

# 1. Assessment Plan - Three Column



## PIE - Student Services: ARISE Unit

### 2. Where We Are Now: Year at a Glance

#### 2020-21

**Contact Person:** Aida Dural Cuenza-Uvas

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**Summary of Notable Achievements:** 1. Full implementation of the Arise Canvas Hub: Enhancements to the hub since it was first developed has led to it serving as our main gateway for virtual/online access. Through the use of this technology, we have been able to sustain student support strategies for counseling (self-made appointments), transfer/graduation (repository of information and links to the Transfer Center), financial literacy (student engagement quiz), tutoring (tutor schedule and links to on campus tutoring centers), financial aid specialist; track engagement (drop-in schedule announcements). We are sampling basic Canvas analytics to look at student traffic (frequency of visits), peak times of engagement in the Hub, and tracking number of hub membership.

2. That's Major Career Exploration Series (SP 2021) were planned in Fall and piloted in Spring 2021. By looking at Arise student data on top majors of interest, we scheduled the series to include a focus on Nursing, Business, Art, STEM, and Undecided. For the specific majors, speakers included a counselor liaison, program representative, and industry guest speaker(s). Students had an opportunity to engage with speakers by asking questions verbally or through the chat feature. This was a successful pilot and will be continued in future terms.

3. The virtual environment created the opportunity to develop a robust calendar of events for Asian Pacific Islander Heritage month (APIHM). The events had multiple focused topics: anti-Asian racism violence during the pandemic, faculty talk on the socio-historical perspectives of anti-Asian racism and "Yellow Peril", AAPI career speakers for the That's Major series, and a virtual cultural night where students and staff shared a part of their cultural identity. AAPI TV Personalities, Sam Choy (Celebrity Chef) and Kelly Hu (The Scorpion King, Finding Ohana), shared their journey in their respective careers, including lessons learned, cultural background, dealing with Asian stereotypes, and offered career advice. Peer mentors and Arise staff used Padlet to share event information as well as "Humans of Arise", a segment on the cultural background and stories of AAPI students, staff, faculty, and administrators (videos and profiles). Review info here: <https://padlet.com/AriseProgram/apihm>

4. Scholarships- A total of 87 students applied for scholarships with 34 (unduplicated) students receiving awards. Forty-five scholarships were awarded with a total dollar value of \$52,000. Two Arise students, Hyeon Hwa Kim and Khan Vo, were named Jack Kent Cooke (JKC) semi-finalists.

5. Kare'I Lokeni was named NASPA 2021 Community College Professional. Guests were invited to a zoom meeting where the virtual awards ceremony was held and she was recognized among other NASPA award recipients.

6. Students of Distinction: Hyeon Hwa Kim was honored as the award recipient of the Academic Achievement category.

7. Milestones Recognition Ceremony 2021: 55 students were recognized. Anticipated transfers colleges and universities include USC, CSU Fullerton, Cal Poly Pomona, UCLA, UCI, CSUSB, CSU Chico, Arizona State University, University of La Verne. This event was delivered as a pre-recorded closed-captioned video accessible here: <https://www.youtube.com/watch?v=mIXIeJYk3Os>.

**Program Planning for Retention and Success:** Programming planning remained virtual during 2020-2021. To promote retention and success, we established regular hours in our Virtual Front Desk (VFD) zoom link where students can drop-in, in addition to scheduling appointments with our educational advisor and counselors. Non-Arise students, the Mt. SAC community, and general public could enter our VFD through our website. Students officially in our program could also engage with us through the hub (emails, chat, self-scheduled appointments, link to the VFD, student announcements). In Spring 2021, we joined Grad Fest where we had 60 students signed up to receive free caps and gowns, food pantry items, and our Milestones recognition items.

**External and Internal Conditions Analysis:** In 2020-2021, we continued to operate remotely due to COVID-19. Upon transition to online remote services, the program staff continued to enhance virtual services, communication, and expanded use of technology to promote student engagement (e.g., Padlet). External conditions impacting us were sustained health orders, vaccination trends, and COVID-19 illness trends. Grant funding was stable, but due to our working conditions our student programming was limited to virtual events.

**Critical Decisions Made by Unit:** Given the conditions of our work environment and because of the way that our student leadership retreat is designed and organized, the team decided to postpone the leadership retreat activity until we can safely return in person. We anticipate being able to offer this opportunity to our Arise students next Summer 2022. This has also impacted our ability to engage in the Digital Stories project, which we also expect to resume with a new cohort to be recruited in Fall 2021.

**Contributors to the Report:** Aida Cuenza-Uvas, Lisa DiDonato, Kare'l Lokeni, Tutasi Asuega

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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**Educational Plan Campaign: Working towards Comprehensive MAPs - 80%** Report directly on Goal  
of Arise students have an educational plan on file. (Grant 2: Objective 5)  
**Status:** Active  
**Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21  
**Goal Entered:** 09/01/2016

**Reporting Year:** 2020-21  
**% Completed:** 75  
In the 2020-2021 academic year, we have continued to track the evidence of student educational plans. Using our grant objective (Grant 2, Objective 5) as the target measurement, we expect to have at least 80% of our Arise students with an educational plan on file. Since we are still operating remotely due to COVID-19 health orders, we have continued to operate in a virtual setting with students having access to counseling and advisement via video counseling sessions (eSARS) held within the Arise Virtual Front Desk. In Fall 2020, 94% of all enrolled Arise students (n=544) had an educational plan on file. In Spring 2021, 98 percent of enrolled Arise students (n=441) had an educational plan. Of the total number of Arise students enrolled during this period, 120 students joined the program between July 1, 2020 to June 30, 2021. Thirty-nine percent joined in Fall 2020, 37% in Spring 2021, 13% in Winter 2021, and 11% in Summer 2020. Among the total group of new students, 93% have an educational plan. (07/19/2021)

**Request - Full Funding Requested -**  
Human resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant

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award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants).

**Describe Plans & Activities**

**Supported (Justification of Need):**

Evidence of MAP on Arise students' profile is embedded within Arise Guided Pathways (Arise Student Action Plan or ASAP!), which is one of the major objectives within the grant that addresses counseling intervention and student development activities.

**Lead:** Primary: Kare'l

**What would success look like and how would you measure it?:** SLO 1:

70% of new Arise students will complete 70% of their guided pathways checklist of tasks within one year of program enrollment.

**Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.

**Planning Unit Priority:** High

**Related Documents:**

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[Mt. SAC - Project Narrative.pdf](#)

<p><b>Increase AAPI visibility/ Student Recognition</b> - Promote campus understanding of the diversity of our AAPI students, their accomplishments, and their aspirations; share with other students, faculty and staff.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p><b>Goal Entered:</b> 09/01/2016</p>	<p><b>Report directly on Goal</b></p>	<p><b>Reporting Year:</b> 2020-21</p> <p><b>% Completed:</b> 75</p> <p>In 2020-2021, we had several opportunities promote campus understanding of our AAPI diversity. We collaborated with El Centro and offered a workshop, "Farmworkers Movement and the Untold Stories". Delano residents, Alex Edillor and Roger Gadiano, shared stories about the Filipino community's historical contribution to this movement. We also collaborated with the Library who developed a relevant student research guide, which can be found here <a href="https://mtsac.libguides.com/untoldstories">https://mtsac.libguides.com/untoldstories</a>. Increased anti-Asian racism and violence drew attention and concern among the AAPI community. In March 2021, a virtual event was held to create space for community processing and healing. Student engagement, sharing of resources, and individual processing were incorporated to <a href="https://padlet.com/AriseProgram/StopAntiAsianHate">https://padlet.com/AriseProgram/StopAntiAsianHate</a>. We offered a robust schedule of events for Asian Pacific Islander Heritage month in May 2021 (<a href="https://padlet.com/AriseProgram/apihm">https://padlet.com/AriseProgram/apihm</a>). Several virtual events were held to address anti-Asian racism and to celebrate API heritage: A faculty led workshop, "Who's afraid of Asians? Understanding Yellow Peril in the United States", guest speaker, Dr. Russell Jeung, SFSU Faculty and co-founder of stopaapihate.org presented on, "Anti-Asian Racism and the Rise in Violence during the Pandemic", guest speakers from various career industries, and API cultural night. As was done in the prior year, we created a pre-recorded the annual Milestones Recognition Ceremony, viewable here: <a href="https://www.youtube.com/watch?v=mIXIeJYk3Os">https://www.youtube.com/watch?v=mIXIeJYk3Os</a>.</p> <hr/> <p><b>In Progress</b> - Human resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second</p>
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AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants).

**Describe Plans & Activities**

**Supported (Justification of Need):**

Student Events: Welcome Back (Fall & Spring for new & returning students), Milestones Recognition Ceremony (certificate earners, graduates, and transfers)

**Lead:** Arise Team: Aida, Kare'I, Lisa, Tutas

**What would success look like and how would you measure it?:** Number of new Arise students admitted to the program each year.

**Type of Request:** SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

**Planning Unit Priority:** Medium  
**On-Going Funding Requested (if**

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**applicable):** 5000  
**Related Documents:**  
[11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)

<p><b>Program Institutionalization</b> - Initiate process to transition support for the program to the District by phasing in budget allocations for some of the personnel costs, operating expenditures, and facilities.  <b>Status:</b> Active  <b>Goal Year(s):</b> 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21  <b>Goal Entered:</b> 09/01/2016</p>	<p><b>Report directly on Goal</b></p>	<p><b>Reporting Year:</b> 2020-21  <b>% Completed:</b> 25  The end of the current grant is September 30, 2021 the grant. However, we are requesting a one year, no-cost extension to exhaust the remaining funds through September 30, 2022. We continue to submit requests for institutionalization of the educational advisor position, program specialist, counselor, administrative assistant, and social worker (shared with DREAM and REACH) as part of the Student Services Division prioritizations. Based on conditions and urgency, these positions are being prioritized as a budget resource immediate need. (07/19/2021)</p>
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**Request - Partial Funding Requested**  
- Human resources (80% of funding allocation): Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational

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Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants).

Operational Budget (20% of funding allocation): Supplies, Travel and Conference/professional development, Printing, Catering, Contract (e.g., leadership retreat and guest speakers), promotional and recognition items (e.g., Milestones Recognition), other (e.g., college/cultural fieldtrips), uniform for professional staff and student assistants (peer mentors) .

2019-2020 PIE:  
 While the positions noted above provide a program funded at full capacity and has been articulated as part of the PIE process since 2011 (first grant), we are now approaching a critical juncture to continue with the institutionalization of the program. Prior to the end of the first grant, the director position was institutionalized. The current grant is expected to sunset in September 2021. In order to sustain the program in which students are dependent on the resource and connections that the staffing provides, we request that at least partial funding is provided to cover human resources (Educational Advisor or Counselor and a Student

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Services Program Specialist II) is considered urgent. It may come under advisement to shift the educational advisor to a faculty counselor position in order to align with scope of practice and maximize human resource potential. We have built a active program that continues to enhance its efforts in providing meaningful academic, social, culturally-relevant to the Asian American and Pacific Islander community, and student development opportunities and support for students' college engagement, participation and success. At this time we would like to be considered for partial funding of the two positions along with an operational budget (post-grant) to fund specific activities: Fale fono meetings (six per term), Milestones Recognition, Pasifika Family Day, AAPI Heritage Month, annual student leadership retreat, and professional development (APAHE and NASPA/WRC).

**Describe Plans & Activities Supported (Justification of Need):**

Continue to integrate institutionalization request within PIE to articulate program human resource needs.

**Lead:** Aida

**What would success look like and how would you measure it?:**

Institutional funding provided for the requested positions and operational budget prior to the grant end in order to ensure continuity of care.

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**Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.

**Planning Unit Priority:** High

**One-Time Funding Requested (if applicable):** 250000

**Total Funding Requested:** 250000

**In Progress - Program**  
Institutionalization: Educational Advisor

**Describe Plans & Activities**

**Supported (Justification of Need):**

The grant narrative states institutionalization in phases for the Educational Advisor position, with the first 10% upon completion of year one. By the fourth year of the grant, an additional 40% is expected with 100% implementation upon close of the grant. Intent is to fully-institutionalize the funding of this position upon the end of grant 9/30/2021, as articulated in the grant project narrative found on page 38.

To address expansion of services and ongoing program support for Asian/Pacific Islander students and others enrolled in the Arise program. This position provides academic advisement, on/off campus resource referrals, increases students' social and navigational capital to manage student tasks, and provides advisement on strategies for students who encounter challenges or need nuanced support (e.g., mental health referrals, communication with faculty, letters

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of recommendation, scholarship essays, navigating conflicts arising from cultural expectations).

**Lead:** Aida Cuenza-Uvas

**What would success look like and how would you measure it?:**

Evidence of institutionalized funding level :

Educational Advisor

Year 1: 10% (90% AANAPISI grant)

Year 5: 40% (50% AANAPISI grant)

\*Post-Grant: 100%

\*As of 6/30/2021, we are approaching the end of the grant (9/30/2021).

**Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.

**Planning Unit Priority:** Urgent

**On-Going Funding Requested (if applicable):** 116131

**Total Funding Requested:** 116131

**Related Documents:**

[Mt. SAC - Project Narrative.pdf](#)

**Request - Full Funding Requested -**

Program Institutionalization:

Program Specialist I (change to SSPS II)

\*Student Services Program Specialist II (Salary & Benefits). This position was reclassified from SSPS I to SSPS II, which was Board Approved in 2020 and made effective July 1, 2019.

**Describe Plans & Activities**

**Supported (Justification of Need):**

Apart from the grant narrative, the Program Specialist position is a critical part of the team, as this

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position provides support for the coordination, planning, logistics of events and the daily operations oversight (e.g., appointments for counselors, response to program inquiry via individual consultation and presentations. This position is responsible for the daily operations, planning logistics, and assumes primary lead role for program planning throughout the year, which includes the following regularly held events: welcome back, Fale Fono, student workshops (including collaborations with other programs), Pasifika Family Day, Filipino American History month, Asian American Pacific Islander Heritage month, Milestones Recognition, summer leadership retreat. This position also determines, trains, and guides the work of student support staff, which includes peer mentors and student assistants.

**Lead:** Aida

**What would success look like and how would you measure it?:** 100% Institutionalization by the end of the grant.

**Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.

**Planning Unit Priority:** Urgent  
**On-Going Funding Requested (if applicable):** 102155

**Total Funding Requested:** 102155

**Related Documents:**

[11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)

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**Request - Full Funding Requested -**

Program Institutionalization: Full-Time Counselor

**Describe Plans & Activities**

**Supported (Justification of Need):**

Assignment of a counselor who understands the nuanced needs of the AAPI sub-populations and who can provide holistic support to students in the program. Activities would include academic and personal counseling, career decision making, AQ consultation as part of educational planning, academic progress monitoring, and helping students to complete their graduation and/or transfer objectives.

**Lead:** Aida

**What would success look like and how would you measure it?:**

New resource allocation by the end of the grant to hire a full-time counselor assigned to work directly with the students utilizing a case management approach.

**Planning Unit Priority:** High

**On-Going Funding Requested (if applicable):** 95000

**Request - Full Funding Requested -**

Program Institutionalization:

Administrative Support position

**Describe Plans & Activities**

**Supported (Justification of Need):**

Human resources

Uniform for professional and student staff

**Lead:** Aida

**Planning Unit Priority:** Medium

**One-Time Funding Requested (if**

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**applicable):** 40000

**In Progress -** Program

Institutionalization: Program

Coordinator

**Planning Unit Priority:** Medium

**One-Time Funding Requested (if applicable):** 0

**Request - Full Funding Requested -**

Program Institutionalization: Hourly funding for Peer Mentors and Tutors

Uniforms for professional and student staff.

**Describe Plans & Activities**

**Supported (Justification of Need):**

Human Resources

**Lead:** Kare'I Lokeni

**What would success look like and**

**how would you measure it?:** New resource allocation to fund short-term hourly costs for student assistants to serve as peer mentors by the end of the grant.

**Planning Unit Priority:** Low

**One-Time Funding Requested (if applicable):** 800

**On-Going Funding Requested (if applicable):** 36000

**Related Documents:**

[11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)

**Request - Full Funding Requested -**

Administrative Assistant III (Range 81, Step III)

**Describe Plans & Activities**

**Supported (Justification of Need):**

Increasing complexity and frequency of programming requires a staff assigned to handle the organization

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and processing of paperwork and online procedures to support purchase requisitions, travel and conference, support for budget tracking, event program tracking and follow-up needs (e.g., communication, data entry), website and Canvas updates, calendars and appointments coordination. This position will work in tandem with the team to ensure resources are secured and communication enhanced within and external to the department. They will process hire documents, time sheets, and other administrative work necessary to complete business practices tasks, resolve issues, provide solutions.

**Lead:** Aida

**What would success look like and how would you measure it?:** Secured 100% funding for the position.

**Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.

**Planning Unit Priority:** High

**On-Going Funding Requested (if applicable):** 92342

**Total Funding Requested:** 92342

**Request - Full Funding Requested -**

Social Worker (1 FTE): shared resource with multiple programs housed in the Equity Center

**Describe Plans & Activities**

**Supported (Justification of Need):**

Arise students struggle with the transition into college and navigating through colleges. Asian American Pacific Islander students are not a monolith. They have very diverse

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experiences (e.g., immigration status, generational status, socio-economic status, cultural nuances-experiences and expectations, support, priorities). They may also experience trauma through their lived experiences as refugee immigrants, as undocumented individuals, confronting anti-Asian racism and violence, managing academic stressors, and other mental health issues connected to microaggressions, food, housing, and income insecurities. The intersections of these external factors may act as an unknowing barrier to students and result in outcomes that impact academic performance, attendance, participation, departure, and completion. A Social Worker will bring the knowledge of public services and the necessary skill set to support and assist our students from a trauma informed perspective. The Social Worker will support the Arise program by providing targeted emotional and social support to individual students that infuses culturally-competent strategies. In addition, the Social Worker will assist the program in developing positive behavioral intervention strategies and develop staff training programs to strengthen the community around the student.

**Lead:** Aida

**What would success look like and how would you measure it?:** 100%

Funding secured for Social Worker (1

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FTE) that will be shared with the programs housed in the Equity Center.  
**Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.  
**Planning Unit Priority:** High  
**On-Going Funding Requested (if applicable):** 104000  
**Total Funding Requested:** 104,000

<p><b>Leadership Development: Arise Leadership Retreat</b> - Create the opportunity and space for our students to learn about themselves as leaders and to promote their personal development.  <b>Status:</b> Active  <b>Goal Year(s):</b> 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21  <b>Goal Entered:</b> 09/01/2016</p>	<p><b>Report directly on Goal</b></p>	<p><b>Reporting Year:</b> 2020-21  <b>% Completed:</b> 75            Due to COVID-19, the Arise Program staff and counselors supporting this student programming activity have elected to postpone these annual summer retreats until we are able to safely return to in-person programming. This annual retreat is highly interactive, occurring over multiple dates at an off-site location (typically a university setting). This opportunity is given to mainly first-time attendees, with some allowances for repeat participants. We anticipate scheduling this in the next academic year following Summer 2022 (August 2022). (07/19/2021)</p>
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**Request - Full Funding Requested -**  
 Staffing, presenters, handbook/materials/supplies, venue costs (e.g., lodging, food, team building activities), transportation. Once the grant sunsets in Sept. 2021, funds will no longer be available to support this annual student development program.  
**Describe Plans & Activities Supported (Justification of Need):**  
 Leadership Retreat held every summer, off-site for 3 days.  
**Lead:** Aida  
**What would success look like and how would you measure it?:** 70% of Arise students who participate in

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program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve educational goals.

**Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

**Planning Unit Priority:** Medium

**On-Going Funding Requested (if applicable):** 12000

**Related Documents:**  
[Arise Grant 2 Year 1 Research Report\\_Leadership Summer 2017.pdf](#)

<p><b>Staff Professional Development -</b> Encourage staff development by supporting participation in training, conferences, and other workshops intended to increase technical knowledge, skills or understand of student populations served.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p><b>Goal Entered:</b> 09/01/2016</p>	<p><b>Report directly on Goal</b></p> <hr/> <p><b>Request - Full Funding Requested -</b> Ensure that adequate resources are provided for Arise and the other programs to be housed in the Equity Center.</p> <p><b>Describe Plans &amp; Activities Supported (Justification of Need):</b> 1-2 day staff professional development retreat that will focus on developmental needs for the AAPI</p>	<p><b>Reporting Year:</b> 2020-21</p> <p><b>% Completed:</b> 75</p> <p>In 2020-2021, professional development opportunities were held virtually. Staff attended AANAPISI Community Forums (ACF) and presented on an online community, the virtual APAHE conference, and other webinars/trainings/conferences: Liberated Ethnic Studies Curriculum; CORA training. Kare'l presented for the Mountie Money Management Center on the Cost of Community College. (07/19/2021)</p>
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- Human resources

**Describe Plans & Activities**

**Supported (Justification of Need):**

The following is a shift from AriseFamilies to Arise Guided Pathways: Plan implementation of Arise Guided Pathways beginning with in-take of new students to the program through program exit (e.g., graduation, transfer, other).

The Arise Student Action Plan! (ASAP!) letter was disseminated in Spring 2017 (inaugural), Fall 2017, Spring 2018, Fall 2018 and Spring 2019 (Aug 2019). This letter provides a personal profile of an individual student's achievement on selected progress markers: GPA, units completed vs. attempted, English and math progression. Recommended targets for each marker is listed (e.g., completion of at least 70% of units attempted) and suggested actions highlighted (e.g., meeting with a counselor).

In 2019-2020, plan to host a free Pacific Islander Student/Family Education Day targeting 100-150 people to address college access and opportunity, financial aid literacy, economic mobility and career development, and increasing familial and institutional support for student success. Increasing knowledge and awareness for both the student and their family is important to support the expected outcomes of graduation, transfer and other

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student goals.

**Lead:** Primary: Aida

**What would success look like and how would you measure it?:** 70% of new Arise students will complete 70% of their Arise Guided Pathways checklist of tasks within one year of program enrollment.

**Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

**Planning Unit Priority:** High

**One-Time Funding Requested (if applicable):** 5000

**Related Documents:**

[11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)

[Arise Grant 2 Year 1 Research Report\\_ASAP!.pdf](#)