

Welcome

PR/Award Number: **P382B160020**Reporting Period: **10/1/2021 to 09/30/2022**Grantee Name: **Mount San Antonio College**Program Officer: **Pearson Owens**
(Pearson.owens@ed.gov)

Grant Identification

General Information

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

Project Director

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Grant and Report Information

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

Section 1

Section 1: Executive Summary

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

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

The legislative intent of our Title III AANAPISI grant is to promote academic achievement, outcomes, and student development support that meets the holistic needs of our students. In addition to supporting students' academic needs, we have created spaces that are culturally-affirming. Over the past six years, the number of students served by the grant each academic year has steadily increased from 285 in 2016-2017 to 541 in 2021-2022. The persistence rate across all six years has been at least 80%, with an average of 84.5%. In year 6, we had 233 new students in the program with about 79% identifying as Asian or Pacific Islander (API). About 82% of the new Arise Program students have educational plans on file and 67% receive financial aid. The average GPA of the entire cohort is 3.11. 136 Arise students applied for campus scholarships resulting in 36 students receiving 65 different awards totaling \$52,550. As a result of other collaborative efforts across campus, students continue to have access to basic needs (food pantry), technology (laptops and mi-fi), counseling, and tutoring (writing and math) all of which support the needs of our low-income and minority groups by providing tangible support to complete coursework, graduate and/or transfer. Fall 2021 was the first semester of our return to campus since COVID-19. Year six has served as an opportunity to reconnect students to on-campus resources and programming, as well as re-establishing relationships.

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

In the last six years of the grant, the number of students participating in the Arise Program grew by 90% between year 1 (2016-2017) and year 6 (2021-2022). In year 6, we had a total of 541 enrolled students with 43% (n=233) of this group who were new to our program. Reviewing year 6 data, in Fall 2021 and Spring 2022, total enrollment was 513 and 556, respectively. The overall average (mean) GPA of each term, subsequently, was 3.14 and 3.22. The percent of students who completed at least one College level English course (Freshman English and/or Critical Thinking) was 79% for Fall 2021 and 84% for Spring 2022. The percent of college level math completers was 54% in Fall 2021 and 62% in Spring 2022. We have continued to connect with our enrolled students by communicating their progression each major term through the Arise Student Action Plan! (ASAPI!), wherein we track the achievements of each student pertaining to their unit completion, term success (units completed and average GPA), progression through English and math course completion, and evidence of an educational plan on file. These markers help us to provide recommendations for counseling and educational advising, so as to recognize student accomplishment on their term enrollment. Tracking enrollment and the term-to-term outcomes provides data that motivates the students to follow-up on their progress and empowers the staff to engage with, intervene, or triage academic issues that could arise.

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

We have consistently met our grant objective that was set to achieve a 5% annual increase in the number of graduates and transfers. Each year the graduation/transfer rate among the Arise cohort surpassed this objective. By the time we reached year 6 (no-cost extension year), 49% of Arise students (789/1602) had graduated/transferred. We have also tracked our cohort of students' educational outcomes beyond their time at Mt. SAC by comparing the cohort data identifiers against the National Clearinghouse to determine the number of degrees earned; 280 bachelor's, 30 master's, and 5 doctoral degrees have been conferred. Our alumni have returned to us to report on their academic and personal achievements and have continued to engage with us to seek advice for pursuing advanced degrees as well as requesting letters of recommendation for graduate school. We also have interactions with students who have had to leave and are ready to resume their education. This access for student re-entry is also a pathway toward graduation.

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

The persistence rate of our Arise student cohort has been in the range of 80% to 93%, with an average of 84.5% over the six-year period from 2016-2022. There was a drop of 7 percentage points from 88% to 81% between 2019-2020 (year 4) and 2020-2021 (year 5), which we attribute, in part, to the impact of the COVID-19 pandemic. Students' ability to maintain their enrollment were challenged by different circumstances, which included struggles with online learning, reprioritization of family or personal needs, included but not limited to attending to a family member's healthcare needs or contributing financially by going to work. The persistence rate in year 5 was sustained in 2021-2022, the final year of the grant (year 6, no-cost extension). The ongoing support that was sustained through the pandemic including remote services have enabled our staff to continue helping students access resources, process critical decisions, and support students' re-enrollment. We reached out to students who were no longer enrolled and had not yet returned to the college. This is an ongoing project led by the efforts of our Educational Advisor.

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

The authorized no-cost extension period enabled us to cover programming costs for events that were placed on hiatus following campus closure through Fall 2021. In 2021-2022 (year 6), we were able to resume in-person events, including our Milestones Recognition Ceremony, API Heritage Month Culture Night, Arise Student leadership, Pasifika Family Education Day, and AANAPISI week visibility, awareness, and advocacy activities, which was also a celebration of AANAPISI's 15 year anniversary. The carryover also covered personnel costs during the time needed to fully institutionalize the program. The two grant-funded positions, Educational Advisor and Student Services Program Specialist II, were absorbed by the college and additional state funding through the Student Equity Achievement Program (SEAP) provided discretionary funds for current programming levels by the end of this final grant year.

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

Over the past six years we have measured progress of several grant objectives. In year 1, 43% (n=155) completed transfer level English and 38% (n=136) completed math 71 (intermediate algebra or higher). By year 6, 70% (n=1120) completed transfer level English and 61% (n=984) completed transfer level math. In year 1, 18% of Arise students graduated or transferred. By year 6, 789 or 49% of all Arise students (1,602) had graduated and/or transferred. During year 6, we contributed to two professional journals (AAPI Nexus and New Directions for Student Leadership) on AANAPISI-relevant practices and programming. We also had the opportunity to contribute to a report on Native Hawaiians and Pacific Islander (NHPI) students in higher education that was funded by APIA Scholars. We engaged in document analysis of Arise program information (internal reports, videos, related doctoral dissertation) and program review with current and alumni NHPI Arise students to contribute to a recently released report (March 2023), "Native Hawaiians and Pacific Islanders: A Collection of Campus Research to inform Student Success", which was authored by Dr. Robert Teranishi et al. This important work brings visibility, awareness, and advocacy at the national level for a NHPIs, building on the best practices in working with NHPI students, addressing issues (e.g., data disaggregation) and furthering the scholarship and research for the NHPI student communities, an under-represented group in higher education.

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

AANAPISIs represent unique and incredible diversity of language, college access and participation, ethnic background, immigration and migration patterns, and differing political relationships (e.g., CNMI, American Samoa, Guam). The unexpected event (COVID-19) that forced campus closures across the nation prompted institutions to rely upon technological resources for support services, a change in the demand for multi-modal services (in-person and virtual) or hybrid have created lasting changes to student engagement and support. Considering the limited availability of federal funding for eligible AANAPISI institutions, increasing competition of institutions applying for AANAPISI grants across the country, inflation (e.g., COLA, health and welfare, technology needs), ED should continue to examine the financial impact these conditions bear on grant project implementation. On a national level, the per capita funding allotted to AANAPISIs is disproportionately lower than other MSIs. With the increased competition for funding, not enough institutions are awarded grants to initiate or continue to grow programs that are focused on the specific needs of AANAPI students. AANAPISI grants are able to address the specific and unique needs of various sub-groups, and unlike most grants, grantees can implement creative and culturally-relevant programming to enable institutions to serve their specific AANAPI population in meaningful ways in their region of the nation and across the Pacific.

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

Yes No

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

Over the life of the grant, we have produced several presentations and contributed to professional journal articles at the local, state, national and, international higher education spaces. These have provided rich data (quantitative and qualitative) to help educators better understand the impact on our AANAPI students. Presentations on our Arise students and the grant projects have been shared at conferences that include APAHE (Asian Pacific Americans in Higher Education), NASPA (Student Affairs), University of Guam conference, international conference sponsored by the Native American Indigenous Studies Association (NAISA), and on-campus professional development workshops (faculty ex day, classified staff flex day). We have also contributed to knowledge through professional publications including, "The Role of Asian American Native American Pacific Islander Serving Institutions in reframing Student Leadership" (New Directions for Student Leadership, 2021), dissertation, "Voices from the Pacific: Narratives of Pacific Islander Students Attending a California Community College (Cuenza-Uvas, 2020), and "An Ethic of Care in Student Affairs: Humanizing Relationships and Asserting Cultural Values at an AANAPISI (AAPI Nexus, 2022). In year 6, our work with

Native Hawaiian and Pacific Islander (NHPI) students in partnership with APIA Scholars and team lead investigator Dr. Robert Teranishi resulted in the recently released report found at <https://apiascholars.org/research-and-policy>

5. If your institution has experienced any unexpected outcomes because of this project, which affect, for better or worse, its capacity to fulfill the goals of the legislation, tell us about them here. Additionally, tell us about any challenges, such as natural and national disasters, that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to combat these challenges.

Like all of us in higher education, we did not anticipate how long the pandemic would impact our institutions and in what ways, better or worse, it would influence our ability to fulfill our legislative goals. Although we have now approached the closure of this grant, we were able to confront the unforeseen opportunities and challenges that the pandemic brought about. We have found ways to overcome these challenges as a campus community. Since we had already established the Arise Program through a previous award, we were able to implement the grant activities without delay. The Arise Student Action Plan! (ASAP!) was an intervention we devised in response to a need for better tracking of our students' academic progress. After six years of implementation, the College continues to investigate ways to integrate it into a campus-wide tool for student notifications and cohort tracking. The global pandemic halted our ability to complete some specific programming because of health and safety protocols in place. Opportunities to engage in in-person programming that enrich students' cultural identity development and personal growth were limited. An unintended outcome of transitioning to online services was to develop ways to continue creating spaces for students to still engage both in-person and virtually. Since our return to campus in 2021-2022 (year 6), we continue to focus on re-engaging with our students by resuming former student development activities and creating new ones.

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

Yes No

6a. Which Education Department evidence standard was required?

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

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

Bahr, P.R. (2008). Does mathematics remediation work?: A comparative analysis of academic attainment among community college students. *Research in Higher Education*, 49(5), 420-450.

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

Grubb, W. N., Boner, E., Frankel, K., Parker, L., Patterson, D., Gabriner, R., ... Wilson, S. (2011). *Institutional and instructional approaches to basic skills instruction in California community colleges*. Working paper series funded by Hewlett Foundation. University of California at Berkeley.

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

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

Yes No

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

Over the course of the grant, the average number of new Arise students was 260 per year over the six year period. Graduation rates among the cohort exceeded the 5% annual target increases. In the last year of the grant, 49% of Arise students achieved this goal. By year 6, 70% of the Arise cohort completed college-level English. Sixty-one percent of Arise students completed college level math, just two percentage points shy of the goal. Also in this reporting period, 98% of students in the cohort had an educational plan. Each major term since Spring 2017 (excluding Spring 2021), enrolled students received direct communication via email on their academic progress with action items via the Arise Student Action Plan! (ASAP!) letter. In Fall 2021, 513 Arise students were enrolled and yielded an average (mean) 3.11GPA. Of this group, the percent of college level English and college math completers were 79% and 54%, respectively. In Spring 2022, 556 Arise students were

enrolled and yielded an average (mean) 3.22 GPA. Of this group, the percent of college level English and college math completers were 84% and 62%, respectively. This intervention kept students apprised of their term achievements in relation to goals identified by the program. Students whose academic progress needed attention were directed to meet with a counselor or advisor for review.

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

Yes No

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

Over the last six years, over 100 reports have been generated. These reports are uploaded to our APR for further in-depth review. The data provided through this work allows us to monitor the effectiveness, depth, and breadth of our efforts. As a result, we know 2,437 students have applied to be Arise students since the program began in 2011 with 1,602 students having applied in the last six years. Of the total Arise student cohort, 48% of these students were male. Twenty percent identified as Filipino and 11% Pacific Islander. This research has also recorded, in a uniform manner, our student voices from year to year. Additionally, ASAP! has provided a means of keeping track of student academic performance, which gives us the ability to evaluate our program, conduct case management, and provide in-reach to our students with most need.

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

In year 6, as our first semester returning to campus, we had to pause and redirect efforts to evaluate students behaviors toward return to campus and their perceptions of levels of safety, comfort, and interest. In Fall 2021 we sent out a "Vibe Check", survey to our Arise students to investigate their patterns of on-campus engagement and to help us to understand student need (e.g., level of comfort on campus, duration and frequency of stay, immediate departure from campus, online course taking patterns). Of the 86 student responses, about 50% felt comfortable being on campus, but still felt concerned about health and safety. Five percent of the respondents were not happy to be back on campus and opted to take online classes only. Fifty-eight percent of students also preferred to limit their face-to-face interactions. While many students in this survey indicated that class schedule conflicts and the limitation on in-person engagement as what prevented them from coming on campus, some students had no knowledge of our location. Results of this particular evaluation helped us to understand how best to program activities (e.g., virtual or in-person), duration of events (e.g., optimum time), and reminded us that many of our newer students had never been to our space. As a follow-up to this survey, we invited students to the Arise Program to welcome them to campus and offer a tour of the space while also reconnecting students to the program staff.

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

Each grant year the researcher provides the program with evaluative survey results, attendance and usage data, as well as demographic data regarding the students we serve. Over the last six years, over 100 reports have been generated by the researcher. These reports are uploaded to our APR for further in-depth review. The data provided through this work allows us to monitor the effectiveness, depth, and breadth of our efforts. 817 students have transferred to a 4-year institution. Among those who have transferred over time, 280 Bachelor's degrees, 30 Master's degrees and 5 doctoral degrees have been earned by former Arise students. This research has also recorded, in a uniform manner, our student voices from year to year. Additionally, ASAP! has provided a means of keeping track of student academic performance, which gives us the ability to evaluate our program, conduct case management, and provide in-reach to our students with most need. Our work has also resulted in contributions to professional journals and special NHPI project national report in partnership with APIA Scholars and UCLA, led by Dr. Robert Teranishi.

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

2022_Arise_Research_Report_revised_March_16.pdf

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

Yes No

Section 2: Institutional Profile

Institutional Measures (GPRA indicators):

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

2A Institutional Measures (GPRA Indicators)

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

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

2B Institutional Leadership

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

Yes No

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

Yes No

2C Accreditation

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

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

Accreditation Changes

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

Yes No

2D Audit

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

Yes No

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

Yes No

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

Yes No

2E Endowment

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

Yes No

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

Yes No

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

Yes No

If yes to any of the above questions, you will be required to complete the FY 2023 Endowment Financial Report (OMB 1840-0564) by the deadline. The report is available on the EFRS tab in this system.

Section 3: Grant Project Status and Budget

3A Project Objectives

1. What is the overall goal of your grant?

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

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

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

3B Grant Activities

Number of Grant Activities: 5

Grant Activity 1/5

Activity Description:

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

Objective 1/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

789 or 49% of our Arise cohort graduated or transferred. Our target for year 6 was 43%. This objective was achieved in final budget (2022 APR) budget year.

Measure Type:	Date Measured:	Frequency Measured:
Program	10/01/2022	Annual

Data Type: Raw Number
 Ratio

Target	Actual
689.00	789.00
/	/
1602	1602
43%	49%

Objective 2/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Our goal for objective 5 was that 80% of our students will have an educational plan. In year 6, 1433 Arise students or 89% of our students had educational plans on file. We met and exceeded our goal as of the final grant year (2022 APR).

Measure Type:	Date Measured:	Frequency Measured:
Program	10/01/2022	Annual

Data Type: Raw Number
 Ratio

Target	Actual
1282.00	1433.00
/	/
1602	1602

80%

89%

Objective 3/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Our goal for objective 6 is that 70% of our students will complete English and math placement tests within two semesters of joining the program. In year 6, 284 or 87% of our students either took the placement exams or completed the Assessment Questionnaire (AQ). We met and exceeded our goal by the end of the final grant year (2022 APR).

Measure Type:

Date Measured:

Frequency Measured:

Program

10/01/2022

Annual

Data Type: Raw Number

Ratio

Target	Actual
229.00	284.00
/	/
327	327
70%	87%

Grant Activity 2/5

Activity Description:

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

Objective 1/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

For year 6: With a target annual increase of 5%, we have met this goal for our Arise students. In this budget cycle the total number of Arise students who completed English 1A is 1120 (70% of all Arise students). Thus, in this no-cost extension year we continued to meet our goal.

Measure Type:

Date Measured:

Frequency Measured:

Program

10/01/2022

Annual

Data Type: Raw Number

Ratio

Target	Actual
1089.00	1120.00
/	/
1602	1602
68%	70%

Performance Measure 2/2

Performance Measure Description:

In year 6, our completion rate for Math 71 or higher was 61%. In order to meet this goal 1009 (63%) students needed to have completed Math 71 or higher. 984 Arise students successfully completed this objective, which resulted in 2 percentage points shy of the goal.

Measure Type: Program **Date Measured:** 10/01/2022 **Frequency Measured:** Annual

Data Type: Raw Number
 Ratio

Target	Actual
1009.00	984.00
/	/
1602	1602
63%	61%

Objective 2/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 6, 76% or 1216 of 1602 Arise students successfully completed math coursework, which exceeded our objective of 62% in the final no-cost extension year (2022 APR).

Measure Type: Program **Date Measured:** 10/01/2022 **Frequency Measured:** Annual

Data Type: Raw Number
 Ratio

Target	Actual
993.00	1216.00
/	/
1602	1602
62%	76%

Objective 3/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

For year 6, 94% of our Arise ELL students completed AMLA and English courses. We exceeded the goal of 83% in the no-cost extension year (2022 APR).

Measure Type: Program **Date Measured:** 10/01/2022 **Frequency Measured:** Annual

Data Type: Raw Number

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

Ratio

354.00	400.00
/	/
426	426
83%	94%

Grant Activity 3/5

Activity Description:

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

Objective 1/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 6, the no-cost extension year, we did not collect this data. In year five the percentage was 89%. In the previous five years, we exceeded our target of 70% by an average of 24% over the target.

Measure Type:

Project

Date Measured:

10/01/2022

Frequency Measured:

Annual

Data Type: Raw Number

Ratio

Target	Actual
70.00	89.00

Objective 2/3

Objective Description:

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

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

A college-wide financial literacy program was launched during the year 5 budget period. This opportunity nearly doubled the participation among Arise students in financial literacy programming over the five year period. In year 6, a total of 211 Arise students participated. We will continue to promote and encourage students to take advantage of this resource.

Measure Type:

Program

Date Measured:

10/01/2022

Frequency Measured:

Annual

Data Type: Raw Number

Ratio

Target	Actual
1121.00	211.00
/	/

1602	1602
70%	13%

Objective 3/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 6, we met our goal of having 70% of new Arise students complete 70% of their checklist within the first year of joining the program; 71% of students met this objective in the no-cost extension year (2022 APR).

Measure Type: Program **Date Measured:** 10/01/2022 **Frequency Measured:** Annual

Data Type: Raw Number
 Ratio

Target	Actual
163.00	165.00
/	/
233	233
70%	71%

Grant Activity 4/5

Activity Description:

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

Objective 1/1

Objective Description:

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

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

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

Since the start of this grant, we have offered 29 professional development activities that promote cultural responsiveness and best practices in working with AANAPI students. This exceeds our goal of 5 different activities by no cost extension year (2022 APR).

Measure Type: Project **Date Measured:** 10/01/2022 **Frequency Measured:** Number over the life of the grant.

Data Type: Raw Number
 Ratio

Target	Actual
5.00	29.00

Performance Measure 2/2

Performance Measure Description:

In year 6, six college personnel who participated in grant-funded professional development activities responded to a survey regarding this objective. 100% of these respondents reported increased awareness, understanding, and a willingness to implement one new strategy in working with AANAPI students. This goal was met and exceeded by the no-cost extension year (2022 APR).

Measure Type: Project **Date Measured:** 10/01/2022 **Frequency Measured:** Annual

Data Type: Raw Number
 Ratio

Target	Actual
70.00	100.00

Grant Activity 5/5

Activity Description:

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

Objective 1/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 6, a total of 15 reports were compiled for the various activities held. Over the course of this grant there are, to date, a total of 107 reports developed across the life of the grant.

Measure Type: Project **Date Measured:** 10/01/2022 **Frequency Measured:** Number over the life of the grant

Data Type: Raw Number
 Ratio

Target	Actual
107.00	107.00

Objective 2/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

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

Measure Type: Project **Date Measured:** 10/01/2022 **Frequency Measured:** Annual Number

Data Type: Raw Number

Ratio

Target	Actual
1.00	1.00

Objective 3/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year 6, we held two talking circles. These talking circles served as focus groups to gain insight to the needs, interests, and perspectives of specific AANAPI populations in the Arise Program. The talking circle sub-groups were Southeast Asian East Asian (SEEA) Space and Desi Space.

Measure Type:

Date Measured:

Frequency Measured:

Project

10/01/2022

Annual Number

Data Type: Raw Number

Ratio

Target	Actual
2.00	2.00

3C Budget

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

A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Personnel	205,842.00	0.00	205,842.00	169,898.00	0.00	35,944.00	17.46	0.00	<input type="checkbox"/>
Student Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Fringe Benefits	-1,835.00	0.00	-1,835.00	69,230.00	0.00	-71,065.00	3,872.75	0.00	<input type="checkbox"/>
Travel	41,920.00	0.00	41,920.00	17,082.00	0.00	24,838.00	59.25	0.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Supplies	8,127.00	0.00	8,127.00	3,299.00	0.00	4,828.00	59.41	0.00	<input type="checkbox"/>
Contractual	25,733.00	0.00	25,733.00	11,621.00	0.00	14,112.00	54.84	0.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Other	-907.00	0.00	-907.00	7,750.00	0.00	-8,657.00	954.47	0.00	<input type="checkbox"/>
Total Direct Costs	278,880.00	0.00	278,880.00	278,880.00	0.00	0.00		0.00	
Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Total	\$278,880.00	\$0.00	\$278,880.00	\$278,880.00	\$0.00	\$0.00		\$0.00	

3D Summary Budget Narrative

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

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

No Yes

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

No Yes

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

No Yes

4. Is this a cooperative arrangement grant?

No Yes

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

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

No Yes

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

No Yes

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

No Yes Partially

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

Learning to pivot so quickly taught us to be innovative and increase our capacity to serve via the use of technological tools. Even with our return to campus, some students were still tentative about being on campus either because of scheduling conflicts beyond their classroom time or wanting to limit face to face contact, especially given our guidelines. This initial return will mean yet another period of transition and redefining student engagement, reestablishing community with new cohorts of students, many of whom we met for the first time in a virtual environment. What has been instrumental was the ongoing use of our Virtual Front Desk which has two access points: Arise Canvas Hub and the Arise Website. This portal has made it easier for Arise students, even those who had to drop classes, stay aware of our services and way to engage with us. Constant communication was a priority for us to maintain since the onset of our campus closure. Maintaining a sense of community through virtual programming-both within and in collaboration with other programs was also a consistent effort to process the mental health and mindfulness, learning strategies, career planning, cultural identity, and anti-Asian hate issues that arose. We have continued providing student progress reports electronically. Students continue to benefit from counseling, advising, financial aid advisement, scholarship application support, transfer and graduation processing.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<p><u>Grant Activity 1:</u></p> <p>Counseling Intervention: Strategies implemented to track students' progress regularly and follow-up with students in need of intervention to support their academic goals and address barriers to their participation or progression. The strategies have included individual counseling and advising sessions, small group sessions, workshops, emails and phone calls. A key strategy is the Arise Student Action Plan! (ASAP!)academic progress profile sent to students after each major term, advocacy and guidance for students' resolution to academic and personal issues that have included referrals to and conversations with faculty, departments, and other key players (e.g., Financial Aid, Basic Needs, Scholarships, Student Health Services).</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> Tutoring, counseling, and student service programs designed to improve academic success. <p><u>Dollars Spent: \$108,171.85</u></p>	<p>\$108,171.85</p>
<p><u>Grant Activity 2:</u></p> <p>Instructional Support: Efforts that focus tutoring support, academic support and guidance, tracking of progress through English and math with targets to complete college level courses, and peer mentoring. Peer mentoring has included skills development (e.g., academic planning/time management, resource identification and referrals).</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> Development and improvement of academic programs Tutoring, counseling, and student service programs designed to improve academic success. <p><u>Dollars Spent: \$1,630.65</u></p> <p><u>Dollars Spent: \$52,226.23</u></p>	<p>\$53,856.88</p>
<p><u>Grant Activity 3:</u></p> <p>Student Development has centered on culturally-relevant programming and building students' self-efficacy. Each semester students attend workshops, talking circles, and community meetings to engage in their personal and student growth. Topics this budget period have included academic planning, identity, career exploration, mental health and mindfulness, and social justice issues for the AANAPI community.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> Tutoring, counseling, and student service programs designed to improve academic success. Other Activity : Retention Strategies <p><u>Dollars Spent: \$101,753.66</u></p> <p><u>Dollars Spent: \$11,049.44</u></p>	<p>\$112,803.10</p>
<p><u>Grant Activity 4:</u></p> <p>Professional Development: Includes our engagement in developing and presenting at professional conferences and on-campus training. It also includes contribution to scholarship and and higher education knowledge.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> Other Activity : Maintaining partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders. <p><u>Dollars Spent: \$4,048.61</u></p>	<p>\$4,048.61</p>
<p><u>Grant Activity 5:</u></p>	<p><u>LAAs:</u></p>	<p>\$0.00</p>

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

Total Dollars Spent on All Activities	\$278,880.44
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Section 5: Institutionalization

Grant Activity 1

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

Financial Cost (\$)

108,171.85

Approved Line Items

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

Institutionalization Plan

The Educational Advisor and Student Services Program Specialist II have now been institutionalized. Discretionary funding for the adjunct counselor and peer mentors have also been absorbed by the institution through the state's Student Equity Achievement Program (SEAP) funding.

Grant Activity 2

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

Financial Cost (\$)

53,856.88

Approved Line Items

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

Institutionalization Plan

The Educational Advisor and Student Services Program Specialist II have now been institutionalized. Discretionary funding for the adjunct counselor and peer mentors have also been absorbed by the institution through the state's Student Equity Achievement Program (SEAP) funding. Tutoring support is also funded through SEAP/Equity Center funding.

Grant Activity 3

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

Financial Cost (\$)

112,803.10

Approved Line Items

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

Institutionalization Plan

The Educational Advisor and Student Services Program Specialist II have now been institutionalized. Discretionary funding for the adjunct counselor and peer mentors have also been absorbed by the institution through the state's Student Equity Achievement Program (SEAP) funding. The majority of the established student development activities are also funded through SEAP/Equity Center funding.

Grant Activity 4

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

Financial Cost (\$)

4,048.61

Approved Line Items

The grant is approved to engage in conference attendance and participation. In this final year, conferences such as NASPA Western Regional and APAHE resumed in person.

Institutionalization Plan

Student Equity Achievement Program (SEAP) discretionary allocation to the Arise Program will support professional conferences.

Grant Activity 5

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

Financial Cost (\$)

0.00

Approved Line Items

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

Institutionalization Plan

The researcher was fully institutionalized toward the end of year 4 of the grant.

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

Through two AANAPISI Part F grants that spanned over a decade, we have had to demonstrate patience and resilience in developing the program that would be recognized and valued by the institution. Institutionalization can be defined in different ways. To our institution's credit, we have been able to achieve success with our project because of the infrastructure, leadership vision, effective working relationships, community building, and passion and determination of our core team within the Arise Program who work with our students with care and compassion. At the end of year 6, we fully institutionalized the Arise Program. All current full-time positions have been absorbed. SEAP discretionary funding sustains current levels of hourly personnel and programming: milestones, leadership retreat, AANAPI-focused educational fieldtrips, talking circles, digital stories, and other culturally-relevant programs (e.g., Pasifika Family Education Day, API Heritage Month). For over a decade we have built a respected program that has strived to meet the need of the AANAPI student communities through culturally-affirming student programming. We have worked alongside AANAPISI educators at conferences; engaged in scholarship and research. We have supported AANAPISIs at local, regional, and national spaces, increased visibility of marginalized AANAPI students, and contributed to the national discourse on AANAPISI issues via the AANAPISI Steering Committee led by APIA Scholars and APAHE.

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

The work that we have done with our grant activities led to a new opportunity with the AANAPISI Part A Cooperative grant that we were awarded in 2022, where we serve as the lead institution in partnership with Cal Poly Pomona. This new collaboration will build on existing resources at both of our campuses. Our partnership will expand efforts around academic development, community engagement holistic support, and the transfer collaborative. As part of our transfer collaborative we will be exploring the development of a data sharing model to examine the pathway of AANAPI transfer students from application to enrollment, plan ways to enhance the transfer experiences for our AANAPI students' transition to a new campus, and reach out to our local AANAPI communities to promote college awareness and participation through joint outreach events. The collective work of AANAPISIs, especially in California, led to our state to take legislative action to provide permanent funding through the California Community College Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement Program (CCC AANHPI SAP) wherein 42 eligible campuses have been identified as meeting eligibility requirements that align with the federal AANAPISI grant criteria. Mt. SAC is among the few community colleges in California that have developed a long-standing and successful program. Greater funding at the federal and state level will increase opportunities for AANHPI students across the nation.

Certification

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

1. Reporting Period

10/1/2021 to 09/30/2022

2. PR Award Number

P382B160020

3. Project Title

Arise Program

4. Recipient Information

Name: Mount San Antonio College

Address: 1100 N GRAND AVE , WALNUT, CALIFORNIA 91789

5. Contact Information

Name: Aida Cuenza-Uvas

Title: Director

Phone: (909)-274-5905 Ext:

Email: acuenzauvas@mtsac.edu

6. Authorized Representative

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

Name

Dr. William T. Scroggins

Email

bscroggins@mtsac.edu

Phone

(909)-274-4250

Date

03/17/2023

Report Submitted

This report was submitted by **Dr. William T. Scroggins** on **03/17/2023**.

If you have additional questions, or need to make changes, please [contact](#) the Help Desk or your Program Officer.
