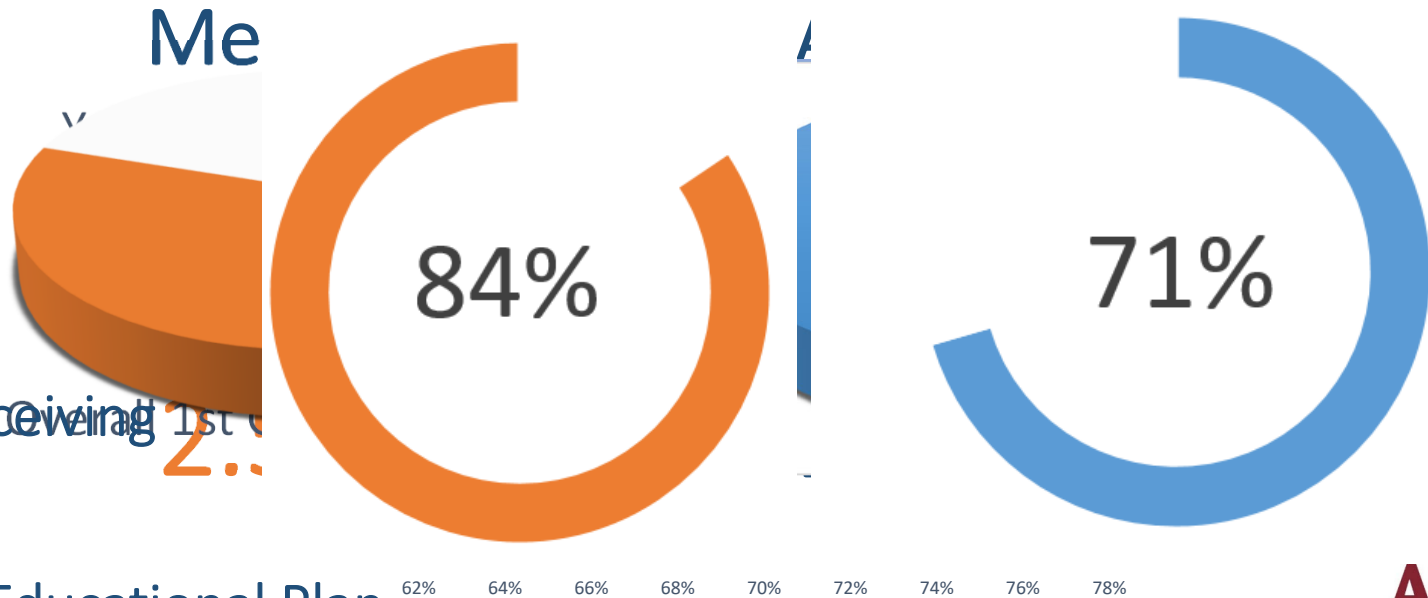- Tutasi Asuega, Student Services Support

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# Unfinished Business of Student Development

- Leadership and student development (alignment or in conflict)
- Keeping the rooms in the house in order
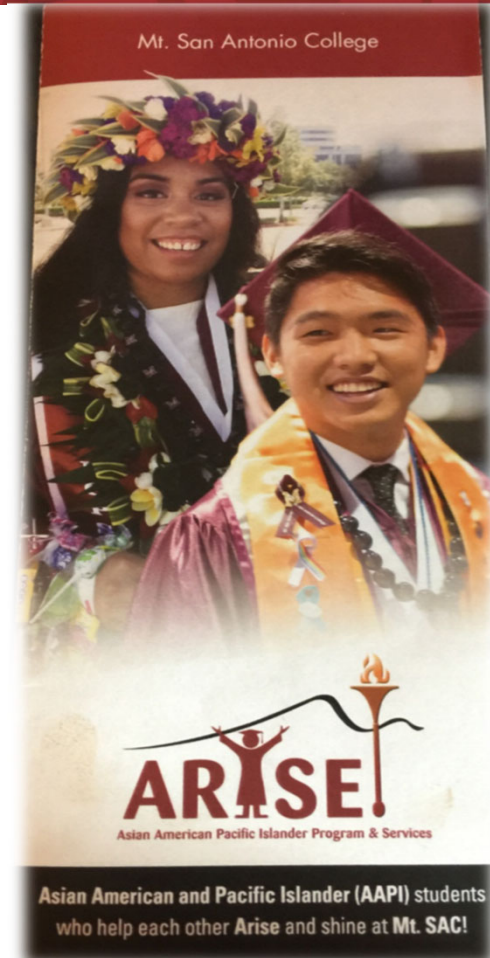- Knowing when to lead and when to follow

# ASAP! and Leadership Retreat

- Counseling Intervention
- Student Development
- Academic Progress
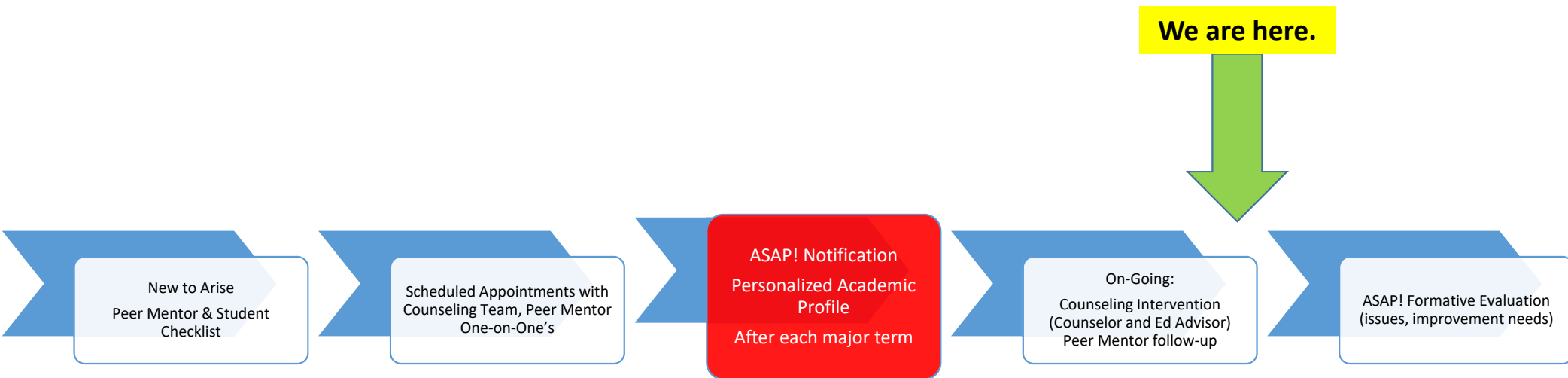- Leadership Development

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- Activate intervention: triage
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# Monitoring Academic Progress

- Arise Student Personalized Profile

- Our Process

- Selected Data elements

- Intervention Criteria

- Data Integrity

## ARISE
### Asian American Pacific Islander Program & Services
**Personalized ASAP! Report for** [ ]

[ ] **Arise Student Action Plan (ASAP!)**
*Keep moving towards graduation and/or transfer ASAP!*
**Report after posting of Spring 2017 grades.**

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# Lessons and Suggestions

- Team perspectives: Responsiveness and challenges
- Suggestion: Data Integrity and Resources
- Suggestion: Shared Responsibility & support
- Other lessons and suggestions

Student Voice

# Development of ARISE Leadership Retreat

- Originally not part of AANAPISI Grant
- Secured a Supplemental grant and determined a focus on leadership development
- 1st ARISE Leadership Retreat in 2013 and became annual event
- Established as a goal within 2nd AANAPISI Grant
- ARISE Leadership Retreat is a 3 day, 2 night summer retreat

# Why Leadership?

Mary, ARISE Student explains why she decided to attend the ARISE Leadership Retreat.

# Leadership Retreat Preparation

- Student Recruitment

- Peer Recruitment and Training

- Scouting Locations

- Program Development

- Budget Allocations

- Establishing Key Players

Content of Leadership Retreat

Pie chart: 1. Workshops, 2. Peer Mentor Activities, 3. Team Building, 4. Debriefing/Personal Reflection, 5. Appreciation & Bonding

# Workshop Topics

- 7 C's of Leadership
- Getting Out of Your Comfort Zone
- Effective Communication
- Cultural Capital Wealth

- Cultural Identity
- True Colors
- Personal Goal Setting
- Ethical Decision Making

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

**Leadership Retreat Students Current Status**

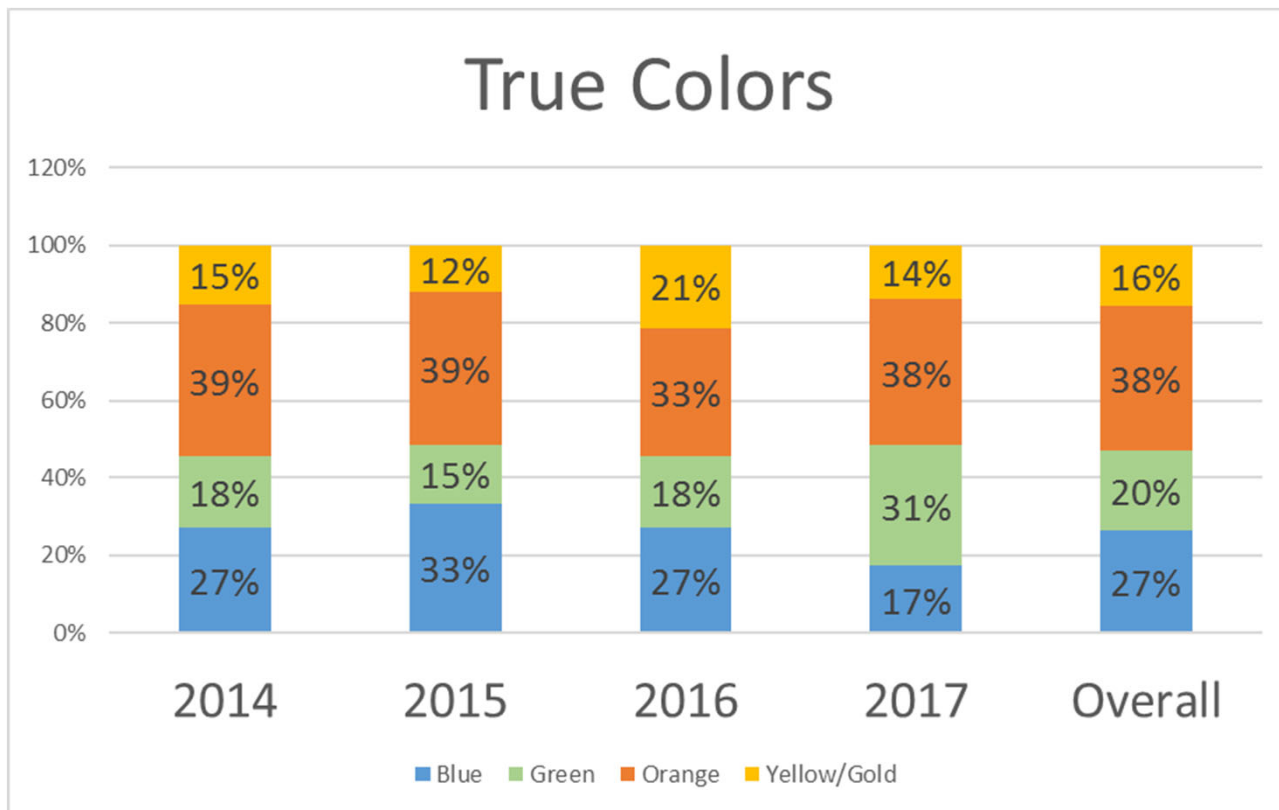

Legend: Transferred to a 4 yr. | Still at Mt. SAC | Unknown

- 106 Students have participated since 2013
- 164 Participants since 2013
- Average or mean times attending is 1.5
- At least 38% of these students have taken on leadership roles since participating

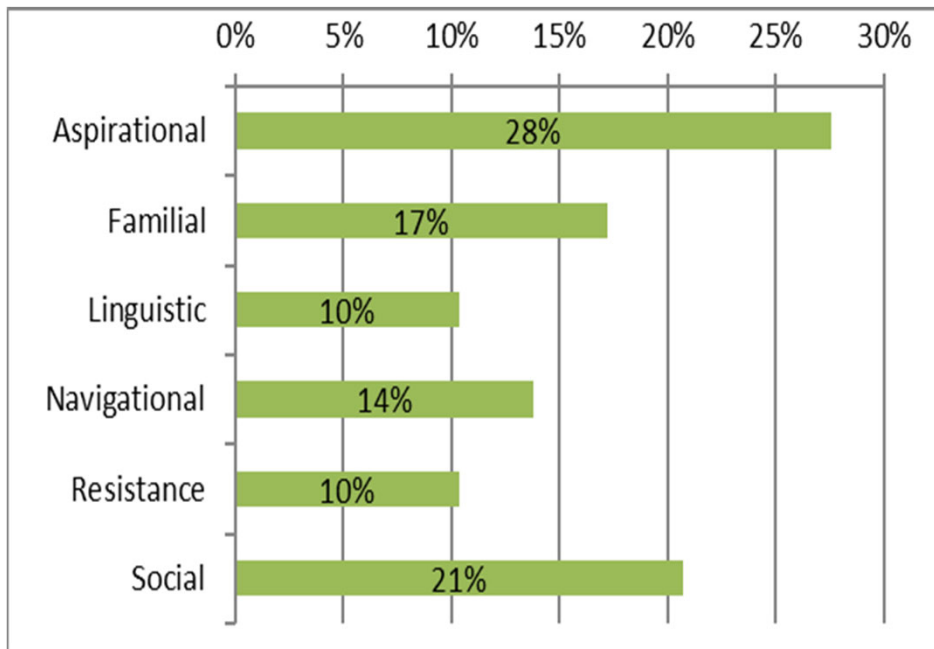# Student Outcomes Related to Leadership, Self-Confidence and Motivation
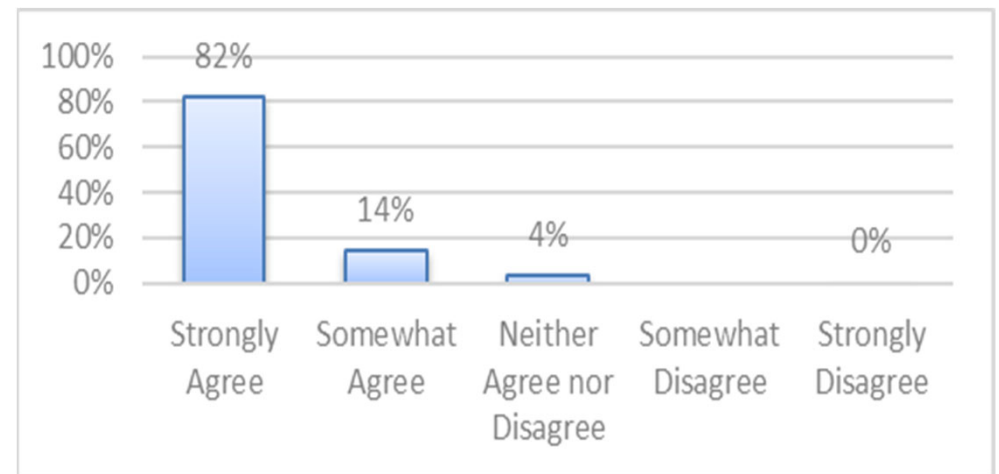
# Student Outcomes

# Summer 2017 Survey Results

**Which type of capital wealth do you think is your strongest form of capital?**



**Do you feel you have a better understanding of yourself as a result of the retreat?**

# Peer Mentor Activities

- Ice breakers
- Intentional Activities to follow workshops
- Ice breaker and activities are brainstormed, developed and facilitated by Peer Mentors.

**Location:**
Retreat Center
Nature Setting
Adequate
Space for
Workshops

**Workshops:**
Balance of
Theory and
Practice
Sequencing of
Workshops

**Budget:**
Be Creative

Explore
Package
Options

Stay within
Budget

**Research:**
Timing of
Surveys

Use of
Qualtrics

**Scheduling:**
Build in down
time for the
students

Balance of
Mental and
Physical
Activities

# Debriefing/ Personal Reflection

**Journal Reflection**

- Individual Process
- Students are given prompts every day to write about.
- Provides opportunity for personal reflection.

**Peer Mentor Debriefing**

- Group Process
- Daily debriefing sessions with Peer Mentors.
- Reflect on Workshop content & activities

**Soap Box**

- Group Process
- All students sit together in a circle
- Students individually share:
  - Personal Challenges
  - Redefine Leadership

# Student Panelists

- Quick Introductions

- Facilitated Questions

- Audience Questions

# Getting Out of their Comfort Zone

Appreciation/ Bonding

# Team Building

Questions?

Thank You!

# Content of Leadership Retreat

**ACTIVITIES:**

- Peer Mentor Activities and Icebreakers

- Obstacle course challenges

- Team Challenges

- Leadership Panel

- Alumni Panel

- Peer Mentor Debriefing

- Personal Reflection

- Appreciation Activities

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

Leadership retreat participants are asked to complete evaluations related to the workshops, activities and their overall experiences. The following is a brief overview of the results from these evaluations.

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

- 100% of the student respondents reported that they felt the retreat helped improve their communication skills.
- 100% of the students were in agreement that they feel more confident as a result of the retreat.
- 96% of the respondents were in agreement that they understand themselves better as a result of the retreat.

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

**What was your goal and how did you achieve it?**

"My goal was to become comfortable with talking to strangers, and get out of the comfort zone. I tried talking to every single member of the retreat and I became friends with most of them. Regarding the comfort zone I started to do the things that I would never do in simple scenarios, and whenever I felt nervous I knew I had to do it."

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

**What was your goal and how did you achieve it?**

"My goal was to meet new people and become a team player. That I had to get out of my comfort zone to meet new people by the group activities. In the group activities I learn to get along with others by listening and following instructions. That to be a good leader you first have to be a good follower."

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

**Do you think participating in this conference has improved or will improve your leadership skills? Please explain.**

"I was able to grow from this retreat. I was able to identify my weaknesses as a leader and as an individual. Identifying those details is the first step which leads to improvement."

# Student Outcomes Related to Leadership, Self-Confidence and Motivation

**Do you think participating in this conference has improved or will improve your leadership skills? Please explain.**

"This leadership retreat has improved my leadership skills and will continue to do so through the rest of my life. The workshops reminded me of who I am and that I have room to continue growing as a leader. The fight against myself with self-doubt, depression, and anxiety will continue but I'll have more power over my personal demons."

# COMMUNITY CULTURAL WEALTH (CCW)

SIX FORMS OF CAPITAL IN YOUR LEADERSHIP WALLET?

# OVERVIEW OF CCW (TANNIA)

- What is capital

- What is CCW

- Why is it important for leadership

# ACTIVITY WALK (KARE'L)

- Instructions . . .

# CCW FORMS OF CAPITAL WEALTH

- Definitions & Personal Examples

# ASPIRATIONAL CAPITAL- "HOPES & DREAMS"

- If you hope to someday be financial independent

- If you hope to be the first one in your family to earn a degree

*I grew up poor. My mother cleaned houses for a living. Each summer I would go with her to clean houses. That experience added to my desire to someday get a college degree so that I could be able to have nice things while improving my family's lifestyle as well.*

# LINGUISTIC CAPITAL "LANGUAGE & COMMUNICATION SKILLS

- You grew up speaking one or more language or dialect.

- You are aware that the way you speak, the words you use, depend on where you are and to whom you are speaking.

*My first language is Spanish. I learned some English prior to starting kinder from watching Sesame Street. As a child I would translate for my parents, who at the time, only spoke Spanish.*

# NAVIGATIONAL CAPITAL- SKILLS & ABILITIES TO NAVIGATE COLLEGE AND OTHER SPACES (AIDA)

- I am able to find solutions to most problems I encounter (expectations & wisdom from family)

- Interpreter/translator for your parents (linguistic capital @ work)

#HeretoStay

# FAMILIAL CAPITAL- NUCLEAR, EXTENDED FAMILY & COMMUNITY NETWORKS (TUTASI)

- Statements:
  - If you have encouragement from a supportive family
  - If your community expects you to graduate from college

# SOCIAL CAPITAL- "PEERS AND CONTACTS" (TUTASI)

- STATEMENTS
  - If you have regular study buddies and/or have used an academic tutor
  - If you have someone on campus that you can depend on to help you with anything in life

# RESISTANCE CAPITAL-TIED TO SOCIAL JUSTICE (KARE'L)

- If you are in a leader role of a program/club on campus
- If you have taken ownership of your education (through tutoring, going to office hours, joining a support program, etc.)

# ACTIVITY 2 (VOLUNTEER TO EXPLAIN?)

Small Group Chats about CCW: Learning from each other
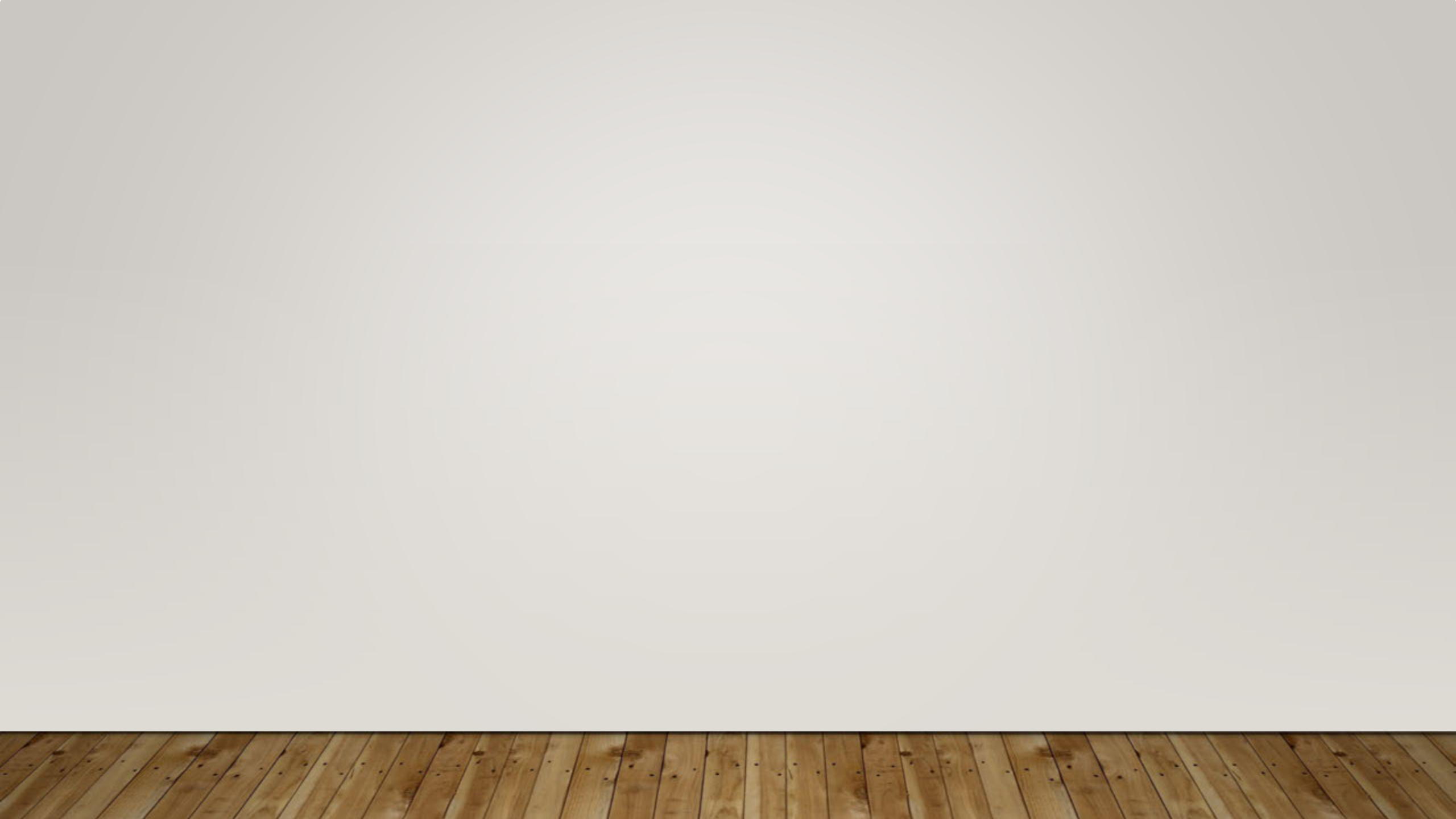
# GROUP SHARE

- What does everyone think?
  - Which type(s) of capital do you value most?
  - Where do you find cultural wealth in your community?
  - How can you build more cultural capital?
  - As CCW relates to leadership- how does it strengthen/inform your leadership?

# WRAP-UP: TOP 5 THOUGHTS FOR CCW

1. Realize that you arrived to college with CCW, but perhaps weren't led to believe that your legacy had any value.

2. Your worldview, values and beliefs matters AND IS NEEDED in leadership. Own your CCW.

3. You create hope for our communities.

4. By investing in your education, you are increasing your CCW.

5. You are here, therefore it appears education is your choice. But, truth or dare . . .

Dream/imagine **beyond** what you think is possible, even if it means that you're going to, *"dance on thin ice"* (Osuna, 2018).

# Forms of Community Cultural Wealth (CCW)

| | Navigational<br>"skills and abilities"<br>**Green** | Familial<br>"community wisdom"<br>**Pink** | Aspirational<br>"hopes & dreams"<br>**Orange** | Social<br>"peers & social contacts"<br>**Blue** | Linguistic<br><br>**Yellow** | Resistance<br>"legacy leads to social equity"<br>**Red** |
|---|---|---|---|---|---|---|
| **C O N C E P T S** | • Able to overcome challenges<br>• Resist naysayers<br>• Able to focus on goal<br>• Nothing gets in their way | • Parent/family stories, values<br>• Lessons from tita/tito, tia/tio, nino/god-parents, or other elders | • Imagining future career<br>• Setting goals apart from others' expectations<br>• Dreaming of a better life<br>• | • People connections<br>• Human resources | • Code-switching<br>• Multi-lingual<br>• Interpreting for parent(s)<br>• Conversation styles<br>• Storytelling | • Awareness of social injustices<br>• Recognizes that pursuing education is a form of resistance<br>• Getting a degree will improve social conditions in community<br>• Sees that an education leads to change |
| **E X A M P L E S** | • I have been to my instructor's office hours<br>• I take ownership of my education by using campus resources<br>• I have solved issues I faced in college (e.g., financial aid issues, academic struggles)<br>• I am able to find solutions to most problems I encounter<br>• I consistently prioritize my time around my education<br>• I understand who/where to go for help | • I receive encouragement and support from my family<br>• My community expects me to graduate from college<br>• I have had positive conversations about my education with family members<br>• I believe in and practice my family values<br>• Life lessons are as important as classroom lessons | • I am realizing part of my dreams by being in college now<br>• I often think about what I want as my career<br>• I hope to be financially independent one day<br>• I hope to be the first one in my family to earn a college degree<br>• I believe I will have a successful future | • I am a leader within a college club/organization or student government<br>• I am active in my church<br>• I have someone who I consider a mentor or who I can depend on for advice<br>• I have someone who cares about my success<br>• I study regularly with a group of my peers/classmates<br>• I actively participate in a student support program (e.g., Arise, EOPS, Dream, Bridge) | • I have interpreted for my parent/grand-parent during doctor visits<br>• I speak differently with my friends than I do with my family<br>• I grew up speaking more than one language or dialect<br>• I am aware that the way I speak or the words I use depend on where I am and to whom I am speaking<br>• Speaking another language has enabled me to help others | • I have participated in leadership programming<br>• I have taken a class that has discussed historical/social perspectives about social injustices<br>• I have attended a conference where I learned about different communities or student experiences/success<br>• I know that some communities are more privileged than others<br>• I can describe what social justice means<br>• I understand that my success doesn't just matter for me, but also for my community<br>• I believe that my education is a form of resistance/social justice |

**Workshop 2 CCW**
**7:30 pm -9:00 pm (90 Minutes)**

7:30 pm        Self-Introductions

7:35 pm        Overview of CCW (Tannia)

7:45 pm        Activity 1: Wealth Walk (Kare'l)

8:00 pm        CCW Definition & Examples (Tannia, Kare'l, Tasi, Aida)

8:20 pm        Activity 2: Small Groups Discussion (Activity 1 reflection on statements & where to find them)

**6 groups- 6 facilitators, 6 rotations (5 min/rotation)**

1. Tannia-Aspirational
2. Aida-Linguistic
3. Kare'l-Resistance
4. Tutasi-Familial
5. Will-Navigational
6. Lisa-Social

8:50 pm        Group Share

9:00 pm        End

# Community Cultural Wealth
# Student Handout

## 2018 Arise Student Leadership Retreat

***"Wealth Walk" Instructions:*** *If you took one step forward, circle the statement.*

- I have been to my instructor's office hours
- I take ownership of my education by using campus resources
- I have solved issues I faced in college (e.g., financial aid issues, academic struggles)
- I am able to find solutions to most problems I encounter
- I consistently prioritize my time around my education
- I understand who/where to go for help

- I receive encouragement and support from my family
- My community expects me to graduate from college
- I have had positive conversations about my education with family members
- I believe in and practice my family values
- Life lessons are as important as classroom lessons

- I am realizing part of my dreams by being in college now
- I often think about what I want as my career
- I hope to be financially independent one day
- I hope to be the first one in my family to earn a college degree
- I believe I will have a successful future

- I am a leader within a college club/organization or student government
- I am active in my church
- I have someone who I consider a mentor or who I can depend on for advice
- I have someone who cares about my success
- I study regularly with a group of my peers/classmates
- I actively participate in a student support program (e.g., Arise, EOPS, Dream, Bridge)

- I have interpreted for my parent/grand-parent during doctor visits
- I speak differently with my friends than I do with my family
- I grew up speaking more than one language or dialect
- I am aware that the way I speak or the words I use depend on where I am and to whom I am speaking
- Speaking another language has enabled me to help others

- I have participated in leadership programming
- I have taken a class that has discussed historical/social perspectives about social injustices
- I have attended a conference where I learned about different communities or student experiences/success
- I know that some communities are more privileged than others
- I can describe what social justice means
- I understand that my success doesn't just matter for me, but also for my community
- I believe that my education is a form of resistance/social justice

# Yosso (2005) Cultural Wealth Model

(adapted from Dr. Angela Locks Summary of Yosso's Cultural Wealth Model Handout)

The following are six types of cultural capital that you possess and that empower you through your college journey. Your cultural capital is formed by your personal talents and life experiences. Some forms of capital may be stronger than others because everyone's experiences and background are different. These are your foundation to successfully making it through college.

1. **Familial capital:** is drawn from your nuclear and extended families and community networks. You come to college with knowledge on what its like to be in a communal environment because of your personal experiences in a family and community setting.

2. **Social capital:** includes "peers and other social contacts" and emphasizes how students utilize these contacts to gain access to college and navigate other social institutions.

3. **Navigational capital:** your ability to maneuver through college. Knowing how to navigate through the social aspects of the institution. Knowing where to get help.

4. **Resistance capital:** this form of capital comes from your experiences advocating for your equal rights or the rights of others. It is grounded in social justice and can be learned through family, community, and possibly a historical upbringing grounded on a social consciousness. This form of capital helps you solve challenging problems in college and life (e.g. healthcare)

5. **Aspirational capital:** your "hopes and dreams" for your future. Dream big!

6. **Linguistic capital:** your various language and communication skills (e.g. dialects, Spanglish, Black English). It also includes your ability to memorize, rhyme, non-verbal communication (facial expressions and body language).

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**References**

Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*, *8*(1), pp. 69–91.