2012 Annual Performance Report

Submitted: 01/31/2013 03:32 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

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(909) 468-4184

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Reporting Period Information

7.   Reporting Period: From: 10 / 01 / 2011   To: 09 / 30 / 2012 (mm/dd/yyyy)

Reporting detail: Year grant was awarded: 2011

Year grant is supposed to end: 2016

Total expected duration of grant (years):   5

Performance Report Type

8.   Annual X   Final ___   Interim ___

Budget Expenditures

9. Budget Expenditures:

	Federal Grant Funds	**Non- Federal Funds (Match/Cost Share)**
a. Previous Budget Period	$0.00	$0.00
b. Current Budget Period	$206,907.32	$0.00
c. Entire Project Period	$206,907.32	$0.00

Human Subjects

10. Annual Certification of Institutional Review Board (IRB) Approval?

 X Yes _____ No _____ N/A

Performance Measures Status and Certification

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart?
 X Yes _____ No

b. If no, when will the data be available and submitted to the Department?

____/____/_____ (mm/dd/yyyy)

12. Authorized Representative

Name: Dr. William T. Scroggins	Email: wscroggins@mtsac.edu
Telephone: (909) 274-4250	Date: 01/31/2013

Section 1: Executive Summary

The purpose of the legislation that established the Title III-A and Title 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-A or Title III-F program.

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

   Mt. San Antonio College's AANAPISI grant (part F) has enabled the institution to begin investigating and addressing the unique needs of our Asian American and Pacific Islander (AAPI) students.   Given the diversity and challenges of our students, we are exploring various initiatives to address the challenges our students face.   These challenges include English language development needs, first-time college student experiences, academic progress and success, and the development of AAPI cultural identity.   We are working towards strengthening our efforts aimed at students' academic achievements, progress toward educational goals, and individual student development.   Additionally, we also recognize the cultural distinctions among our students and are engaging in activities to explore and celebrate their cultural identities.   Thus, we have structured our activities to focus on five areas: instructional support, counseling intervention, student development, professional development, and research and evaluation.

   During this first year of the grant, our work has concentrated on each of the five areas. Our initial approach has been to organize the program activities by engaging in tasks to facilitate the overall budgeting, planning, and implementation needs. Simultaneously, we have also pursued methods to identify eligible students and employ strategies for student participation. Also important to this process is our communication efforts within the campus to introduce and raise awareness of the grant's objectives.   While working with campus stakeholders, we learned the importance of developing and integrating the research and evaluation component into the various initiatives being implemented at the beginning stages of the grant. What follows are insights to notable activities and reflections of our work during this reporting period.

   Program Activities (Budgeting, Planning and Implementation)

   Instruction
   Multiple initiatives were implemented: learning communities, student workshops for non-native English speakers, and tutoring support.   We are working with our English, Math, American Language (ESL), Counseling, and tutorial services (The Writing Center) faculty and staff to organize our mutual processes.   We have implemented direct academic instruction within the learning communities, coordinating tutorial support in and outside the classroom, and implemented a variety of workshops to address English language development needs such as verb tense, article usage, gerunds and infinitives, and techniques for summarizing.

   Counseling Intervention & Student Development
   Our educational advisor and assigned counselors have begun to organize activities that promote student engagement and student retention.   They are meeting with students one-on-one and in small groups to assist with the development of their educational plans, assistance with resource referrals, and discuss other academic concerns.   Additionally, workshops have been provided to support students' financial aid inquiries and expose them to other student resources.

   To explore and celebrate cultural identities, students attended a fieldtrip to the Pacific Islander Ethnic Art Museum (PIEAM) and participated/attended a cultural celebration during the AAPI Heritage month (May 2012), where various cultures were expressed through dance, music, and a showcase of traditional wear.   Faculty, staff, and community members were also in attendance, learning the significance of these students' cultural background and experiences.

   Student Identification and Program Involvement
   We are adapting existing technology and resources to develop an efficient and practical method of identifying students, tracking students' progress and successes, as well as their participation in the various student tasks and activities.   Through our collaboration with our Information Technology department and Research and Institutional Effectiveness units, we have been able to make positive progress with these efforts.   Our program's researcher has been able to effectively articulate technical and end-user needs.

   Because of students' unfamiliarity with college terminology, it was important to discuss with our students how they may better identify with a program that seeks to provide support to Asian American Pacific Islander students on campus.   With the assistance of our Marketing and Communication director and his team, we met with student focus groups to discuss ideas for how to communicate to potential students.   Based on student input, the program later became identified as the Arise Program, funded by the AANAPISI grant.   The announcement of the "Arise Program (AANAPISI grant)" to the

campus is maintained for the identification of the support program for students, but all official references for the purposes of Department of Education's (DOE) needs and expectations note AANAPISI Program (grant).

Professional Development
Faculty and staff participated in a professional conference designed for Asian American and Pacific Islander educators in the post-secondary community. Faculty also participated in a professional development activity focused on cultural communication awareness.

Campus Communication
The campus was introduced to the goals and objectives of the grant through an event held on campus, which was also attended by local public officials and members of the Asian American Pacific Islander community. We piloted the use of various technological resources and social media to promote communication with students. A website was developed to allow students and the general public to learn about the program and enable interested students to apply. The website is a living resource, as we expect to revisit it periodically to update and enhance it as deemed necessary.

During this period, we also began preparation of a newsletter, Arise Now, to highlight student activities, program initiatives, and student successes. The dissemination of this newsletter took place at the beginning of the grant's second year (October 2012).

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

The mission of Mt. San Antonio College 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 activities are aligned with institutional expectations to support students and their varied goals. All students are welcomed to participate in the various grant activities and participate at various levels, depending on their interest and needs.

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 is to organize efforts to meet the grant's goals while engaging with the entire campus community and finding effective ways to meet and support various stakeholders' needs and expectations. In order to fulfill these obligations, grant personnel are needed to support and carry out the objectives of the grant. Ninety percent of the total year 1 carryover ($193,093.00) consists of unexpended personnel costs (Personnel and Fringe Benefits). While there are expected delays such as the hiring of personnel during the start-up period of the grant, we are making steady progress to meet these infrastructure needs.

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

Allowable activities are one of the changes to the Program that should be considered. Currently, we are unable to conduct community outreach activities under AANAPISI Part F. These kinds of activities will allow us to reach underrepresented Asian American and Pacific Islander students and assist them and their families with the college decision-making process, which can be a complex, challenging, and seemingly insurmountable experience. Providing transitional support to students at the beginning of their academic career is vital to the nation's college completion agenda.

Section 2: Enrollment by Race and Ethnicity (2-Year Institutions)

Total number of full-time and part-time degree/certificate seeking students as of October 15, 2011. [Note: This information was obtained from Part A of the most recent IPEDS Fall Enrollment Survey.]

Enrollment by Race and Ethnicity as of October 15, 2011

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	353	63	416	0
Black, non-Hispanic	434	1024	1458	575
American Indian or Alaskan Native	18	56	74	28
Asian or Pacific Islander	2008	3513	5521	1158
Hispanic	4406	10629	15035	3666
White, non-Hispanic	1273	2955	4228	800
Race/ethnicity unknown	281	693	974	1088
Grand Total	**8773**	**18933**	**27706**	**7315**

Section 2: Enrollment by Age and Gender (2-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of October 15, 2011. [Note: The information for this table was obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available.] Because these data are taken from the IPEDS survey, the IPEDS definitions for full-time and part-time students is used.

Enrollment by Age and Gender as of October 15, 2011

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time				
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	76	78	167	183	243	261	**504**
18-19	1538	1509	2437	2249	3975	3758	**7733**
20-21	1308	1270	1957	1935	3265	3205	**6470**
22-24	791	637	2001	1958	2792	2595	**5387**
25-29	546	419	1440	1525	1986	1944	**3930**
30-34	175	172	566	701	741	873	**1614**
35-39	75	115	269	445	344	560	**904**
40-49	77	138	311	665	388	803	**1191**
50-64	40	52	175	353	215	405	**620**
65 and over	2	4	12	15	14	19	**33**
Age Unknown	1	0	0	1	1	1	**2**
Grand Total	**4629**	**4394**	**9335**	**10030**	**13964**	**14424**	**28388**

Section 2: Retention of First Year Students by Race and Ethnicity (2-Year Institutions)

Please report the percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution supported by this project.

Year	Retention Percentages				
	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic
Retention - 2012	62	50	89	77	77

Section 2: Graduation of Fulltime Students by Race and Ethnicity (2-Year Institutions)

Please report the percentage of first-time, full-time degree-seeking undergraduate students who were initially enrolled three (that is, in academic year 2008 - 2009) years from the same institution supported by this project and who graduated on or before the end of academic year 2011 - 2012 from the same institution supported by this project.

Year	Graduation Percentages				
	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic
Graduation - 2012	2	33	12	9	15

Section 2: Awards and Degrees Conferred

The total number of awards and degrees conferred at the institution between July 1, 2011 and June 30, 2012. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred: 1775

Number of awards conferred for programs of less than 1 year: 181

Number of awards conferred for programs of at least 1 year but less than 2 years: 198

Total number of awards/degrees your institution conferred: 2154

Section 2: Accreditation

Institution's primary accrediting agency.

___   Southern Association of Colleges and Schools

___   The Higher Learning Commission of the North Central Association

___   New England Association of Schools and Colleges

___   Middle States Association of Colleges and Schools

_X_   Western Association of Schools and Colleges

___   Northwest Association of Schools and Colleges

___   Other (please specify)

Section 2: Costs Per Successful Outcome (GPRA Measure)

Total federal dollars spent on your grant during the reporting period: **$206,907.32**

Total number of degrees and certificates awarded at your institution- For academic year 2011-2012: **2,154**

Cost Per Successful Outcome: **$96.06**

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: $71,263.09

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.	2,306.59	3%
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.	68,956.50	97%
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	71,263.09	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 library books increase?	No

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

Did the number of educational materials increase?	Yes

If yes:
    Start # 0
    End # 36
    Application Objective 36	

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

Did the number of tutors increase?	Yes

If yes:
    Start # 0
    End # 9
    Application Objective # 9	

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: $50,753.50

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.	50,136.18	99%
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	617.32	1%
GRAND TOTAL	50,753.50	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.*

Other: How many cohort students participated in two or more counseling intervention or workshops?	Yes

If yes:
    Start 0
    End   74
    Application Objective 74	

Other: Did the number of educational advisors providing student support services increase?	Yes

If yes:
    Start 0
    End   1
    Application Objective 1	

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

Other: Did the number of students participating in grant-sponsored actvities increase?	Yes

If yes:
    Start 0
    End   300
    Application Objective 300	

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

If yes:
    Start 0
    End   62
    Application Objective 62	

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: $37,803.75

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.	1,364.02	4%
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.	34,395.72	91%
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	2,044.01	5%
GRAND TOTAL	37,803.75	100%

Process Measures for "Student Development"

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 # 0
    End # 1
    Application Objective 1	

Other: Did the number of students with access to educational materials increase?	Yes

If yes:
    Start 0
    End 75
    Application Objective 75	

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

Other: Did the success rate of students in our English learning community meet our stated grant objective?	Yes

If yes:
    Start 70
    End 100
    Application Objective 100	

Other: Did the success rate of students in our math learning community meet our stated grant objective?	Yes

If yes:
    Start 70
    End 89
    Application Objective 89	

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

Other: Did the number of students participating in cultural identity activities increase?	Yes

If yes:
    Start 0
    End 123
    Application Objective 123	

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

If yes:
    Start 0
    End 3
    Application Objective 3	

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: $27,775.76

Focus Area: *Academic Quality*

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.	1,618.18	6%
Development and improvement of academic programs.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	326.69	1%
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.	10,792.70	39%
OTHER ACTIVITIES	15,038.19	54%
GRAND TOTAL	27,775.76	100%

Process Measures for "Professional Development"

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

LAA Category: *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

Did the number of faculty participating in faculty exchanges increase?	Yes

If yes:
    Start # of faculty 0
    End # of faculty 10
    Application Objective # 10	

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes

If yes:
    Start # of faculty 0
    End # of faculty 2
    Application Objective # 2	

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

Did the number of periodical subscriptions increase?	No

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

Did the number of educational materials increase?	Yes

If yes:
    Start # 0
    End # 1
    Application Objective 1	

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

Did the grant contribute to the establishment of any partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders?	Yes

If yes: please list the names of participating organizations.
1. Asian Pacific Americans in Higher Education (APAHE)
2. Asian Pacific Islander American Public Affairs Association- Southern California Region (APAPA-SCR)

I would like to provide a brief supporting statement:
These professional organizations provide a common space for educators in the higher education community to discuss Asian American and Pacific Islander (AAPI) issues as well as create opportunities for AAPI students to participate in developmental activities, both personal and leadership.

Please list the services and activities facilitated or provided by these partnership arrangements.
1. Professional development for Asian American and Pacific Islander educators.
2. Internship and leadership development opportunities for Asian American and Pacific Islander students.

I would like to provide a brief supporting statement:

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

If yes:
   Start % of students 0
   End % of students   1
   Application Objective 1

I would like to provide a brief supporting statement:
One student was offered a Summer 2012 internship opportunity through APAPA-SCR, but was unable to participate due to university transfer commitments.

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

Other: Did the number of staff attending professional conferences for Asian American and Pacific Islanders increase?	Yes
If yes: Start 0 End 3 Application Objective 3	
Other: Did the number of staff resources increase?	Yes
If yes: Start 0 End 3 Application Objective 3	

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: $19,311.22

Focus Area: *Institutional Management*

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.	19,311.22	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	19,311.22	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. Tutors in Classroom, Success Rates (Spring 2012 and Summer 2012)
2. Learning Community, Success Rates (Summer 2012)
3. Non-Native English Speakers (NNES) Verbs Boot Camp Pre/Post Test (Summer 2012)
4. Workshop Evaluations
5. Matching Student Needs to Instruction/Support Services

I would like to provide a brief supporting statement:
Through our research efforts we have been able to collect both quantitative and qualitative information for most of our events and our Asian American and Pacific Islander students as a whole. Reports are available upon request.

Other: Cohort Identification	Yes

I would like to provide a brief supporting statement:
The researcher, in collaboration with the Information Technology department, has established the means for the program to electronically track a cohort of students benefitting from the grant.

Other: Data collection and tracking methods	Yes

I would like to provide a brief supporting statement:
Through the support of the Research and Information Technology departments, the development of a database to monitor our students activities and outcomes is well underway.

Focus Area: Academic Quality Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Academic Quality 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 number of faculty and staff participating in professional development activities focused on Asian Pacific Islander students increased?	Yes

If yes:
    Initial # 0
    Final # 5
    Goal 5
I would like to provide a brief supporting statement: A total of 5 faculty and staff participated in the annual conference hosted by the national organization, Asian Pacific Americans in Higher Education (APAHE).	

Other, please specify: Did the number of faculty participating in professional development activities focused on multicultural awareness increase?	Yes

If yes:
    Initial # 0
    Final # 10
    Goal 10
I would like to provide a brief supporting statement: Ten faculty participated in a day-long professional activity that enhanced their sensitivity and awareness toward differences in cultural communication and cultural norms.	

Focus Area: Student Services Outcomes (2- and 4-Year Institutions)

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.

Has the institution's retention rate improved?	Yes

Cohort: Summer 2012 English Learning Community
 If yes:
    Initial rate 0
    Final rate 100
    Goal 100
 I would like to provide a brief supporting statement: Our basic skills English learning community experienced a 100% success rate in Summer 2012.	

Has the retention rate of students who received academic counseling increased?	Yes

Cohort: Summer 2012 English Learning Community
 If yes:
    Initial rate 0
    Final rate 100
    Goal 100
 I would like to provide a brief supporting statement: Our basic skills English learning community cohort had a 100% retention rate in Summer 2012. A counseling course, College Success Strategies, was linked to this learning community.	

Has the retention rate of students who received tutoring services increased?	Yes

Cohort: English Learning Community
 If yes:
    Initial rate 0
    Final rate 100
    Goal 100
 I would like to provide a brief supporting statement: Our basic skills English Learning Community included a tutor in the classroom, whose academic support contributed to the retention of the students in the cohort.	

Has the retention rate of students who participated in other student services programs increased?	Yes

Cohort: Summer 2012 Math Learning Community
 If yes:
    Initial rate 0
    Final rate 95
    Goal 95
 I would like to provide a brief supporting statement: Our basic math skills learning community (Summer 2012) had an 95% retention rate and a success rate of 89%. Tutoring in the classroom was also provided, which also contributed to the success of students in the cohort.	

Focus Area: Institutional Management Outcomes

This section depicts institutional outcomes that can be categorized in the Institutional Management 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.

Has the institution's information management capabilities improved?	Will report next year

If yes:
   Start
   End
   Goal 0
I would like to provide a brief supporting statement: The grant is working with key units on campus (Research and Information Technology) to develop methods to maximize use of the institution's information system. We have begun with a focus on disaggregated AAPI data collection, target student identification, and cohort tracking.	

Other, please specify: Was the grant able to measure outcomes of its objectives?	Yes

If yes:
   Initial # 0
   Final # 1
   Goal 1
I would like to provide a brief supporting statement: The grant has provided personnel dedicated to institutional research, which is supporting the college's overall mission. The researcher significantly conributes to assisting the grant with measuring its outcomes of stated activities.	

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.

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.

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

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	0.00	296065.00	158284.00	0.00	137781.00	344915.00	No
Fringe Benefits	0.00	69400.00	33460.00	0.00	35940.00	74813.00	No
Travel	0.00	9970.00	4801.00	0.00	5169.00	10269.00	No
Equipment	0.00	4700.00	4032.00	0.00	668.00	10000.00	No
Supplies	0.00	9845.00	4683.00	0.00	5162.00	3387.00	No
Contractual	0.00	20.00	0.00	0.00	20.00	20000.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	0.00	10000.00	1647.00	0.00	8353.00	9000.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	**0.00**	**400000.00**	**206907.00**	**0.00**	**193093.00**	**472384.00**	

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 yes, 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.

A total of $193,093.00 has not been spent. Most of the balance reflects deferred personnel expenses since not all positions began immediately. Personnel and fringe expenditures for counselors will be applied to part of this carryover funding. Also, estimated costs versus actual expenses with other budget line items required adjustments. The carryover will continue to fund activities as allocated with the possibility of future requests to redistribute funding to an allowable expense that meets one or more of our stated grant activities.

Additional Information

1a. Is this a cooperative arrangement grant? **No** Please continue to question 3a.

1b. If yes, describe the type of cooperative arrangement you are in.

2a. 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

2b. 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

3a. Do you wish to make any changes in the grant's activities for the next budget period? **No**

3b. 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.)*

4a. Were there any changes to key personnel during this reporting period? **No**

4b. If yes, did you receive approval from your Program Officer? **No**

 (*If no, you were supposed to and you should contact your program officer)

5. 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.

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

 One of the key benefits of our project is that our institution is able to address issues that our students uniquely face.   We are taking best practices and applying them to the various strategies that support our grant's activities.   Through these experiences, we are able to monitor the impact of learning communities on student success, implement instructional strategies to both classroom learning and external academic support, including strategies to support non-native English speaking students' academic needs (i.e., specific workshops to address the grammatical needs of this sub-population).   These resources are important for our immigrant student population, some of whom recently moved to the United States from various countries- (i.e., China, Taiwan, Philippines, Vietnam) and are learning to negotiate and fulfill their student expectations within our institution's academic environment.

 Another interesting observation is that gender participation within the program reflect slightly higher percentage of males versus female students.   This is particularly interesting because literature suggests that males are less likely to seek or participate in campus resources.   Evidence to the contrary is building as we continue to see consistency among male students engaging in student tasks and participating in program activities.   Part of this is a result of the trusting relationship between our educational advisor, who shares a similar background and experiences, with many of the male students.   He serves as a role model, providing the support to encourage the students' commitment and follow-through.

 Our campus serves a sizable Pacific Islander (PI) student population, with students representing Samoa, Hawaii, Tonga, Fiji, and other students from similar backgrounds.   One of the identified needs expressed in our grant is that the success rates of these students fall below the college's average, more closely mirroring those of other under-represented groups (African-American and Latino/a students).   Our PI students are the direct beneficiaries of our programming efforts and we are experiencing consistent and increasing interactions with our students.   Students are utilizing the space created for them to work on school assignments, utilize resources, seek referrals and build community in such a way that is culturally identifiable.   Summarizing one Pacific Islander male student's observation, they shared their appreciation for the existence of the program, one that they believe "simply doesn't exist for their kind" and that the resources provided encourages their active engagement in student tasks and assists them in navigating the college experience, which for many is a first-generational one.