

## 2015 Annual Performance Report

Submitted: \_

MT SAN ANTONIO COMMUNITY COLLEGE DISTRICT

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Name of College/University

P031S130057

PR Award Number

119164

Unit Identification

Primary contact information:

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Title V - Developing Hispanic-Serving Institutions

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Department of Education Grant Program

Building Pathways to Persistence and Completion

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Project Title

2-year Public

Type and Control of Institution

Year 2

Grant Year

Authorized Representative:

Name

Date

Phone

E-mail

## Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to "expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education."

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.
1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

We are making significant progress in meeting our seven objectives. The second year 2014-2015 of the grant implementation was marked by a significant proliferation of projects developed, implemented, measured, and funded. We had positive additions to institutional capacity to carry out the goals of the grant through the hiring of two Title V team members, a full-time Counselor and part-time Web Designer. Our second year goals, progress and impact highlights are listed according to each grant component below.

Component 1: Students make informed choice of educational goal

A. Career assessment (Mountie Career Source): In year two, 2,618 students created new accounts in the Title V supported software (Symlicity) and whereas only 11 students had used the online career preparation tool last year, a large number of students used the tool this year totaling 1,116 career finder uses. We will be institutionalizing this portion of the grant goal earlier than anticipated. We will continue with this goal by exploring new venues, such as orientation, for career preparation as part of educational goal planning with the addition of targeted efforts of the new Counselor Coordinator.

B. We are exceeding our goals to develop computerized education plans. Our baseline was 6,902 and we expected at least a 7% increase in year two, which would be 7,592 education plans generated; we exceeded that by generating 17,161 for that time period.

Component 2: Support services to accelerate students into/promote retention in college-level coursework: A. Assessment preparation for math and English: We reached a total of 992 students with this intervention strategy. In math we saw an 80% increase in the total number of students, 367 total, attending a math workshop offered in two platforms: information sessions assisted students to identify and take the correct test for their academic goals and one week, content-based workshops with a math instructor. We held 84 Assessment of Written English (AWE Information) workshops in the Writing Center with an 83% increase in attendance from last year for a total of 514 students in one or multiple workshops. Data showed that 46% of those students who re-attempted the English test placed higher than they did before the workshop, and 99% reported a better understanding of the test.

B: Tutors in the Classroom (TC Program): Title V supported 14 TC's in Year 2. Approximately 510 students benefited from the support of a TC in one of their 17 English composition courses. In Spring 2015, we saw a 76% retention rate of the 175 students receiving TC assistance.

C: Directed Learning Activities (DLA): Total number of DLA activities available were 35, with 1,672 DLA's were completed. The Title V Tutorial Services Specialist in the Writing Center worked with our faculty in Career and Technology Education cohorts to develop targeted DLA for those students in a Title V cohort or learning community, which was intended to strengthen their academic success and retention.

D: Expand Early Alert system for student tutoring and counseling: We had more than doubled last year's referrals (400) to 961 tutoring referrals and 53 total counseling referrals made for academic, career, or personal counseling. Strategy 5: Pilot preparation for college seminar (STEP-PLUS): The Title V Counselor Coordinator is working on a modified version of last summer's two week long introduction to college seminar with the addition of career assessments and math and English placement refresher curriculum for placement retesting.

Goal: Create Sustainable and Scalable Cohort Models

A: Implement and Modify Career and Technology Program-Specific Cohorts:

Mt. San Antonio College CTE cohort models are modified learning communities where the counseling component, rather than linked with a learning community or Library course, is provided in a "just-in-time" fashion. At the outset of the grant, we developed six program specific cohorts with a total of 406 students enrolled during the reporting year. Five cohorts were continued or modified within in the CTE areas (Culinary Arts, Radiology Technology, Respiratory Therapy, Paralegal Studies, and Child Development) and one as an Honor's College cohort with 40 students receiving an orientation in Summer 2015. Title V support for these cohorts include: faculty professional development, Professional Experts, who are often

alumni or of the respective programs and certified in their professional field to supervise technical laboratory equipment to mentor students, a text book program, and career development through paid internships and skills competitions.

Cohort highlights included:

\*Respiratory Therapy program: one of the learning community cohorts supported with Title V funded Professional Experts, moved from probationary accreditation status to receiving an award from CoARC (Commission of Accreditation for Respiratory Care), both as a program, and for a high achieving, individual student in the Summer term of 2015.

\*The Paralegal Studies cohort hosted 25 students who participated in a one day “mock interview” for career skill building job readiness with 15 legal professionals who volunteered their time. Although it was “mock” in nature, one student was recruited and hired from the interview session. The overall retention rate from Year 1 to Year 2 for this cohort was 100% for a total of 78 students in the cohort.

\*Satisfaction rates with the Professional Experts in the CTE cohorts averages in the high 90th percentile (98.5%) and students report gaining valuable career and life management guidance, in addition to academic support, from their relationship with the PE's.

B: Soft-links between critical courses (General Education Pathways): We collaborated with the Humanities and Social Sciences Division, as well as The Writing Center, to create links between critical courses with the English courses serving as the linchpin to join the courses (those most registered for and needed for transfer). We have spent considerable time developing six faculty members to support these links as learning communities with shared curriculum in the last part of Year 2. Our new Counselor Coordinator is providing just-in-time counseling for these cohorts.

C: Workshop for Technology and Health students: Three campus departments came together to provide program readiness for 57 students entering the Nursing, Respiratory Therapy, or Radiologic Technology programs where students have usually fulfilled two years of general education requirements prior to admission to the programs. Faculty and staff supported the student's refresher and new knowledge of technology for learning, professionalism in school and the workplace, math review, and study skills. 100% of the attendees agreed the sessions were relevant and valuable.

#### Component 4: Enhance Communication with Students

A: Just-in-Time Faculty Toolkits: Our new Title V Counselor came on board towards the end of the reporting year (July, 2015) and developed pilot materials for faculty to use in class or office hours to guide students. B: Implement a universal campus calendar to improve student engagement with campus resources. We have been training departments, especially student organizations, to utilize the campus calendar. We expect to be able to report in year three on the impact on student use and engagement with the system.

Goal: Provide Faculty with Professional Development Opportunities and Resources

A: Bring Counseling and CTE (Career and Technology Education) Instruction Faculty together to share information on education pathways. To this end, we held two successful lengthy workshops for faculty exchanges and collaboration. A combined number of 88 Counselors, CTE faculty, leadership, and support staff attended the two retreats and more than 90% reported favorably regarding value of content and collaboration. Ten faculty persons formed five teams to address CTE themes over the coming year and those outcomes will be reported in the third year APR.

B: Provide faculty with effective pedagogy strategies to implement cohort models. Thirty-three adjunct and full time faculty from the English department attended one of three Learning Community Information sessions on campus supported by the Title V grant, Counseling, and The Writing Center. All faculty persons in attendance rated the sessions as valuable and gained knowledge of teaching strategies for at risk student populations.

C: Provide faculty with professional development opportunities aimed at adopting innovative delivery systems to enable more student to complete programs of study. Title V supported faculty and staff conference attendance off site for 4 grant employees. On-campus professional development outside of the first two strategies listed above took the form of Title V staff and project faculty sharing effective strategies gained from the previous year's Strengthening Student Success Conference during our on-campus Faculty development day with 27 faculty receiving information pertinent to pedagogy or academic quality. Our Title V Tutorial Services Specialist (TSS) provided a joint session to 30 participants on incorporating and effectively utilizing a TC (Tutor in the Classroom) for writing faculty and TC's whereby faculty and Title Project Leads could participate in planning with both the TSS and student TC's in the same session.

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

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence. At the end of year two, we can point to myriad examples of meeting our mission the support of Title V funds: we are able to address, through our activities, the timeliness of completion, working towards getting tools in the hands of our students to empower them to chart their course in a more timely manner, especially in the high risk populations of Latino and African American male students. Career assessments, textbook loans, paid internships,

and supplemental instructions such as Tutors in the Classroom and Directed Learning Activities are key supports to students reaching their full educational potential. This Title V grant is supplemented by a campus and statewide initiative to address equity in services to and education of underserved student populations. In addition, we are contributing to excellence in education, most specifically, in the area of supporting students in our Career and Technology Education (CTE) cohorts with peer mentors who are often alumni of their programs who have succeeded and are passing along their "college knowledge," such as tips for academic success. With enhanced capacity to provide faculty development and expand learning community pedagogy within our CTE cohorts, we are meeting the excellence mandate of our mission whereby faculty are trained and refreshed in contemporary curriculum delivery methods.

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

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

Given that this grant activity was funded from a previous slate and institutional circumstances changed, our campus has faced minor obstacles, many common to institutions of higher learning such as personnel changes, delays in hiring, and sub-project changes namely to our learning community cohorts in CTE, or other modifications, which in essence, created challenges.

Our Title V staff and campus constituents have worked diligently to remedy any obstacle, and as of the end of Year two, all staff members are now in place as necessary to fulfill the goals and objectives of the grant.

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

The online APR form could be improved: collapse sections for process measures to include the focus area selection directly following to illustrate related process measure and financial data, which would then allow for a supporting statement where desired.

The statement, "I would like to provide a brief supporting statement" in the Focus Area narrative could be condensed to read: "Supporting statement:". Also, the project status section is awkward since not every goal or project directly maps to an objective in our grant for the period we are reporting, so the page only populated three areas for us this year, when we were reporting on all seven objectives, albeit with varying progress schedules to report.

The terminology and language in some of the LAA's could be slightly modified to allow a closer alignment with contemporary grant activities. For example, LAA category #10: "creating or improving facilities for Internet or other distance learning, academic instruction capabilities...etc," it would serve us well to incorporate virtual "spaces" such as our website, where a wealth of student support and access to "college knowledge" outside of the classroom takes place.

"Facilities improvement" is limiting in that it infers infrastructure improvement or construction and some of the functions our web designer staff person performs under the grant could best be reflected in this category, were there to be some more representative questions here, such as ones outlined in the EDUCAUSE's annual study of students, faculty, and information technology, where virtual spaces are referenced as access to learning outside of formal teaching and learning.

Some of the numeric fields are actually asking for financial information and vice versa.

## **Section 2: Accreditation**

### **Accreditation**

Institution's primary accrediting agency.

  X   Western Association of Schools and Colleges

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Academic Quality expenditures were: salaries for regular and temporary staff to support students in our learning communities/cohorts in the Career Technology Education areas, salary for staff to research projects to improve academic quality and support, as well as upwards of 140 faculty and staff to be trained in alternative teaching methods, to align curriculum, and to improve service to students during six Title V supported professional development events.**

Total \$ spent on this activity during the current reporting period: \$205,221.22

Focus Area: *Academic Quality*

<b>Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	51,688.87	25
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	96,166.81	47
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	12,222.83	6
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	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
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL Capacity building for grant administration and implementation.	45,142.71	22
<b>Total Expenditure For This Activity</b>	<b>205,221.22</b>	<b>100%</b>

**Process Measures for “Academic Quality expenditures were: salaries for regular and temporary staff to support students in our learning communities/cohorts in the Career Technology Education areas, salary for staff to research projects to improve academic quality and support, as well as upwards of 140 faculty and staff to be trained in alternative teaching methods, to align curriculum, and to improve service to students during six Title V supported professional development events.”**

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

**LAA Category:** *Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.*

<b>Did you establish or enhance an institutional research system?</b>	Yes
<i>No standardized data elements</i>	
<b>Did you establish or enhance a student tracking system?</b>	Yes
<i>No standardized data elements</i>	

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

<b>Did the number of faculty trained in new or alternative teaching techniques increase?</b>	Yes
<i>If yes:</i> Start # of faculty trained <u>0</u> End # of faculty trained <u>36</u> Application Objective # <u>0</u>	
<b>Did the number of faculty developing new curriculum increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>6</u> Application Objective # <u>0</u>	
<b>Did the number of faculty participating in faculty exchanges increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>0</u> Application Objective # <u>0</u>	
<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>10</u> End # of faculty <u>124</u> Application Objective # <u>0</u>	

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

<b>Did the quality of tutors increase?</b>	Yes
<i>No standardized data elements</i>	
<b>Did access to tutors increase?</b>	Yes
<i>No standardized data elements</i>	
<b>Did the number of counselors increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>1</u> Application Objective # <u>0</u>	

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

<b>Other: Did the institution's Title V research artifacts increase as a result of grant funds?</b>	Yes
<i>If yes:</i> Start <u>10</u> End <u>25</u> Application Objective <u>0</u>	
<b>Other: Did the number of faculty and staff who were trained in the research process improve?</b>	Yes
<i>If yes:</i> Start <u>8</u> End <u>18</u> Application Objective <u>0</u>	



### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Student services and outcomes expenditures were: supplies to support project efficiency and quality, software to support student career exploration, instructional supplies and equipment to support our learning communities in the Career and Technology Education cohorts, salary for regular staff and faculty project leads in academic support & tutoring, and digital communication software to keep students informed of campus resources and Title V support.**

Total \$ spent on this activity during the current reporting period: \$266,595.99

Focus Area: *Student Services and Outcomes*

<b>Title V Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	45,251.74	17
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	80,967.33	30
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	8,576.98	3
Tutoring, counseling, and student service programs designed to improve academic success.	131,799.94	49
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
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	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
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
<b>Total Expenditure For This Activity</b>	<b>266,595.99</b>	<b>100%</b>

**Process Measures for “Student services and outcomes expenditures were: supplies to support project efficiency and quality, software to support student career exploration, instructional supplies and equipment to support our learning communities in the Career and Technology Education cohorts, salary for regular staff and faculty project leads in academic support & tutoring, and digital communication software to keep students informed of campus resources and Title V 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.*

<b>Did the number of educational materials increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>63</u> Application Objective <u>0</u>	
<b>Other: Percent of students who felt textbooks loan offset their financial burden</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>99</u> Application Objective <u>0</u>	

**LAA Category:** *Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.*

<b>Did the amount of scientific or laboratory educational equipment purchased increase?</b>	Yes
<i>If yes:</i> Start \$ spent on equipment <u>0.00</u> End \$ spent on equipment <u>31576.09</u> Application Objective \$ <u>0.00</u>	
<b>Did the quality of scientific or laboratory educational equipment purchased improve?</b>	Yes
<i>No standardized data elements</i>	

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

<b>Did the number of faculty developing new curriculum increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>7</u> Application Objective # <u>0</u>	

<b>Other: Did Title V staff train faculty in the use of tutors in the classroom increase?</b>	Yes
<i>If yes:</i> Start <u>  0  </u> End <u> 10 </u> Application Objective <u>  0 </u>	

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

<b>Did the quality of tutors increase?</b>	Yes
<i>No standardized data elements</i>	
<b>Did access to tutors increase?</b>	Yes
<i>No standardized data elements</i>	
<b>Did the number of counselors increase?</b>	Yes
<i>If yes:</i> Start # <u>  0 </u> End # <u>  3 </u> Application Objective # <u>  0 </u>	

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Institutional management expenditures were: research scanning equipment and software to improve data capture and analysis for the Title V grant, regular staff salary to support web-based information and efficiency for students and the Title V office.**

Total \$ spent on this activity during the current reporting period: \$29,408.99

Focus Area: *Institutional Management*

<b>Title V Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	995.00	3
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	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
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	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
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL Capacity building for grant administration and implementation	28,413.99	97
<b>Total Expenditure For This Activity</b>	<b>29,408.99</b>	<b>100%</b>

**Process Measures for “Institutional management expenditures were: research scanning equipment and software to improve data capture and analysis for the Title V grant, regular staff salary to support web-based information and efficiency for students and the Title V office.”**

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

**LAA Category:** *Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.*

<b>Did the amount of scientific or laboratory research equipment purchased increase?</b>	Yes
<i>If yes:</i> Start \$ spent on equipment <u>0.00</u> End \$ spent on equipment <u>995.00</u> Application Objective \$ <u>0.00</u>	
<b>Other: Did institutional capacity for research improve with purchase of software?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>1</u> Application Objective <u>0</u>	

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

<b>Other: Did institutional capacity for capturing data improve?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>1</u> Application Objective <u>0</u>	
<b>Other: Did the number of staff tasked with improving the dissemination of information for student success increase?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>1</u> Application Objective <u>0</u>	

## Focus Area: Academic Quality Outcomes

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.

<b>Has the number of new academic programs increased?</b>	Yes
<p><i>If yes:</i>  Initial # <u>0</u>  Final # <u>4</u>  Goal <u>4</u></p> <p><i>I would like to provide a brief supporting statement:</i> Title V supported faculty exchanges and curriculum development for linking 8 high demand, general education courses to create learning community pathways aimed at completion of GE requirements. The pilot launched in Fall 2015 and outcomes will be reported next year.</p>	
<b>Has the quality of the institution's classroom space improved?</b>	Yes
<p><i>If yes:</i>  Start <u>Fair</u>  End <u>Good</u>  Goal <u>3</u></p> <p><i>I would like to provide a brief supporting statement:</i> The addition of a flat screen monitor and computer in our Honor's College space enabled the staff to present to our students in a clear manner. While idle, it displays vocabulary building curriculum. Additionally, the addition of a new respirator machine in our Respiratory Therapy program allowed students to use state of the art equipment, giving them hands-on training with industry standard equipment.</p>	

## Focus Area: Student Services Outcomes

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

<b>Has the retention rate of students who received tutoring services increased?</b>	Yes
<p>Cohort: <u>CTE Tech &amp; Health Cohorts</u></p> <p><i>If yes:</i></p> <p style="padding-left: 20px;">Initial rate <u>97.5</u></p> <p style="padding-left: 20px;">Final rate <u>98.5</u></p> <p style="padding-left: 20px;">Goal <u>0</u></p> <p><i>I would like to provide a brief supporting statement:</i> Year 1 average for Radiology and Respiratory Therapy for Spring 2104 combined is: 97.5 The Year 2 average for Spring 2015 was 98.5%.</p>	
<b>Other, please specify:</b> Has the number of students participating in academic success and placement workshops increased	Yes
<p>Cohort: <u>See below</u></p> <p><i>If yes:</i></p> <p style="padding-left: 20px;">Initial # <u>97</u></p> <p style="padding-left: 20px;">Final # <u>992</u></p> <p style="padding-left: 20px;">Goal <u>107</u></p> <p><i>I would like to provide a brief supporting statement:</i> We chose a 10% increase each year for this goal.</p> <p>Assessment of Written English Workshops: 514</p> <p>Math placement information sessions: 375</p> <p>Math placement bootcamps in Adult Basic Education: 103</p>	
<b>Other, please specify:</b> Has the number of students completing Directed Learning Activities increased?	Yes
<p>Cohort: <u>DLA students in Writing Center</u></p> <p><i>If yes:</i></p> <p style="padding-left: 20px;">Initial # <u>729</u></p> <p style="padding-left: 20px;">Final # <u>1675</u></p> <p style="padding-left: 20px;">Goal <u>0</u></p> <p><i>I would like to provide a brief supporting statement:</i> The Writing Center offers directed learning activities for students to build their writing skills. The grant's hiring of a tutorial services specialist was instrumental in the creation of the learning activities as well as for students accessing and completing the DLA's.</p>	

## 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.

<b>Has the institution's information management capabilities improved?</b>	Yes
<p><i>If yes:</i>  Start <u>Poor</u>  End <u>Good</u>  Goal <u>3</u></p> <p><i>I would like to provide a brief supporting statement:</i> Previously, our Radiology and Respiratory Therapy cohorts had no means to track lab and tutoring usage, which represented more than 590 visits in Year 2 of the Title V grant. As a result of having this lab tracker system, we can now analyze this data for student success and retention.</p>	
<b>Other, please specify:</b> Has the institution's assessment and evaluation capabilities increased?	Yes
<p><i>If yes:</i>  Initial # <u>0</u>  Final # <u>1</u>  Goal <u>1</u></p> <p><i>I would like to provide a brief supporting statement:</i> The scanner and survey scanning software has doubled the capacity of the college's research department to input and analyze data more efficiently.</p>	



## 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:** Academic Quality expenditures were: salaries for regular and temporary staff to support students in our learning communities/cohorts in the Career Technology Education areas, salary for staff to research projects to improve academic quality and support, as well as upwards of 140 faculty and staff to be trained in alternative teaching methods, to align curriculum, and to improve service to students during six Title V supported professional development events.

### On-Schedule Activity Objectives

Objective 1.1 The number of enrolled students with an educational plan will increase from a baseline of 6,902 students in Fall 2013 by 3% (Fall 2014), 7% (Fall 2015), 11% (Fall 2016), 15% (Fall 2017), and 20% (Fall 2018).

**ACTIVITY:** Student services and outcomes expenditures were: supplies to support project efficiency and quality, software to support student career exploration, instructional supplies and equipment to support our learning communities in the Career and Technology Education cohorts, salary for regular staff and faculty project leads in academic support & tutoring, and digital communication software to keep students informed of campus resources and Title V support.

### Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
Objective 1.1: The number of enrolled students with an educational plan will increase from a baseline of 6,902 students in Fall 2013 by 3% (Fall 2014), 7% (Fall 2015), 11% (Fall 2016), 15% (Fall 2017), and 20% (Fall 2018).	Our baseline was 6,902 and we expected at least a 7% in year two, which would be 7,592 education plans generated. However, we exceeded that by generating 17,161 for that time period.
Objective 2.1 The number of enrolled students with an educational plan and with a declared major program of study will increase from a baseline of 5,876 in Fall 2013 by 1% (Fall 2014), 3% (Fall 2015), 7% (Fall 2016), 11% (Fall 2017), and 15% (Fall 2018).	Our baseline was 5,876 and we expected at least a 3% in year two of students with declared majors. By the end of Spring 2015, 11,907 students had declared majors on their education plans. This well exceeds the 6,111 students we needed to achieve this objective.
Objective 3.1: The rate at which students are placed into developmental English (ENGL 67 or lower) will decrease among pilot students by 2% in 2014-15, 4% (2015-16), 6% (2016-17), 8% (2017-18).	Our goal for year two was 54% or less of our cohort (target) students would place into English 67 or lower. 51% of our cohort students placed into English 67 or lower after participating in Title V supported Assessment Readiness activities thereby meeting our objective.
Objective 4.1: The rate at which students persist from fall term to fall term will increase among pilot students by 2% in Fall 2015 and 4% (Fall 2016), 6% (Fall 2017), 8% (Fall 2018).	This is the first year we were able to measure this objective, and thereby set our baseline at 73%. We had 130 students in this cohort objective and next year we anticipate meeting the 2% increase to 75%.
Objective 5.1: The number of students receiving certificates and/or degrees or are job placed will increase among pilot students from a baseline of 1% in 2014-15 by 3% (2015-16), 6% (2016-17), 10% (2017-18).	Our goal for this objective was 1%. We exceeded it by 36%; In total, 37% of our cohort students received a certificate or degrees within the time period.

### Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
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Activity Objective(s)	Reason(s) for Change	Expected Completion Date
Objective 3.2: The rate at which students are placed into developmental mathematics (MATH 51 or lower) will decrease among pilot students by 2% in 2014-15, 4% (2015-16), 6% (2016-17), 8% (2017-18).	In year one, 11,898 students were assessed into math. Our efforts that year affected only 71 or less than 1% of the students tested. In year two, 12,530 students were assessed and our efforts affected 3% of the total assessed math students that year. This increase in the N, was five times the number of our baseline, and just 3% below the college average of 59%.	9/30/2016
Objective 6.1: The number of pilot students transferring to baccalaureate degree-granting institutions within three years of entry into the college will increase from a baseline of 1% (2013-14) by 2% (2014-15), 4% (2015-16), 7% (2016-17), 11% (2017-18).	Our cohorts have not been active long enough to move the needle on this objective, nor were our CTE Cohorts are not specifically purposed for transfer (Culinary Arts, Radiology, Respiratory Therapy, Paralegal, and Child Development) but we anticipate to meet this objective in our fourth year APR by reporting on our Honors and General Education Pathways cohorts.	9/30/2017

**ACTIVITY:** Institutional management expenditures were: research scanning equipment and software to improve data capture and analysis for the Title V grant, regular staff salary to support web-based information and efficiency for students and the Title V office.

### Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
5.1 The number of students receiving certificates and/or degrees or are job placed will increase among pilot students from a baseline of 1% in 2014-15 by 3% (2015-16), 6% (2016-17), 10% (2017-18).	Our goal for this objective was 1%. We exceeded it by 36%; 37% of our cohort students received a certificate or degrees within the time period.

## Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	\$219,139.00	\$445,152.00	\$452,700.00	\$0.00	\$211,591.00	\$470,633.00	Yes
Fringe Benefits	\$34,433.00	\$95,390.00	\$91,753.00	\$0.00	\$38,070.00	\$96,705.00	Yes
Travel	\$16,823.00	\$11,485.00	\$14,748.00	\$0.00	\$13,560.00	\$11,829.00	Yes
Equipment	\$22,599.00	\$50,028.00	\$70,665.00	\$0.00	\$1,962.00	\$0.00	Yes
Supplies	\$33,612.00	\$35,450.00	\$46,762.00	\$0.00	\$22,300.00	\$9,500.00	Yes
Contractual	\$14,600.00	\$6,775.00	\$21,231.00	\$0.00	\$144.00	\$40,000.00	Yes
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Other	\$6,349.00	\$5,050.00	\$127.00	\$0.00	\$11,272.00	\$21,300.00	Yes
Total	\$347,555.00	\$649,330.00	\$697,986.00	\$0.00	\$298,899.00	\$649,967.00	

## Section 4: Line Item Budget Narrative

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

### Personnel

We had two staff vacancies during our year 2 budget cycle; One position was full time Title V Counselor Coordinator and we augmented the 9 month vacancy by paying for interim Counselors at \$30,000. The second vacancy was our part-time Web Designer (vacant for 5 months). We expect to fully expend funds now that both positions are hired and working on the grant.

### Fringe Benefits

We needed to adjust the fringe benefits area of our budget to account for additional staff and positions that drew more benefits than were originally predicted when the proposal was written in 2012.

### Travel

We originally planned to use year 1 carry over to increase faculty development during the year 2 grant cycle, but we over expended this line item due to timing on faculty reimbursements for travel to conferences which took place right before the grant cycle cut-off. These expenditures are a combination of Year 1 and 2 funds as reported in the spreadsheet. We intend to keep the travel within the Year 3 budgeted amount.

### Equipment

The bulk of this category was used for digital signage (approved in carryover plan from Year 1), as well as purchases to better communicate with our students, to improve our Radiology and Respiratory Therapy cohorts by increasing quality in the labs. Expanded authorities were sufficient to allot funds to this category.

### Supplies

The supplies category was another opportunity for us to spend down some of the substantial carryover amount from Year 1. We expanded support to students in educational materials such as our book loan program and digital flash drives with student success materials purchased as means to prepare them for and retain them in academic programs. In our Culinary Arts cohort, we used supply funds to purchase cooking materials for instruction.

### Contractual

As stated in the previous year, we did not need the entire \$40,000 grant evaluation amount budgeted in this category and are reallocating funds to cover contracted services at a lower rate for an institutional development specialist for Title V projects. We also used funds from this category for professional development training for faculty, but did not need as much as originally allocated to this category. Therefore, we will budget a 75% reduction in this area for the upcoming year.

### Other

Since we modified the structure of the student internships (which were originally intended to be off campus) to take place on campus as part of our Culinary Arts program, we are not using the funds from this category, therefore, we will decrease the allocation for next year by 37%.

## Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

Our initial grant budget was funded-down from the 2012 cycle and we started in the 2013-14 cycle.

As stated in our Year 1 APR, we redesigned some of the activities under the grant. This resulted in a more robust project design and slightly revised objectives. In budget Year 2 we continued to support our academic learning communities/cohorts and deliberately carved out budget for the addition two new cohorts in our Honors Program and General Education courses (GE Pathways) to support faculty to align curriculum and provide Tutors in the Classrooms, which are the only associated expenses to these projects.

Highlights from our Year 2 budget expenditures were:

Getting up to speed with hiring our Counselor Coordinator and Web Designer who are tasked with multiple projects, some of which will expend more of our carryover funds in support of grant goals and objectives.

Increased professional experts (PE's) in our Career and Technology cohorts (Paralegal, Respiratory Therapy, and Radiology Technology) rather than using Supplemental Instructors, as these PE's are alumni with industry certifications and not only assist with subject matter mastery, but provide mentorship and career readiness to our students. These employees are paid at a higher rate.

With program officer approval, we have done a Year 3 (2015-2016) "before the fact" budget transfer to reflect where are funds are most needed: tutoring and academic support in our Career and Technology cohorts, expanded cohorts, instructional supplies, and finally in equipment.

We are expending funds at the expected rate and are on track to meet Year 3 goals.

Our carryover plan for Year 3 was approved back in October of 2015, and we look forward to reporting on the use of those funds in the coming year.

We are expending funds at the expected rate and are on track to meet Year 3 goals.