2014 Annual Performance Report

Submitted: 01/30/2015 04:36 PM

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

General Information

1. PR/Award #:

P382B110011

2. UNIT (NCES) ID#:

119164

3. Project Title:

Mt. San Antonio College AANAPI Program

4. Grantee Name:

Mt. San Antonio College -- Counseling Student Services

5. Grantee Address:

1100 N Grand Avenue
Walnut, CA 91789

6. Project Director Name and Title:

Aida Cuenza-Uvas, Project Director

Phone # and Ext:

(909) 274-5905

Email Address:

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7.   Reporting Period: From: 10 / 01 / 2013   To: 09 / 30 / 2014 (mm/dd/yyyy)

Reporting detail: Year grant was awarded: 2011

Year grant is supposed to end: 2016

Total expected duration of grant (years):   5

8. Authorized Representative

Name: Dr. William T. Scroggins	Email: wscroggins@mtsac.edu
Telephone: (909) 274-4250	Date: 01/30/2015

Section 1: Executive Summary

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

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

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

    In our third year of the grant, we continue to enhance programmatic efforts across approved activity areas as well as identify area(s) that need attention.   Below are key highlights:

    Instruction

    The goals for instructional support are to assist students with their progression through basic skills sequence and English language development among non-native English speakers (NNES).   During year three, English tutors participated in tutor training that focused on working with non-native English speakers.   Materials were developed for NNES students enrolling in speech classes, which included resource handouts and instructional equipment. The Conversation Circles activity had 83 student participants with 69% engaging in more than one session.

    A primary goal is to assist students with progression through basic skills in English and math.   Success rates in English learning communities have varied, ranging from 50-100 percent.   Due to changing enrollment trends, we are shifting our approach by sharing section(s) with like-programs.   Our math learning communities have not been as successful. Collaborating with our math faculty with support from our Student Services senior leadership, a math boot camp was offered to address current challenges. As a result of the data collected, we better understand factors that can help with college-wide efforts.   These factors include dedication to time on task, structure, appropriate selection of math placement test, and enrollment in math courses after participating in the boot camp.

    Counseling Intervention and Student Development

    As our cohort size increases, we will take a closer look at how to streamline our process to help students complete their educational plan.   Although there are increases in the number of educational plans completed, the proportion of students with completed educational plans needs attention.   Currently, 63% of the Arise cohort has an educational plan.   The program strives to enhance efforts to ensure that 80% of the students have educational plans by the completion of the grant.

    Fale Fono
    We continued the "Fale Fono" (a cultural intervention approach) to support our Pacific Islander (PI) students.   These student development meetings include ongoing discussions about positive peer support, short-term goals, challenges, and implementing strategies.   We have discovered that meeting the academic and affective needs of this population is interconnected; it is difficult to address one without the other.   Given the importance of family to this community, the Fale Fono has become a second family to many of these students.   Our primary focus has been aimed at developing a sense of community, building trust, identifying and understanding academic expectations, and addressing deficiencies. Efforts are underway to further enhance the outcomes of this activity.   Insights we have gained in the Fale Fono have been shared with the higher education community through presentations conducted during this cycle.

    Student Leadership Development

    One of our goals is that 80% of students who participate in leadership development activities will self-report improved leadership and communication skills.   We held our second leadership retreat in August 2014.   The students who participated this year included students with ethnic roots from Tonga, Samoa, Hawaii, Vietnam, Taiwan, Philippines and China; Latino and African-American students also contributed to the diversity. Twenty-four students engaged in lessons about leadership and team building activities.   Peer support systems emerged, which helped to foster a strong sense of community among the group.   During this retreat, 100% of the students reported increased confidence as a communicator after participating in the "Communication Skills Development" workshop.   One of the students shared, "I've learned great skills of communication . . . . Many of the traits . . . described my personality and preferred style of leadership. Those traits are compassion, unity, selflessness, service and optimistic. I've also learned about important communication skills that can benefit me in the career I choose to embark in. Clarity and understanding is established when there is good communication."

    Professional Development

The program successfully submitted two proposals on the "Fale Fono" in an effort to share these emerging best practices with the higher education community. Staff and students presented at the Asian Pacific Americans in Higher Education (APAHE) Conference (San Francisco) and the Higher Education Summit sponsored by the Asian & Pacific Islander American Scholarship Fund (APIASF) in Washington D.C.

College staff attended the annual Asian Pacific Americans in Higher Education (APAHE) Conference. One staff who attended this conference described the experience as personally encouraging, noting the representation of professional women in higher education pursing advanced degrees while managing personal and professional responsibilities. Together with the University of Massachusetts Boston, we organized a pre-conference meeting with AANAPISI institutions and facilitated a "meet and greet" session for AAPI students attending the conference. Participating students had the opportunity to network with professionals and students alike.

Professional development workshops were offered to faculty and tutor training was conducted for student tutors, both of which focused on working with students who are non-native English speakers (NNES). Among participating faculty, 100% found the information in the professional development workshop helpful. Among the tutors who participated in training, 79% of those surveyed felt better equipped and more confident in tutoring NNES students. Ninety-three percent of the tutors surveyed shared that they found the handbook, provided at training, easy to use.

Research and Evaluation

Our program researcher continues to collect and analyze data for the various grant-funded activities that have been initiated and expands data collection and research efforts that include the new initiatives adopted in year three. The researcher tracks progress on all objectives under the five focused activities of the grant. This year's summary indicates that we are meeting nine of the stated objectives. In three areas, we have identified challenges in meeting these objectives and are discussing ways to address these shortfalls. All of the data provided in the Annual Performance Reports is a result of the data tracking and analysis conducted by our researcher, which enables us to evaluate the effectiveness of our activities and make data-driven decisions.

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

As described in previous reports, our College's mission is ". . . to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence." The grant continues to support our efforts to focus on the essence of this mission. For the student population being served, establishing trust is necessary and is achieved by fostering a welcoming and encouraging environment. The grant has enabled us to create opportunities for coaching students through their student responsibilities to meet academic expectations or address academic issues. By engaging in student and leadership development activities, we are helping students to focus on their college expectations (personal, education and career) and encourage them to take greater accountability in directing their goals, expanding their experiences, taking on new challenges, and supporting their peers. Every major term a meeting with students in the program is scheduled for multiple reasons. First, because students can enter the program at any point throughout the year, this "welcome/back" meeting creates the space to welcome new students to the program and ensure they are aware of the program's resources and calendar of events. It also allows our student-athletes to meet with the Educational Advisor so they may discuss pertinent information on their academic and athletics requirements. During the Spring term, these meetings also serve as a time to identify graduating/transferring students who will be eligible to participate in the Milestones Recognition Ceremony. Counselor(s) discuss the preparation needs, which include graduation petitions and other transfer certification needs. The time of the year often dictates the types of activities that we engage in to support students in the spirit of the college's mission. The efforts with the Pacific Islander student population require more intrusive approaches. The Fale Fono has established a safe space where students learn to trust others who have an interest in helping them succeed. It is a place where they can be vulnerable and honest about their struggles. Here, we are working toward increased personal and group accountability, increasing expectations to meet their commitments, and reducing the shame and apprehensions in asking for help; through each of the activities with direct student contact, we are mindful of promoting positive peer pressure. Our orientation is toward encouraging students to improve themselves and their outcomes, regardless of what setbacks they might experience.

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

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

One of the key challenges we experienced this cycle was the struggle with filling English and math learning community courses. Our math offering did not meet enrollment requirements. In Summer 2014, we piloted a collaborative effort with the math department and offered a boot camp to encourage students to better prepare for the placement exam. Although we were able to maintain the English learning community, the struggle to fill courses is forcing us to re-evaluate efforts by sharing the course offerings with other like-programs, such as the Aspire Program (targeted support of African-American students) and ACES (TRIO Student Support Services).

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

FUNDING REGULATIONS: The language in the Higher Education Act (HEA) assumes mutual exclusion. That is, if an institution applies for both an AANAPISI and HSI grant, they must choose one or the other. Across the funded AANAPISI institutions, this presents an area of concern. When forced to choose between AANAPISI and HSI programs for which institutions are both eligible and have applied successfully, they are also having to choose between serving the general student population and segments of the population which need more specific attention. As our grant approaches the end of its full cycle, successful application for another AANAPISI grant may be at risk if the College is unable to accept funds based on this regulation.

The work of AANAPISI is geared toward efforts that the college can engage in to "strengthen the institution" in meeting the needs of segments of the Asian American and Pacific Islander (AAPI) student population. As an example for our institution, the AANAPISI grant helps focus our efforts on the unique and divergent needs of specific population segments that are underrepresented. This is exemplified by activities we have implemented to support Pacific Islander students who often struggle with academic success or progress, which includes cultural interventions that promote student development. We are also able to focus attention on specific needs of non-native English speakers (NNES) through tutoring, such as training that helps tutors in key campus resource areas. Faculty and the Writing Center have developed workshops that focus on English language development needs beyond the classroom. American Language (ESL) faculty can integrate participation in these workshops into portfolio assignments for the class they teach. Thus, based on challenges that the regulation presents to AANAPISI institutions, our institution advocates for a change to the language in the HEA regulations so that the distinct work of the grant that focuses on AAPI needs, such as the work described above, may not be jeopardized due to competition for funds.

Section 2: Accreditation

Accreditation

Institution's primary accrediting agency.

  X   Western Association of Schools and Colleges

Section 3: Grant Activities and Focus Areas

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

Total $ spent on this activity during the current reporting period: $135,097.51

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	7,486.03	6
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	127,611.48	94
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	0.00	0
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0
OTHER ACTIVITIES	0.00	0
GRAND TOTAL	135,097.51	100%

Process Measures for "Instructional Support"

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

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

Did the number of educational materials increase?	Yes

If yes:
    Start # 105
    End # 260
    Application Objective 0	

Other: Did the number of instructional technology materials increase?	Yes

If yes:
    Start 0
    End 4
    Application Objective 0	

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

Did the number of tutors increase?	Yes

If yes:
    Start # 13
    End # 40
    Application Objective # 0	

Did the quality of tutors increase?	Yes
No standardized data elements	
Did access to tutors increase?	Yes
No standardized data elements	

Section 3: Grant Activities and Focus Areas

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

Total $ spent on this activity during the current reporting period: $148,600.97

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	148,600.97	100
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	0.00	0
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0
OTHER ACTIVITIES	0.00	0
GRAND TOTAL	148,600.97	100%

Process Measures for "Counseling Intervention"

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

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

Did the number of tutors increase?	Yes

If yes:
  Start # __13__
  End # __40__
  Application Objective # __0__	

Did the quality of tutors increase?	Yes
No standardized data elements	
Did access to tutors increase?	Yes
No standardized data elements	
Other: How many cohort students participated in two or more counseling interventions or workshops?	Yes

If yes:
  Start __195__
  End __260__
  Application Objective __999__	

Other: Did the number of cohort students completing an educational plan increase?	Yes

If yes:
  Start __212__
  End __299__
  Application Objective __381__	

Section 3: Grant Activities and Focus Areas

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

Total $ spent on this activity during the current reporting period: $193,458.13

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	181,856.93	94
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	0.00	0
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0
OTHER ACTIVITIES	11,601.20	6
GRAND TOTAL	193,458.13	100%

Process Measures for "Student Development"

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

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

Other: Did the number of students attending Asian American and Pacific Islander themed conferences increase?	Yes

If yes:
    Start 5
    End 14
    Application Objective 0	

Other: Has the percentage of our student leadership participants reporting improved communication skills increased?	Yes

If yes:
    Start 100
    End 100
    Application Objective 80	

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

Other: Has the percentage of returning Arise Program students who self-reported an enhanced self-confidence increased?	Yes

If yes:
    Start 100
    End 97
    Application Objective 80	

Other: Has the percentage of returning Arise Program students who self-reported an enhanced cultural pride/awareness increased?	Yes

If yes:
    Start 97
    End 97
    Application Objective 50	

Section 3: Grant Activities and Focus Areas

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

Total $ spent on this activity during the current reporting period: $24,765.66

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	0.00	0
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	24,765.66	100
OTHER ACTIVITIES	0.00	0
GRAND TOTAL	24,765.66	100%

Process Measures for "Professional Development"

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

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

Did the number of undergraduate students participating in these partnerships increase?	Yes

If yes:
    Start % of students 5
    End % of students   14
    Application Objective 0

I would like to provide a brief supporting statement:
Presentations were conducted at both the APAHE conference and the APIASF Higher Education Summit.   The focus of both presentations was on the implementation of the "Fale Fono", a cultural intervention to support Pacific Islander and other interested students.   Attending students (12 at APAHE and 2 at APIASF) contributed to the presentation by sharing their experiences and AAPI perspectives.   Attendees learned about the students' community stereotypes, the cultural significance of the fale fono, and they ways in which the fale fono provides a supportive environment for themselves and their peers.   Students also participated in a "meet and greet" session for AAPI students attending the conference since there was not an established "student" track; participating students had the opportunity to learn about each other's experiences at their respective campuses.

Other: Has the percentage of staff reporting enhanced awareness, understanding and confidence in working with AANAPI students increased?	Yes

If yes:
    Start   100
    End   100
    Application Objective 75

Section 3: Grant Activities and Focus Areas

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

Total $ spent on this activity during the current reporting period: $40,463.52

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	40,463.52	100
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0
OTHER ACTIVITIES	0.00	0
GRAND TOTAL	40,463.52	100%

Process Measures for "Research and Evaluation"

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

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

Did the grant contribute to research and data collection efforts for Asian American and Native American Pacific Islander populations and subpopulations?	Yes

If yes: List the various research and data collection efforts for Asian American and Native American Pacific Islander populations and subpopulations undertaken as a result of the grant.
1. Learning Community Success Rates (Fall 2013, Spring 2014)
2. Math Preparation Bootcamp (Summer 2014)
3. Non-Native English Speakers (NNES) Focused Activities
4. Student Leadership Retreat (Summer 2014)
5. Fale Fono Self-Assessment Data (Spring 2014)

I would like to provide a brief supporting statement:
One of our challenges is students' progression through basic skills in Math. Through collaboration with our Math faculty and support from our Student Services senior leadership, we piloted a Math boot camp utilizing an online resource that students used to practice their math knowledge. As a result of the data collected, we better understand factors that can help with college-wide efforts. These factors include dedication to time on task, structure, appropriate selection of math placement test, and enrollment in math courses after participating in the boot camp. A total of 38 students participated in the pilot with 87% of the group represented by males. Seventy-nine percent of the participants were of Asian American Pacific Islander (AAPI) background. Following the boot camp, 15 (39%) students enrolled in a math course for the Fall 2014 term; for twelve of these students it was their first math class attempted.

Other: Self-reflections on Fale Fono	Yes

I would like to provide a brief supporting statement:
As part of the fale fono activities, we created a data "selfie" to help students look at their progress as a group. Based on data for 55 students, we were able to look at their grade point average, units earned (attempted versus completed) and the number who had educational plans on file. We were able to provide students with their individual data and helped them look at "what if" scenarios, such as anticipated academic success in the courses that they were enrolled in for the term. This served as a teaching tool, where students learned the relationship between grades and unit value, and its impact on their grade point average.

Other: NNES Conversation Circles	Yes

I would like to provide a brief supporting statement:
A total of 83 students participated, with 69% of 83 having attended more than one session (only 31 attended only 1). The majority of students were of AAPI background (69%). Fifty percent of the students who attended the Conversation Circles in year 3 were 30 years old or older. Thirteen percent were 50 years or older. The gender distribution was 61% females and 39% males. Surveys were collected at the end of each session.
Common responses from students on what they liked about the activity were having the chance to, "Practice speaking and learning new cultures." For the group leaders (GLs), they cited that the experience gave them greater empathy for others, cultural awareness and self-confidence.

Focus Area: Student Services Outcomes

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

Other, please specify: Has the percent of AANAPI students participating in program components who will participate in at least one counseling session or at least two tutoring sessions per semester increased?	Yes

Cohort: Arise, students (year 3)
If yes:
   Initial # 80
   Final # 77
   Goal 60
I would like to provide a brief supporting statement: Seventy-four percent of the Fall 2013 Arise students either saw a counselor or attended at least 2 tutoring sessions. During the Spring 2014 term, 77% of the Arise students attended either one counseling or two tutoring sessions.

Other, please specify: Has the rate of AANAPI AMLA (ESL) students who enrolled in degree-level English courses increased?	Yes

Cohort: Arise Students with AMLA (ESL) Course History
If yes:
   Initial # 26
   Final # 50
   Goal 18
I would like to provide a brief supporting statement: There were 476 enrolled Arise students during year 3. Among these students, 82 have taken an AMLA class since Fall 2011. English 1A, Freshman Composition, is the college level course used to determine whether or not a student has enrolled in a degree level English course. Of the 82 Arise AMLA identified students, 41 had enrolled in English 1A (Freshman Composition) from Fall 2013 through Fall 2014.   This represents 50% of the Arise AMLA (ESL) students. Our goal for year 3 was to have 18% of our Arise AMLA (ESL) students enroll in English 1A. At 50% we met our goal.

Section 4: Project Status

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

ACTIVITY: Instructional Support

On-Schedule Activity Objectives

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

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

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

ACTIVITY: Counseling Intervention

On-Schedule Activity Objectives

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

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

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

ACTIVITY: Student Development

On-Schedule Activity Objectives

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

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

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

ACTIVITY: Professional Development

On-Schedule Activity Objectives

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

Changes to Activity Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for the changes of objectives during the reporting period.

Activity Objective(s)	Proposed Objective Change	Reason(s) for Change	Change approved by the ED Program Office
At least three AANAPI curricular units will be developed annually; at least one new course in Asian & Pacific Islander Studies will be offered by the end of the grant period.	At least three AANAPI curricular units will undergo course enhancement or modification by the end of the grant; development of at least one new course in Asian and Pacific Islander Studies will be initiated by the end of the grant period.	Based on discussions with Instruction on the timeline and approval process for "new course development", we will not be able to fulfill the objective as currently stated.	No

ACTIVITY: Research and Evaluation

On-Schedule Activity Objectives

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

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

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	$138,010.00	$319,526.00	$401,582.00	$0.00	$55,954.00	$314,593.00	Yes
Fringe Benefits	$41,513.00	$66,218.00	$86,731.00	$0.00	$21,000.00	$70,597.00	No
Travel	$2,650.00	$28,274.00	$24,174.00	$0.00	$6,750.00	$37,038.00	No
Equipment	$6.00	$0.00	$0.00	$0.00	$6.00	$4,000.00	No
Supplies	$3,557.00	$14,749.00	$13,883.00	$0.00	$4,423.00	$5,266.00	No
Contractual	$5,000.00	$17,000.00	$7,838.00	$0.00	$14,162.00	$16,000.00	No
Construction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Endowment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Other	$5,271.00	$34,200.00	$8,178.00	$0.00	$31,293.00	$7,500.00	No
Total	$196,007.00	$479,967.00	$542,386.00	$0.00	$133,588.00	$454,994.00	

Section 4: Line Item Budget Narrative

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

Personnel

We received ED approval for personnel change.   The Clerical Specialist position was convered to a Project Specialist position, using carryover from year 1 and budget allocation from the former position in year 4 and 5 of the grant.

Section 4: Budget Summary Narrative

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

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

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

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

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

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

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

> We have a total carryover of $133,588.00. Part of this carryover amount has been approved by the ED program director to redirect toward additional hourly personnel costs. The remaining carryover will continue to fund ongoing projects and any additional grant-funded activities that align with one or more of the focus areas: instruction, counseling intervention, student development, professional development, or research and evaluation. Due to expected increases in salary and fringe benefits, any additional carryover will be prioritized to cover payroll for non-teaching instructional work, counseling, tutoring or peer mentors.

Additional Information

4a. Is this a cooperative arrangement grant? **No** Please continue to question 3a.

4b. If yes, describe the type of cooperative arrangement you are in.

5a. Please complete the table below with information related to any partners that you might be working with on your grant.

Partner Name	Description of Partner's role

5b. In the space below, please describe if and how partners have changed or been added during the reporting period. If partners changed, describe whether this impacted your ability to achieve your approved project objectives and/or project activities.

Partner's name whose role has changed	How their role has changed	What if any impact this has had on your ability to achieve approved project objectives/activities

6a. Do you wish to make any changes in the grant's activities for the next budget period? **No**

6b. If yes, describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope, objectives, and/or personnel of your approved application. *(*Further approval for these proposed changes may be required.   Please contact your program officer.)*

7a. Were there any changes to key personnel during this reporting period? **Yes**

7b. If yes, did you receive approval from your Program Officer? **Yes**

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

 If no, please explain.

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

> The implemented activities guide our efforts to connect with students and provide support to them.   These first few years have been spent engaging in ways to better understand the students' multiple needs. Establish a welcoming environment that encourages positive peer influence has been important too.   We believe we are making excellent progress in this area.   The president of the college, the board of trustees, and the college leadership team has embraced and recognized the work of our grant program.

> As a result of continued interest in our program, we are outgrowing our space.   The college is in the process of securing alternative facilities to accommodate this growth.   We believe that the cramped space does not allow for students interested in receiving services to receive them.   There is a lack of privacy, and frequently, insufficient spaces in which to sit.

> We are discussing how to improve or expand the current activities and explore innovative ways to connect with our students. For example, tracking which of our students who have not completed educational plans will lead to targeted efforts to reach out to these students. Data extraction will help us to look at student characteristics, such as "at-risk" groups (academic progress) and milestone achievements (unit completion).   This will further develop efforts to work with these students or target them for participation in annual activities.   These efforts can be helpful in supporting other program's efforts with similar goals, which can be viewed as an unintended outcome.

> Students who have participated in the leadership retreat have been able to engage more actively in the campus.   Some have taken on new challenges by moving into college-wide student leadership roles, like participation in student government. The current Associated Students President is one of our students.   Some have had the opportunity to obtain work as a "group leader" with the Conversation Circles activity. The students' reflections and group sharing demonstrated the impact that the leadership development activity had on students' self-perceptions and communication abilities.   One student reflected, "I've learned great skills of communication and of skills . . . . Many of the traits . . . described my personality and preferred style of leadership. Those traits are compassion, unity, selflessness, service and optimistic. I've also learned about important communication skills that can benefit me in the career I choose to embark in. Clarity and understanding is established when there is good communication."   The student outcomes convey promising practices for student development.

> From its inception through year three, our work with Pacific Islander students through the Fale Fono has focused on building community through peer-peer activities, increasing consistency in attendance, promoting educational workshops and engaging in "talk story" with staff, faculty and administrators.   Our ongoing planning will focus on activities to help increase personal and group accountability, which is aimed at addressing retention issues and academic progress.

> Informed by our experiences, on-going evaluation, collection of data, and support from the college, we are confident in our ability to continue our efforts to meet the established goals of the grant.   Our plan for future activities and sharing our lessons and best practices with other members of the higher education community who work with Asian American and Pacific Islander students will demonstrate the accomplishments of our grant program.