1. Assessment Plan - Four Column

PIE - Student Services: ARISE Unit

Where We Are: Analysis and Summary

2017-18

Contact Person: Aida Cuenza-Uvas
Email/Extension: acuenzauvas@mtsac.edu/5905
External Conditions, Trends, or Impacts (Student Services): 1. The award amount for the AANAPISI grant was reduced by 7% for a total of $325,620.   This reduction was equally applied to other grant recipients.

2. SSSP and Student Equity continues to create opportunities and increase expectations to support student tracking and success.

3. The implementation of the new Assessment Questionnaire will impact course taking patterns, counseling and educational advisement.

4. A newly proposed budget funding formula is being implemented, which directs colleges to focus more on the outcomes.
Internal Conditions, Trends, or Impacts (Student Services): This move is still delayed. The transition to new facility is expected by the end of Fall 2018. The shared space, Equity Center, will be support four programs: Arise, Aspire, Dream, and REACH (foster youth).
Critical Decisions Made by Unit: The formerly vacated Educational Advisor position was filled in November 2017. Kare'l Lokeni was promoted from Program Specialist to Educational Advisor. The Program Specialist position became vacant as a result of the promotion, so the department engaged in the process to fill the position. The search for the position was completed during the 2017-2018 fiscal year, but the new hire, Patricia Asuega, offically began employment on July 2, 2018.
Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. Leadership Retreat (Summer 2017): Thirty (29) student participants completed a 3-day retreat held at Pali Retreat Center in Running Springs, CA. One hundred percent of the participants reported improved confidence as a result of their engagement. Ninety-six percent self-reported that they understood themselves better as a result of the retreat. Topics and activities focused on concepts related to cultural capital wealth, cultural identity development, getting out of one's comfort zone, true colors (personality traits), kinetic team building, ethical decision-making, and a high ropes course.

2. As of Spring 2018 we have over 500 students in the Arise Program, which includes both completely new students and returning student directed to re-apply as part of the new AANAPISI grant awarded to the college. The second ASAP! progress check was completed upon completion of Fall 2017. Data for this group within this time period accounts for 412 students. The average GPA of the group is 2.77. Eighty-six percent of the group have at least a 2.00 GPA. Twenty-six percent have completed English 1C and 30% have completed a transfer-level math.
Notable Achievements for Theme B: To Support Student Access and Success: 1. Twenty-nine students were recognized at the 2018 Milestones Recognition Ceremony (May 2018). Among this group, students are transferring to CSU Long Beach, CSU Los Angeles, Cal Poly Pomona, CSU Fullerton, UC Santa Cruz, UC Irvine, UC Berkeley. Texas A&M Commerce, Utah University.

2. During the 2017-2018 academic year, 10 Fale Fono meetings were held with 176 student participants. A transfer panel of former Arise students was offered in Spring

2018 to share lessons and encouragement through their transfer experience. Some of the former alumni were available via video chat, including a former student-athlete currently at a transfer institution on the east coast.

3. In recognition of AAPI Heritage Month (May 2018), Arise held their annual Cultural Night with over 150 supporters consisting of the campus community, family and friends. Two digital stories from Cohort 1 were also screened as part of this event. In Spring 2018, eleven Arise students were awarded scholarships, some of whom received multiple awards with a combined total of at least $6,000 award amount. Among these scholarships two new ones were established for the Arise Program: Arise Leadership Award and Arise Resiliency Award.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. Staff continues to participate in professional development activities, which include training, workshop and conferences: NASPA WRC in Honolulu, HI, November 2017 (three presentations), NASPA National in Philadelphia, PA, March 2018 (1 presentation); APAHE in April 2018 (AANAPISI pre-conference meeting and two presentations), N4A (athletics-focused), and 3C2A (California, athletics).

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: During the 2017-2018 year, we restructured the format of Digital Stories, which was expanded to other student equity programs to foster collaboration. A total of nine students participated as part of Cohort 3, representing Arise, ACES, Aspire, Dream and REACH. Three phases were completed, which included students' enrollment in COUN 99 (Winter 2018) and SOC 99 (Spring 2018) courses to support their story development. A retreat was held as part of the final phase from June 18-20, 2018. Due to unforeseen delays and necessary adjustments, eight of the nine projects are nearing completion. Presentation of these projects are scheduled for CPD on August 17, 2018 and Faculty Flex on August 24, 2018. A campus-wide screening will be planned for Fall 2018 and Spring 2019.

Contributors to the Report: Aida Cuenza-Uvas - Arise
Lisa Didonato - Arise
Kare'l Lokeni - Arise
Patricia Asuega-Arise

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
Educational Plan Campaign: Working towards Comprehensive MAPs - 80% of Arise students have an educational plan on file. (Grant 2: Objective 5) **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20 **Goal Entered:** 09/01/2016	**Full Funding Requested -** Human resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of	**Reporting Year:** 2017-18 **% Completed:** 50 Data from the first year of our second grant outcomes indicate that we have 90% of our students with evidence of an educational plan on file. We are in the process of updating for the second grant year, which will include 2017-2018 data. The federal government delayed the release of the APR. Year one is due July 25, 2018. The ultimate goal is to work towards comprehensive plans, which requires the ability to distinguish not just that a student has an ed plan, but the type of ed plan that has been defined as "locked" and "active". The completion of an ed plan (MAP) is part of our ASAP! efforts, which is a program tool used to track progress of specified elements-a checklist of tasks that students should complete within one year of joining the program. Only 50% of the work is done because we have not yet distinguished whether the ed plan a student has is abbreviated or comprehensive. A report from BANNER

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	the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants). **Describe Plans & Activities Supported:** Evidence of MAP on Arise students' profile is embedded within Arise Guided Pathways (Arise Student Action Plan or ASAP!), which is one of the major objectives within the grant that addresses counseling intervention and student development activities. **Lead:** Primary: Kare'l **Type of Request:** Staffing **Planning Unit Priority:** High **What would success look like and how would you measure it?:** SLO 1: 70% of new Arise students will complete 70% of their guided pathways checklist of tasks within one year of program enrollment. **Documentation Attached?:** Yes **Related Documents:** Mt. SAC - Project Narrative.pdf	(either via ARGOS or one created) is needed to extract this data. (07/16/2018)
Fale Fono-Cultural Intervention to support our PI community - Continue to develop the purpose and structure of this cultural intervention to increase student accountability and improve support networks **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19 **Goal Entered:** 09/01/2016	**Report directly on Goal** **Full Funding Requested -** Human	**Reporting Year:** 2017-18 **% Completed:** 75 A total of 10 Fale Fono meetings were held in 2017-2018 with a total of 130 students (unduplicated count) in attendance. The unit will be looking at further needs to address more culturally sensitive topics through "talking circles" in the upcoming year. An example of this is to create a talking circle for Pacific Islander women and male student athletes who are in the program. (07/16/2018)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants). **Describe Plans & Activities Supported:** Further enhance the structure, content and purpose of the Fale Fono as a cultural intervention to support Pacific Islander and other participating students. The goals are to assist in their continued development- personal, student, community. Increase students' self-awareness (cultural, motivation, self-confidence), improve decision-making and habits, develop purpose, increase self-efficacy, re-frame	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	negative or fixed mindsets. **Lead:** Kare'l Lokeni **Type of Request:** Staffing **Planning Unit Priority:** Medium	
Increase AAPI visibility/ Student Recognition - Promote campus understanding of the diversity of our AAPI students, their accomplishments, and their aspirations; share with other students, faculty and staff. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19 **Goal Entered:** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2017-18 **% Completed:** 25 One of the creative and meaningful ways we are engaging in this work is through our Digital Stories project. To date, 12 videos have been created. A third cohort was established in 2017-2018 as part of an expanded collaborative effort through student equity; ACES, Arise, Aspire, Dream and REACH are represented. This cohort consists of nine students with eight projects near completion. Initial screening is planned for CPD on August 17, 2018 and Faculty Flex Day on August 24, 2018. Campus-wide screening event will be planned for Fall 2018 and Spring 2019. One of the most recent screenings was presented during our Student Services Planning Day that was held in April 2018. A combination of staff, faculty and students attend one of two sessions offered. This is an on-going project for the Arise Program, with plans to produce 8-10 digital stories with each cohort for at least the duration of the grant. (07/16/2018) **Related Documents:** [Arise Grant 2 Year 1 Research Report_Digital Stories_Feb and May 2017 Report.pdf](#)
	In Progress - Human resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants). **Describe Plans & Activities Supported:** Milestones Recognition Ceremony **Lead:** Arise Team: Aida, Kare'l, Lisa **One-Time Funding Requested (if applicable):** 2800 **Type of Request:** Marketing, Non-Instructional Supplies **Planning Unit Priority:** Medium **What would success look like and how would you measure it?:** Number of new Arise students admitted to the program each year. **Documentation Attached?:** No **Related Documents:** 11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx	
Program Institutionalization - Initiate process to transition support for the program to the District by phasing in budget allocations for some of the personnel costs, operating expenditures, and facilities. **Status:** Active **Goal Year(s):** 2015-16, 2016-17,	**In Progress -** Human resources (80% of funding allocation): Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
2017-18, 2018-19, 2019-20, 2020-21 **Goal Entered:** 09/01/2016	AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants). Operational Budget (20% of funding allocation): Supplies, Travel and Conference/professional development, Printing, Catering, Contract (e.g., leadership retreat and guest speakers), promotional and recognition items (e.g., Milestones Recognition), other (e.g., college/cultural fieldtrips), uniform for professional staff and student assistants (peer mentors) . **Describe Plans & Activities Supported:** Continue to integrate institutionalization request within PIE to articulate program human resource needs. **Lead:** Aida **One-Time Funding Requested (if applicable):** 400000 **Type of Request:** Staffing, Non-	

Instructional Supplies, Professional Development
Planning Unit Priority: High
Documentation Attached?: Yes
In Progress - Program Institutionalization: Educational Advisor
Describe Plans & Activities Supported: The grant narrative states institutionalization in phases for the Educational Advisor position, with the first 10% upon completion of year one. By the fourth year of the grant, an additional 40% is expected with 100% implementation upon close of the grant.
Lead: Aida
On-Going Funding Requested (if applicable): 10000
Type of Request: Staffing
Planning Unit Priority: High
What would success look like and how would you measure it?:
Evidence of institutionalized funding level :
Educational Advisor
Year 1: 10% (90% AANAPISI grant)
Year 5: 40% (50% AANAPISI grant)
Post-Grant: 100%

Documentation Attached?: Yes
Related Documents:
Mt. SAC - Project Narrative.pdf

Full Funding Requested - Program Institutionalization: Program Specialist I
Describe Plans & Activities Supported: Apart from the grant narrative, the Program Specialist position is a critical part of the team,

as this position provides support for the coordination, planning, logistics of events and the daily operations oversight.
Lead: Aida
On-Going Funding Requested (if applicable): 60000
Type of Request: Staffing
Planning Unit Priority: High
What would success look like and how would you measure it?: 100% Institutionalization by the end of the grant.
Documentation Attached?: Yes
Related Documents:
[11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)
Full Funding Requested - Program Institutionalization: Full-Time Counselor
Describe Plans & Activities Supported: Assignment of a counselor who understands the nuanced needs of the AAPI sub-populations and who can provide holistic support to students in the program. Activities would include academic and personal counseling, career decision making, AQ consultation as part of educational planning, academic progress monitoring, and helping students to complete their graduation and/or transfer objectives.
Lead: Aida
On-Going Funding Requested (if applicable): 95000
Type of Request: Staffing
Planning Unit Priority: High

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	What would success look like and how would you measure it?: New resource allocation by the end of the grant to hire a full-time counselor assigned to work directly with the students utilizing a case management approach. **Documentation Attached?:** No **Full Funding Requested -** Program Institutionalization: Administrative Support position **Describe Plans & Activities Supported:** Human resources Uniform for professional and student staff **Lead:** Aida **One-Time Funding Requested (if applicable):** 40000 **Type of Request:** Staffing **Planning Unit Priority:** Medium	
	In Progress - Program Institutionalization: Program Coordinator **One-Time Funding Requested (if applicable):** 0 **Planning Unit Priority:** Medium	
	Full Funding Requested - Program Institutionalization: Hourly funding for Peer Mentors and Tutors Uniforms for professional and student staff. **Describe Plans & Activities Supported:** Human Resources **Lead:** Kare'l Lokeni **One-Time Funding Requested (if applicable):** 800 **On-Going Funding Requested (if applicable):** 36000 **Type of Request:** Staffing, Non-	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Instructional Supplies **Planning Unit Priority:** Low **What would success look like and how would you measure it?:** New resource allocation to fund short-term hourly costs for student assistants to serve as peer mentors by the end of the grant. **Documentation Attached?:** Yes **Related Documents:** 11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx	
Leadership Development: Arise Leadership Retreat - Create the opportunity and space for our students to learn about themselves as leaders and to promote their personal development. **Status:** Active **Goal Year(s):** 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Goal Entered:** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2017-18 **% Completed:** 100 The most recent retreat was held last August 2017, in between the Summer and Fall terms. Attached is a full report of the three-day retreat that was held at Pali Resort Center in Running Springs, CA. This is an annual event. (07/16/2018) **Related Documents:** Arise Grant 2 Year 1 Research Report_Leadership Summer 2017.pdf
	Full Funding Requested - Staffing, presenters, handbook/materials/supplies, venue costs (e.g., lodging, food, team building activities), transportation **Describe Plans & Activities Supported:** Leadership Retreat held every summer, off-site for 3 days. **Lead:** Kare'l **Type of Request:** Non-Instructional Supplies, Professional Development **Planning Unit Priority:** High **What would success look like and how would you measure it?:** 70% of Arise students who participate in program activities will self-report an	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	enhanced sense of identity and confidence in their abilities to achieve educational goals. **Related Documents:** [Arise Grant 2 Year 1 Research Report_Leadership Summer 2017.pdf](#)	
Staff Professional Development - Encourage staff development by supporting participation in training, conferences, and other workshops intended to increase technical knowledge, skills or understand of student populations served. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Goal Entered:** 09/01/2016	Report directly on Goal	**Reporting Year:** 2017-18 **% Completed:** 50 In 2017-2018, the Arise Program presented at the following conferences: NASPA WRC November 2017 (Honolulu, HI) NASPA National March 2018 (Philadelphia, PA) APAHE April 2018 (Oakland CA) Each year we submit proposals to share our efforts with the higher education community. During the above selected presentations we shared our Digital Stories, Leadership Retreat, Arise Student Action Plan (ASAP!) and on our pilot efforts with GRASP. (07/16/2018) **Related Documents:** [NASPA_Leadership 10.28.17.pptx](#)
	Full Funding Requested - Ensure that adequate resources are provided for Arise and the other programs to be housed in the Equity Center. **Describe Plans & Activities Supported:** 1-2 day staff professional development retreat that will focus on developmental needs for the AAPI population/communities. This would include hiring a consultant to facilitate the training (e.g., mental health issues, cultural nuances of AAPI sub-groups. **Lead:** Aida **One-Time Funding Requested (if**	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	applicable): 10000 **Type of Request:** Professional Development **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Upon completion of the professional development activity, staff will demonstrate increased knowledge, implement at least one strategy, and identify additional resources in the community for student referrals. **Documentation Attached?:** Yes **Related Documents:** 11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx	
Student Preparation Support [THIS UNIT GOAL NEEDS REVISION due to the external/internal conditions] - Address the math needs of students by developing a strategy to assist them preparing for the math placement test by reviewing and refreshing their math knowledge and skills. **Status:** Inactive **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Goal Entered:** 09/01/2016 **Date Goal Archived/Inactivated:** 07/16/2018		
Arise Guided Pathways (Arise Student Action Plan or ASAP!): Follow-up interventions for student progress - Initiate pilot efforts to assist student connections to the campus by implementing Arise	**Report directly on Goal**	**Reporting Year:** 2017-18 **% Completed:** 75 In 2017-2018 we produced an ASAP! student profile report after Fall 2017, the second iteration of this effort. The first time the report was generated was after the completion of Spring 2017. A total of 412 letters were generated upon

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
Guided Pathways while creating a welcoming, positive and encouraging community support (program staff and an enhanced peer mentoring component). This is a primary grant activity associated with both student development, counseling intervention and instructional support. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Goal Entered:** 09/01/2016	**Report directly on Goal**	completion of Fall 2017 (127 more than Spring 2017). Efforts are on-going to conduct triage efforts (e.g., low GPA, lack of progress with basic skills English and math completion, lack of educational plan). On-going evaluation is continuous to respond to changing conditions (e.g., multiple measures implementation Spring 2018). We are playing catch up, but provided under "related documents" is a report of our ASAP! efforts, which includes a sample of the letter and individualized report. (07/16/2018) **Related Documents:** Arise Grant 2 Year 1 Research Report_ASAP!.pdf
	No Funding Requested - Human resources **Describe Plans & Activities Supported:** The following is a shift from AriseFamilies to Arise Guided Pathways: Plan implementation of Arise Guided Pathways beginning with in-take of new students to the program through program exit (e.g., graduation, transfer, other). The Arise Student Action Plan! (ASAP!) letter was disseminated in Spring 2017 (inaugural) and Fall 2017. The letter for post-Spring 2018 is underway. This letter provides a personal profile of an individual student's achievement on selected progress markers: GPA, units completed vs. attempted, English and math progression. Recommended targets for each marker is listed (e.g., completion of at least 70% of units attempted) and suggested actions highlighted (e.g., meeting with a counselor). In 2018-2019, plan to host a free AAPI Student/Family mini-	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	conference targeting 250-300 to address college access and opportunity, financial aid literacy, economic mobility and career development especially for segments of the AAPI population where the need is greater (e.g., Pacific Islander students, student-athletes, other low-income AAPI). Increasing knowledge and awareness for both the student and their family is important to support the expected outcomes of graduation, transfer and other student goals. **Lead:** Primary: Aida **One-Time Funding Requested (if applicable):** 10000 **Type of Request:** Staffing, Marketing, Non-Instructional Supplies **Planning Unit Priority:** High **What would success look like and how would you measure it?:** 70% of new Arise students will complete 70% of their Arise Guided Pathways checklist of tasks within one year of program enrollment. **Documentation Attached?:** Yes **Related Documents:** 11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx Arise Grant 2 Year 1 Research Report_ASAP!.pdf	