



AANAPISI Grant Annual Report

Grant 2 Year Three (Fall 2018 through Summer 2019)

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2/26/2020



Arise Year 3 Grant 2 (2018/19) Data Reports

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AANAPISI Grant Objectives Outcomes

Objective 1a	Performance Measures and Timelines		Annual Progress			
The number of Arise students Completing English 1A will increase by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	43%	Total N	English 1A	Percent	
	Year 1 (2016-2017)	43%	358	155	43%	Yes
	Year 2 (2017-2018)	48%	632	345	55%	Yes
	Year 3 (2018-2019)	53%	890	540	61%	Yes
	Year 4 (2019-2020)	58%				
	Year 5 (2020-2021)	63%				
Objective 1b	Performance Measures and Timelines		Annual Progress			
The number of Arise students Completing Math 71 will increase by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	38%	Total N	Math 71+	Percent	
	Year 1 (2016-2017)	38%	358	136	38%	Yes
	Year 2 (2017-2018)	43%	632	279	44%	Yes
	Year 3 (2018-2019)	48%	890	437	49%	Yes
	Year 4 (2019-2020)	53%				
	Year 5 (2020-2021)	58%				
Objective 2	Performance Measures and Timelines		Annual Progress			
The number of Arise students successfully completing math coursework following program interventions will increase by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	37%	Total N	Completers	Percent	
	Year 1 (2016-2017)	37%	358	134	37%	Yes
	Year 2 (2017-2018)	42%	632	243	38%	No
	Year 3 (2018-2019)	47%	890	507	57%	Yes
	Year 4 (2019-2020)	52%				
	Year 5 (2020-2021)	57%				
Objective 3	Performance Measures and Timelines		Annual Progress			
Upon completion of English language development interventions, the number of Arise ELL students successfully completing their AMLA and English courses will increase by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	58%	Total N	Completers	Percent	
	Year 1 (2016-2017)	58%	98	57	58%	Yes
	Year 2 (2017-2018)	63%	160	108	68%	Yes
	Year 3 (2018-2019)	68%	171	124	73%	Yes
	Year 4 (2019-2020)	73%				
	Year 5 (2020-2021)	78%				
Objective 4	Performance Measures and Timelines		Annual Progress			
Increase the number of Arise students who graduate/transfer by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)		Total N	Graduates	Percent	
	Year 1 (2016-2017)	18%	358	66	18%	Yes
	Year 2 (2017-2018)	23%	632	169	27%	Yes
	Year 3 (2018-2019)	28%	890	330	37%	Yes
	Year 4 (2019-2020)	33%				
	Year 5 (2020-2021)	38%				
Objective 5	Performance Measures and Timelines		Annual Progress			
80% of Arise students will complete an educational plan, documenting their career goals and courses needed to graduate/transfer within two semesters of joining the program.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	80%	Total N	Ed Plans	Percent	
	Year 1 (2016-2017)		358	321	90%	Yes
	Year 2 (2017-2018)		632	562	89%	Yes
	Year 3 (2018-2019)		890	803	90%	Yes
	Year 4 (2019-2020)					
	Year 5 (2020-2021)					

AANAPISI Grant Objectives Outcomes

Objective 6	Performance Measures and Timelines		Annual Progress			
70% of Arise students will complete English writing and math placement tests within two semesters of joining the program.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		358	347	97%	Yes
	Year 2 (2017-2018)		340	295	87%	Yes
	Year 3 (2018-2019)		116	111	96%	Yes
	Year 4 (2019-2020)					
Year 5 (2020-2021)						
Objective 7	Performance Measures and Timelines		Annual Progress			
70% of Arise students will participate in financial literacy programming.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		358	22	6%	No
	Year 2 (2017-2018)		632	89	14%	No
	Year 3 (2018-2019)		890	101	11%	No
	Year 4 (2019-2020)					
Year 5 (2020-2021)						
Objective 8	Performance Measures and Timelines		Annual Progress			
70% of new Arise students will complete 70% of their Guided Pathways checklist of tasks within one year of program enrollment.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		169	139	82%	Yes
	Year 2 (2017-2018)		340	246	72%	Yes
	Year 3 (2018-2019)		116	84	72%	Yes
	Year 4 (2019-2020)					
Year 5 (2020-2021)						
Objective 9	Performance Measures and Timelines		Annual Progress			
70% of Arise students who participate in program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve their academic goals.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		115	110	96%	Yes
	Year 2 (2017-2018)		73	67	92%	Yes
	Year 3 (2018-2019)		100	97	97%	Yes
	Year 4 (2019-2020)					
Year 5 (2020-2021)						
Objective 10a	Performance Measures and Timelines		Annual Progress			
Create at least five professional development activities that promote cultural responsiveness and best practices in working with AANAPI students.	Year	Target	Actuals		Target Met?	
	Baseline (2016-17)	5	Total N	Grand Total		
	Year 1 (2016-2017)		4	4	Yes	
	Year 2 (2017-2018)		7	11		
	Year 3 (2018-2019)		5	16		
	Year 4 (2019-2020)					
Year 5 (2020-2021)						
Objective 10b	Performance Measures and Timelines		Annual Progress			
70% of College personnel participating in grant-funded professional development will self-report increased awareness, understanding, and will attempt to implement one new strategy in working with AANAPI students.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		3	3	100%	Yes
	Year 2 (2017-2018)		7	6	86%	Yes
	Year 3 (2018-2019)		8	19	83%	Yes
	Year 4 (2019-2020)					
Year 5 (2020-2021)						
Objective 11	Performance Measures and Timelines		Annual Progress			
Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	Annual Data	Completed			
	Year 1 (2016-2017)	1	1			Yes
	Year 2 (2017-2018)	1	1			Yes
	Year 3 (2018-2019)	1	1			Yes
	Year 4 (2019-2020)					
Year 5 (2020-2021)						

AANAPISI Grant Objectives Outcomes

Objective 12	Performance Measures and Timelines		Annual Progress	
At least two focus groups of AANAPI students will be held each year.	Year	Target	Actuals	Target Met?
	Baseline (2016-17)	Annual Data	Count	
	Year 1 (2016-2017)	2	1	No
	Year 2 (2017-2018)	2	4	Yes
	Year 3 (2018-2019)	2	16	Yes
	Year 4 (2019-2020)			
	Year 5 (2020-2021)			
Objective 13	Performance Measures and Timelines		Annual Progress	
Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer.	Year	Target	Actuals	Target Met?
	Baseline (2016-17)	Annual Data	Grand Total	
	Year 1 (2016-2017)	15	15	Yes
	Year 2 (2017-2018)	18	33	Yes
	Year 3 (2018-2019)	20	53	Yes
	Year 4 (2019-2020)			
	Year 5 (2020-2021)			



Arise Student Welcome and Commitment

Fall 2018

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The purpose of this event is to welcome new and returning students each term to our program, informing them of events and changes to our efforts. Additionally, students are grouped for a break out session that focuses on the needs of that student population.

Summary Results

- 100% of the respondents reported learning something about upcoming Arise events at the Welcome Back Event.
- Among the returning Arise students, 95% agreed with the statement, "The Arise program has helped my communication skills".
- 98% of the returning Arise students felt the program supported their academic needs.
- 98% of the returning Arise students agreed with the statement, "The Arise program has helped me feel more self-confident".

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagat-Nogi, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/10/2020.

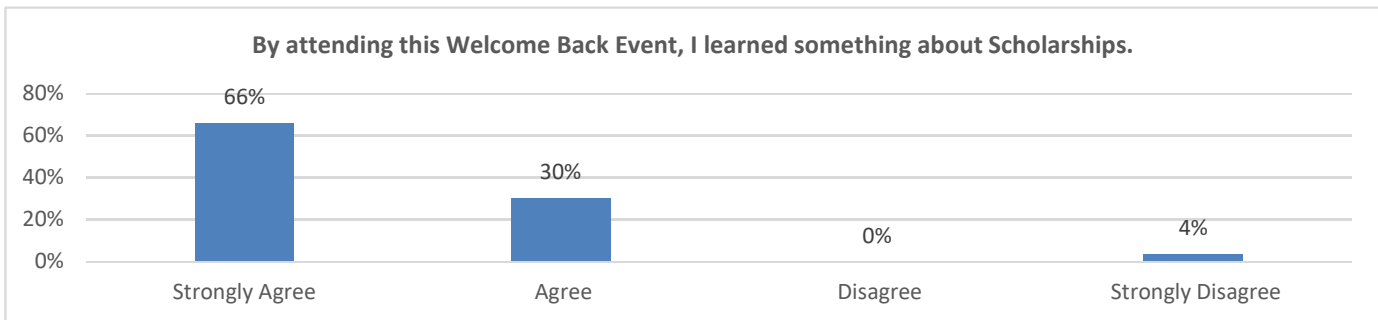
Arise Student Welcome and Commitment Fall 2018

56 students in attendance completed surveys at the Fall 2018 Welcome Back Event. Their responses are reported below.

Students were asked to rank their level of agreement to a series of statements. The ranking choices were as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree.

By attending this Welcome Back Event, I learned something about Scholarships.

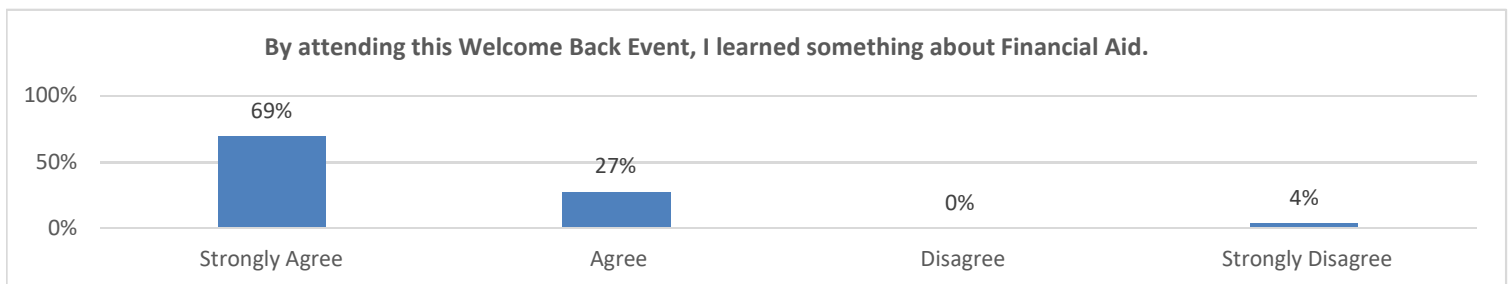
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2018 Responses	37	66%	17	30%	0	0%	2	4%	56
Total	37	66%	17	30%	0	0%	2	4%	56



96% of the respondents reported either strongly agreeing or agreeing that they learned something about scholarships at the Welcome Back Event.

By attending this Welcome Back Event, I learned something about Financial Aid.

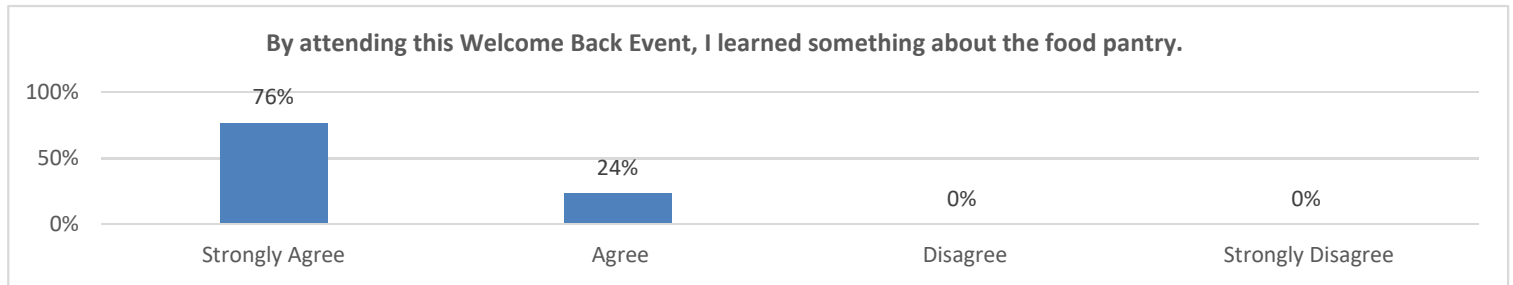
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2018 Responses	38	69%	15	27%	0	0%	2	4%	55
Total	38	69%	15	27%	0	0%	2	4%	55



96% of the students selected either "Strongly Agree" or "Agree" in response to the statement, "By attending this Welcome Back Event, I learned something about Financial Aid."

By attending this Welcome Back Event, I learned something about the food pantry.

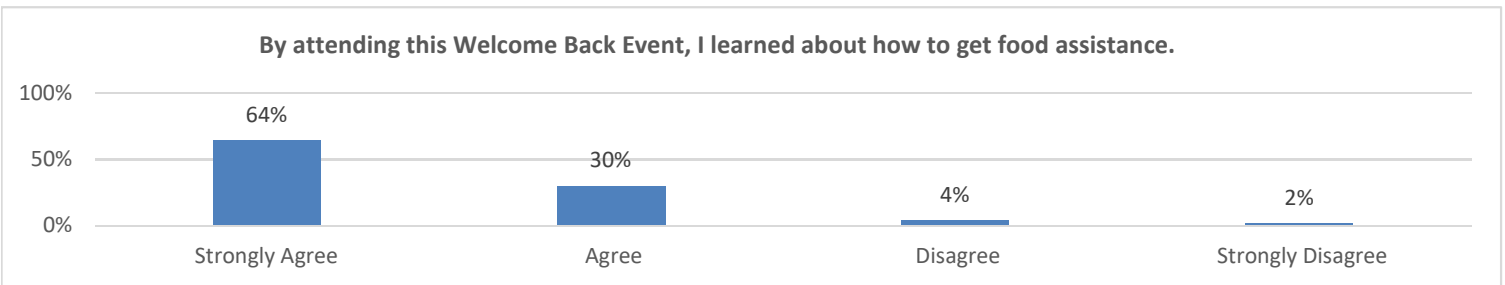
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2018 Responses	42	76%	13	24%	0	0%	0	0%	55
Total	42	76%	13	24%	0	0%	0	0%	55



76% of the students "Strongly Agreed" that they learned something about the food pantry at the Welcome Back Event. An additional 24% selected "Agree" to this statement.

By attending this Welcome Back Event, I learned about how to get food assistance.

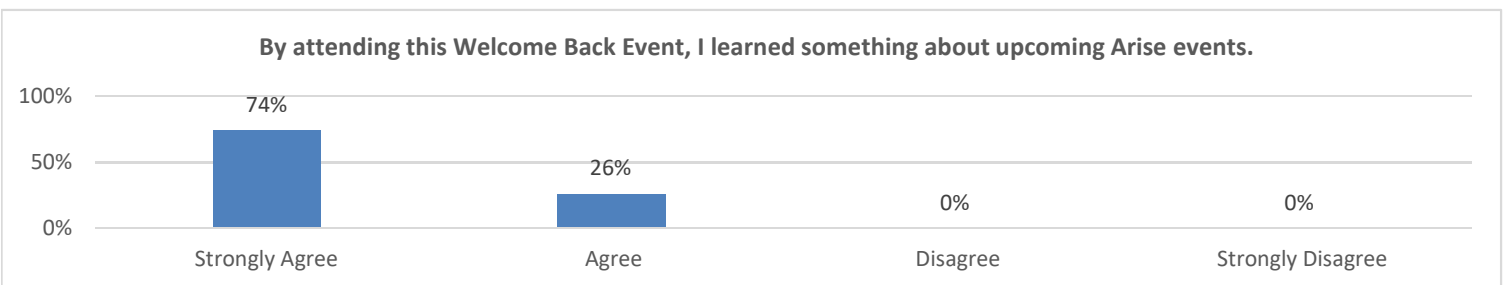
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2018 Responses	34	64%	16	30%	2	4%	1	2%	53
Total	34	64%	16	30%	2	4%	1	2%	53



94% of the students completing the survey reported that they agreed with the statement, "I learned about how to get food assistance."

By attending this Welcome Back Event, I learned something about upcoming Arise events.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2018 Responses	40	74%	14	26%	0	0%	0	0%	54
Total	40	74%	14	26%	0	0%	0	0%	54

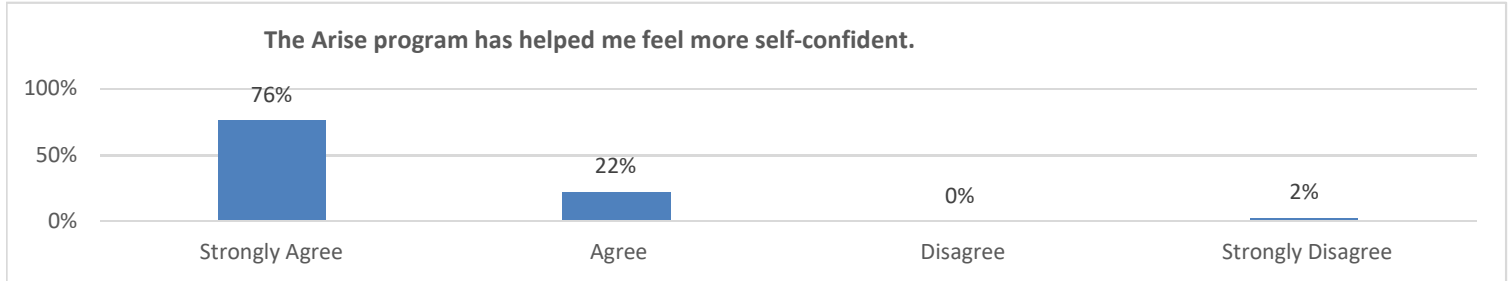


100% of the respondents reported either strongly agreeing or agreeing that they learned something about upcoming Arise events.

Respondents were next asked to rank their level of agreement with the following statements if they were an Arise student the previous year.

The Arise program has helped me feel more self-confident.

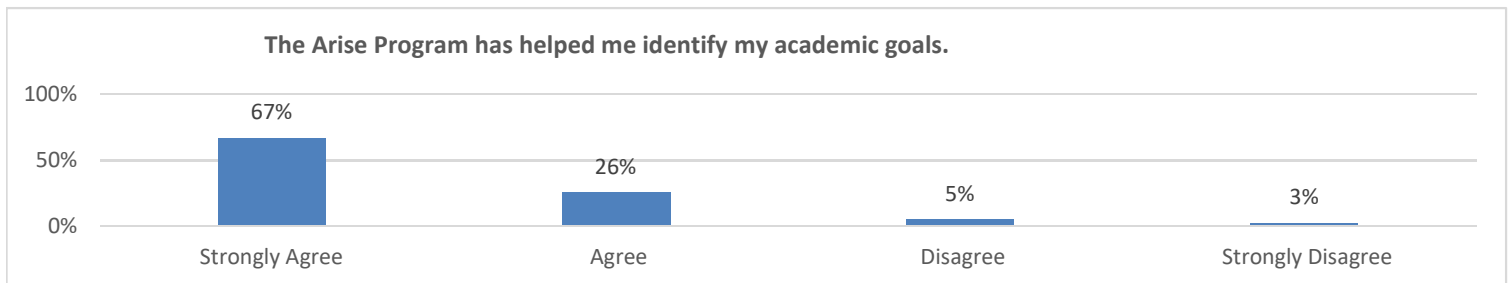
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Returning Arise Students	31	76%	9	22%	0	0%	1	2%	41
Total	31	76%	9	22%	0	0%	1	2%	41



98% of the returning Arise students agreed with the statement, "The Arise program has helped me feel more self-confident".

The Arise Program has helped me identify my academic goals.

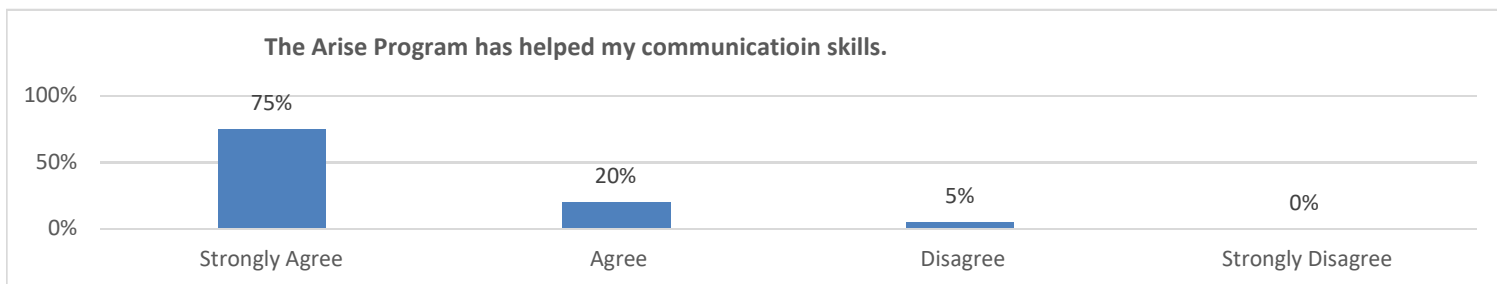
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Returning Arise Students	26	67%	10	26%	2	5%	1	3%	39
Total	26	67%	10	26%	2	5%	1	3%	39



Among the returning Arise students, 97% agreed with the statement, "The Arise program has helped me identify my academic goals.

The Arise Program has helped my communication skills.

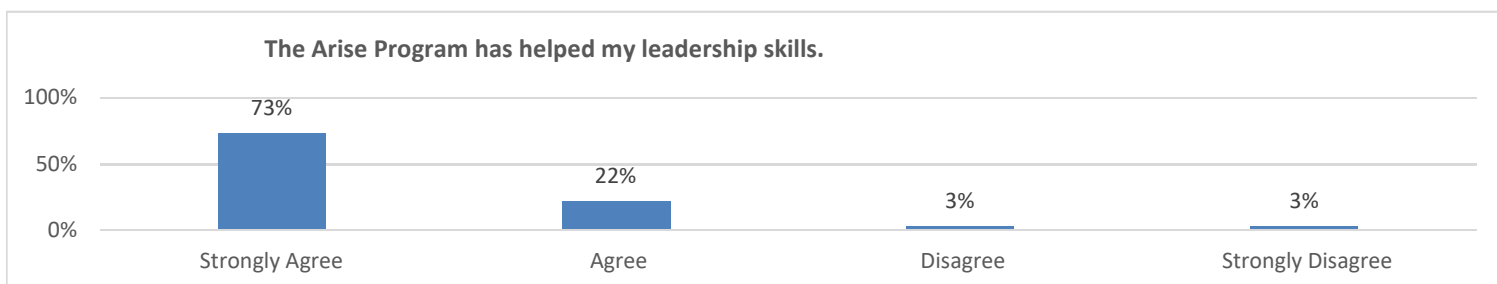
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Returning Arise Students	30	75%	8	20%	2	5%	0	0%	40
Total	30	75%	8	20%	2	5%	0	0%	40



95% of returning Arise students selected either, "Strongly Agree" or "Agree" in response to the statement that the Arise program has helped their communication skills.

The Arise Program has helped my leadership skills.

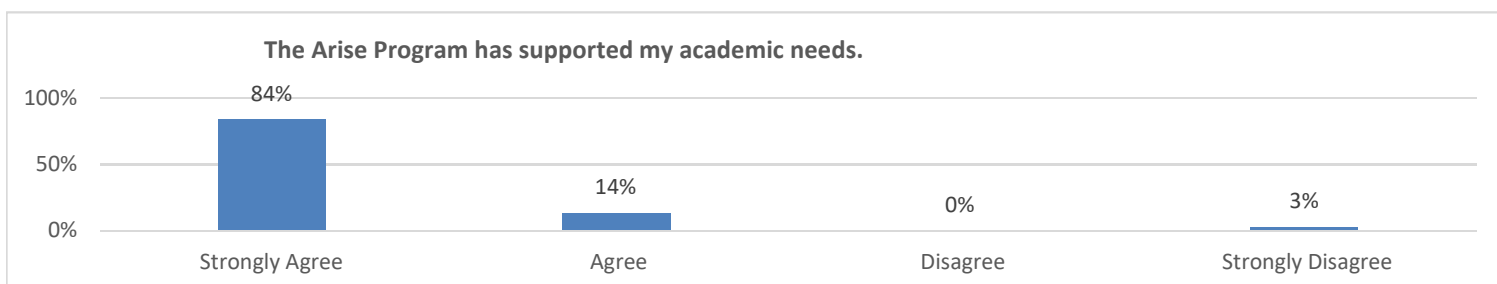
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Returning Arise Students	27	73%	8	22%	1	3%	1	3%	37
Total	27	73%	8	22%	1	3%	1	3%	37



The majority, 95%, of the returning Arise students also agreed that the Arise program has helped their leadership skills.

The Arise Program has supported my academic needs.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Returning Arise Students	31	84%	5	14%	0	0%	1	3%	37
Total	31	84%	5	14%	0	0%	1	3%	37



98%, of the returning Arise students either "Strongly Agreed" or "Agreed" that the Arise program has supported their academic needs.

What do you hope to gain from participating in the Arise program?

A good support system to help me through college.

A strong community experience

A way to help me manage my time and grades to transfer.

academic, mental, social , etc. GROWTH

achieve my academic goals

Be a good leader

Be Greater

Communication Skills :)

Community and a better understanding of the PI Community

Connections, Aid (Financial), Experience!

Everything they have to offer.

Family

Family, support

Feeling more confident academically and personally.

food

Food :)

Friends/people to hang-out with. Also opportunities to help assist me in times of need.

Gain more knowledge about the resources around me.

Having or being a part of a community

help and friends academic

learn about the culture and find community

Learn and meet new people

Learn skills (leadership) that will help me meet all aspects of life.

Learning skills and communications

Make good friends, make time for studying, and get help for transferring to 4-year.

Meeting new people and a girlfriend.

Meeting people and getting academic resources.

moral support and info w/carreer center for intership concerning major.

More resources, more extra activities for transfer students.

Networking opportunities, community, family, support and a home!

Networking, leadership skills, and academic.

New friends/knowledge on my culture.

None

Skills

Social interactions/ make friends. Participate in college events.

The student services available to us.



Arise Student Welcome and Commitment Spring 2019

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The purpose of this event is to welcome new and returning students each term to our program, informing them of events and changes to our efforts. Additionally, students are grouped for a break out session that focuses on the needs of that student population.

Summary Results

- 100% of the respondents reported either strongly agreeing or agreeing that they felt more motivated academically by attending the Welcome Back Event.
- 73% of the students "Strongly Agreed" that they know more about setting goals by attending the Welcome Back Event. An additional 27% selected "Agree" to this statement.
- Among the Arise students attending the Spring 2019 Welcome Back event, 100% agreed with the statement, "The Arise program has provided a place on campus I feel I belong".
- All respondents agreed that the Arise program has helped them feel more self-confident about achieving their academic goals.

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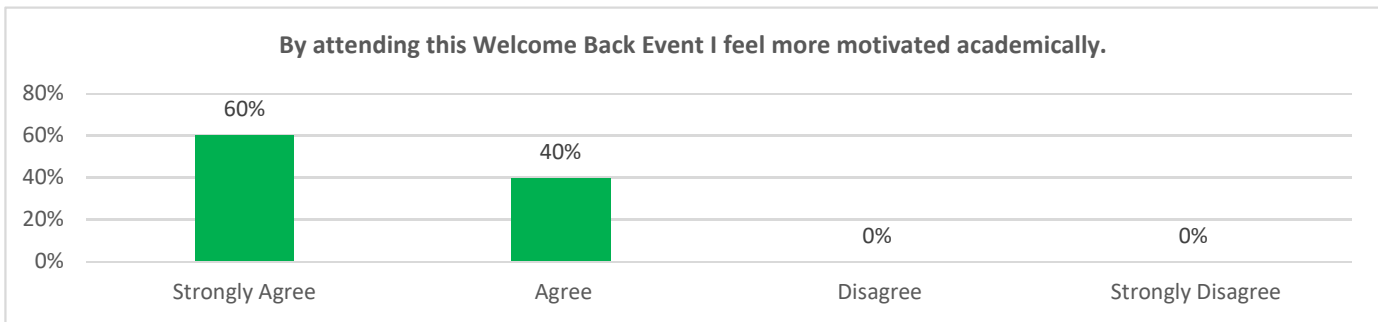
Arise Student Welcome and Commitment Spring 2019

64 of the 85 students (75%) in attendance completed surveys at the Spring 2019 Welcome Back Event. Their responses are reported below.

Students were asked to rank their level of agreement to a series of statements. The ranking choices were as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree.

By attending this Welcome Back Event I feel more motivated academically.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2019 Responses	38	60%	25	40%	0	0%	0	0%	63
Total	38	60%	25	40%	0	0%	0	0%	63

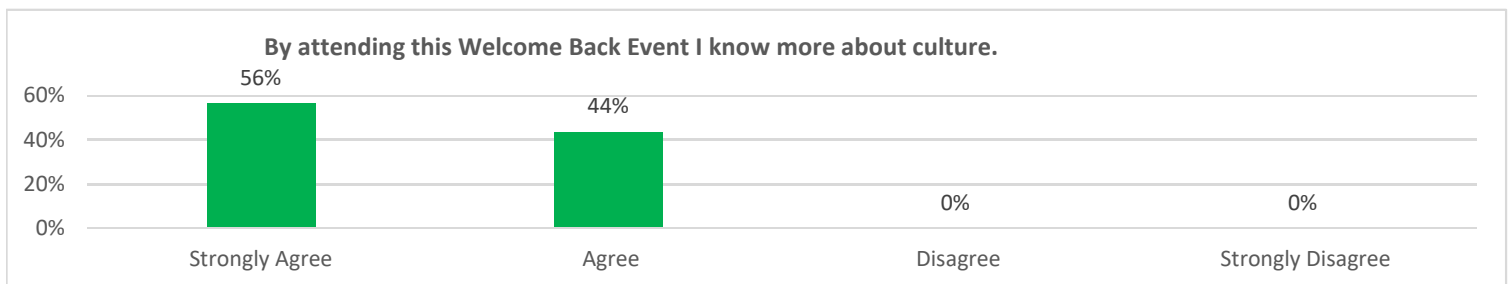


100% of the respondents reported either strongly agreeing or agreeing that they felt more motivated academically by attending the Welcome Back Event.

By attending this Welcome Back Event I know more about culture.

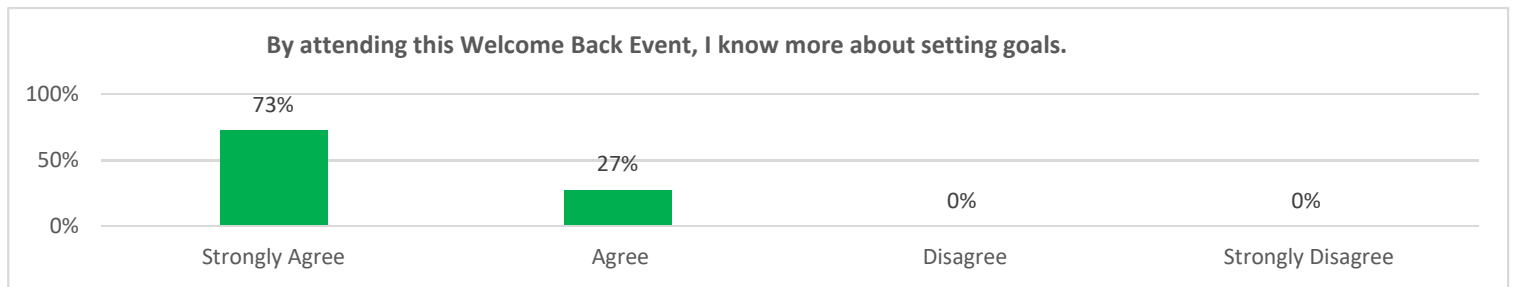
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2019 Responses	35	56%	27	44%	0	0%	0	0%	62
Total	35	56%	27	44%	0	0%	0	0%	62

100% of the students selected either "Strongly Agree" or "Agree" in response to the statement, "By attending this Welcome Back Event, I know more about culture."



By attending this Welcome Back Event, I know more about setting goals.

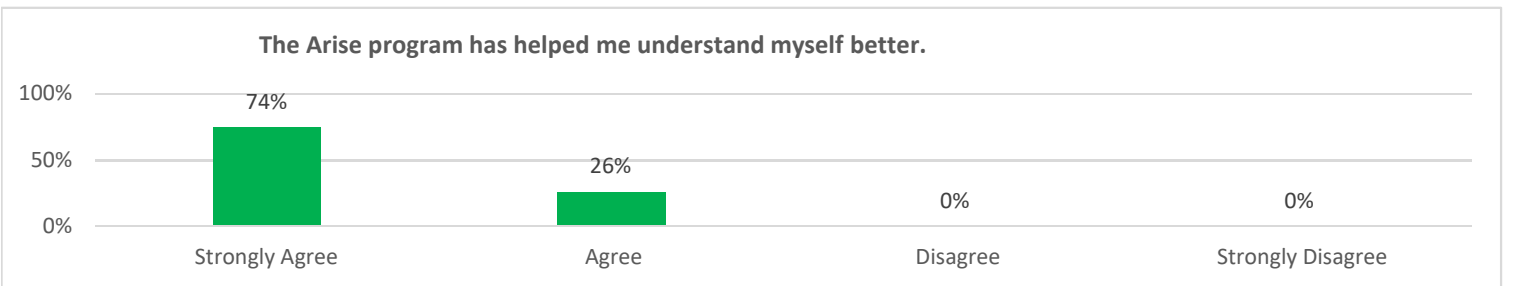
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2019 Responses	45	73%	17	27%	0	0%	0	0%	62
Total	45	73%	17	27%	0	0%	0	0%	62



73% of the students "Strongly Agreed" that they know more about setting goals by attending the Welcome Back Event. An additional 27% selected "Agree" to this statement.

The Arise program has helped me understand myself better.

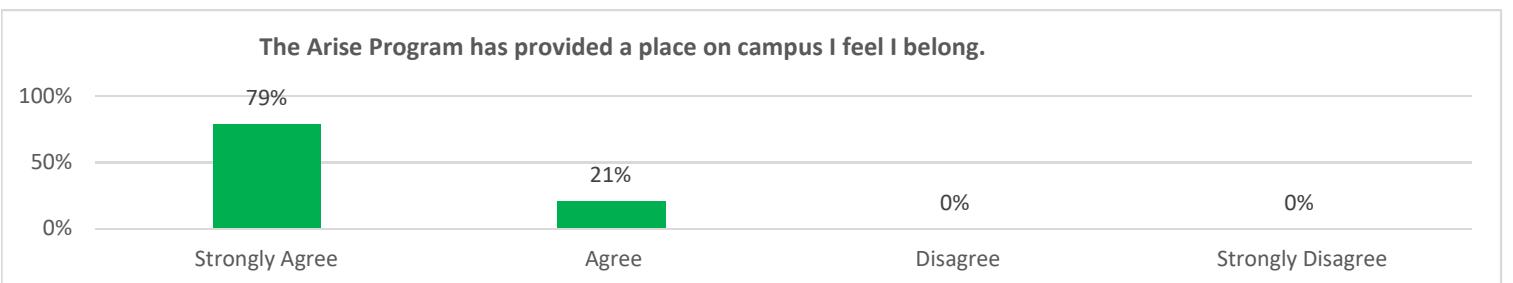
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2019 Responses	46	74%	16	26%	0	0%	0	0%	62
Total	46	74%	16	26%	0	0%	0	0%	62



100% of the returning Arise students agreed with the statement, "The Arise program has helped me understand myself better".

The Arise Program has provided a place on campus I feel I belong.

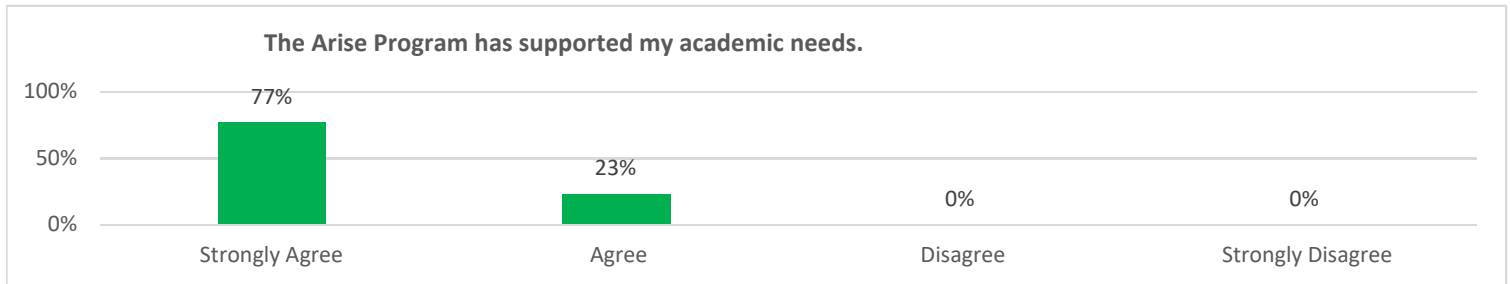
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2019 Responses	49	79%	13	21%	0	0%	0	0%	62
Total	49	79%	13	21%	0	0%	0	0%	62



Among the Arise students attending the Spring 2019 Welcome Back event, 100% agreed with the statement, "The Arise program has provided a place on campus I feel I belong".

The Arise Program has supported my academic needs.

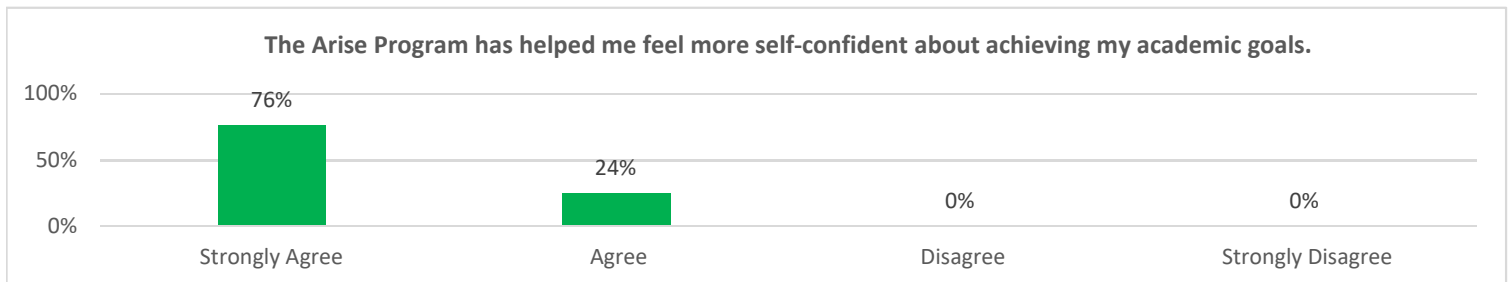
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2019 Responses	47	77%	14	23%	0	0%	0	0%	61
Total	47	77%	14	23%	0	0%	0	0%	61



100% of the respondents selected either, "Strongly Agree" or "Agree" in response to the statement that the Arise program has supported my academic needs.

The Arise Program has helped me feel more self-confident about achieving my academic goals.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Returning Arise Students	47	76%	15	24%	0	0%	0	0%	62
Total	47	76%	15	24%	0	0%	0	0%	62



All respondents agreed that the Arise program has helped them feel more self-confident about achieving their academic goals.

What do you hope to gain from your journey in the Arise program?

Graduate with a 3.0 GPA

Maintaining above a 3.0 GPA

This made me more open minded about culture.

Always treated everyone as family.

I hope to gain leadership skills.

Friends and connections

Motivation

Just aid academically.

To stay consistent

Confidence

getting to know more people :)

Support

graduate

I hope to gain new mentors and to be more successful.

further understand myself.

Graduate

A new group of friend I can support and be supported by to succeed at MtSAC.

Support and loving friends.

Momentum

Farienly Person

I want to gain my AA.

make better person as a friend.

Wrapping up and finally going to do milestones.

Get to know more people :)

To meet people :)

Keep learning and unlearning.

Believing in myself.

Continue to love one another.

I hope I will continue to meet new people in the Arise.

A safe space for the people who need it.

To get the help I need.

to understand self more.

More Opportunities

Pass my class and graduated on time.

To get a Job! :)

Be a better story.

To make this year a better year for me academically.

I hope to gain more knowledge about the culture.

Memories

I hope to gain more knowledge about the culture.

To transfer and achieve all my academic goals.

More culture

more friends

More experiences

Unity

At Grade :)

I hope to better understand and appreciate my Chamorro culture.

A better me.

To be better myself academically.

What do you hope to gain from your journey in the Arise program?

More motivated to study.

Learn more

I just hope to transfer and continue my education in the states.

Learn more about culture.

To know what to do to be able to acheive my goals.

Support and love

I hope to gain support and to gain more friends.

A sense of community and understanding.

Educate the young ones.

The key to success.

Any success to help me transfer

To pass my grades.



Year 3 Delano Fieldtrip

April 2019

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. On April 27, 2019, students from the Arise program as well as other campus programs visited Delano to learn about Filipino experiences during the farmer's strike. 27 of these students completed a brief survey. The results of that survey are provided below.

Summary Results

- 100% of the respondents agreed that the fieldtrip taught them more about discrimination in society.
- All of the students who completed a survey agreed with the statement, "I have a deeper appreciation for those who have experienced social injustice."
- 81% of the respondents "Strongly Agreed" that the fieldtrip has helped motivate them to focus on their college
- 91% of those who completed the survey "Strongly Agreed" or "Agreed" that the session exceeded their expectations.

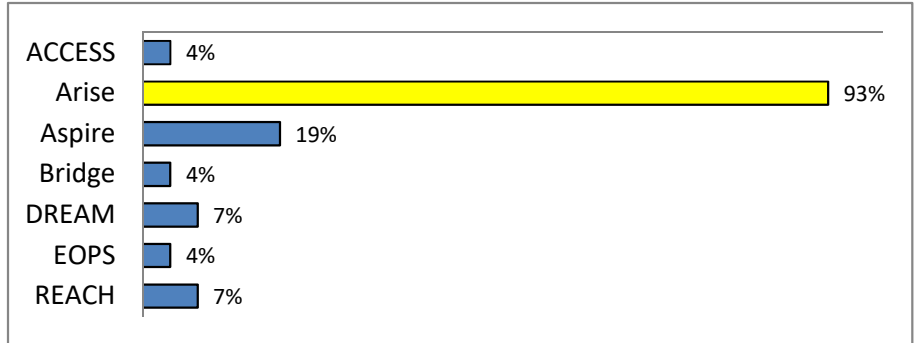
The following report is only possible because of the insight and assistance provided by IT. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/26/2020 . Prepared By: Lisa DiDonato, ERAA, AANAPISI Grant (RIE)

Delano Fieldtrip Spring 2019

On April 27, 2019, students from the Arise program as well as other campus programs visited Delano to learn about Filipino experiences during the farmer's strike. 27 of these students completed a brief survey. The results of that survey are provided below.

Which student program(s) are you involved in?

Response	Count	Percent
ACCESS	1	4%
Arise	25	93%
Aspire	5	19%
Bridge	1	4%
DREAM	2	7%
EOPS	1	4%
REACH	2	7%
Total	27	

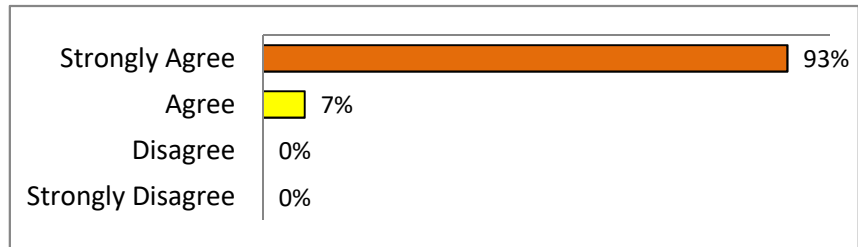


93% of the students reported they are involved with the Arise program.

Mark your level of agreement with the following statements about the Delano fieldtrip.

I learned something new today.

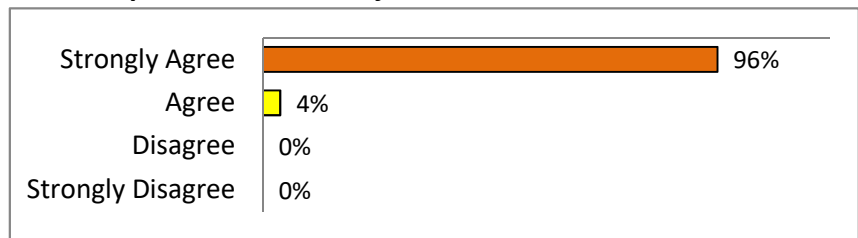
Response	Count	Percent
Strongly Agree	25	93%
Agree	2	7%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%



All of the students who completed a survey responded with either "Strongly Agree" or "Agree" when asked if they learned something new today.

I have a deeper appreciation for those who have experienced social injustice.

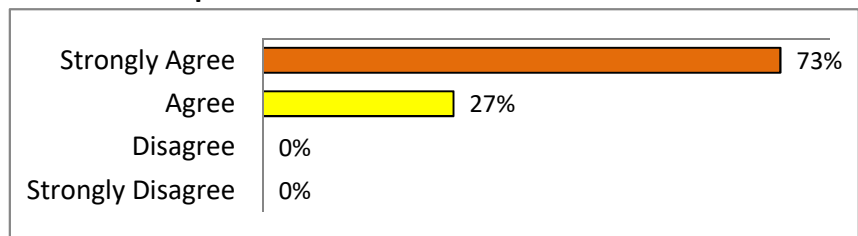
Response	Count	Percent
Strongly Agree	26	96%
Agree	1	4%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%



All of the students who completed a survey agreed with the statement, "I have a deeper appreciation for those who have experienced social injustice."

The pre-trip information session prepared me for this experience.

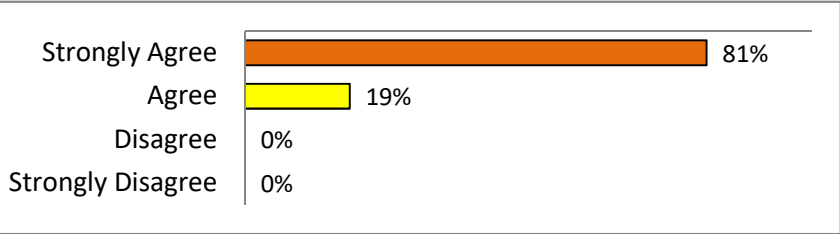
Response	Count	Percent
Strongly Agree	19	73%
Agree	7	27%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%



73% of the respondents "Strongly Agreed" that the pre-trip information session prepared them for the experience.

This fieldtrip has helped motivate me to focus on my college education.

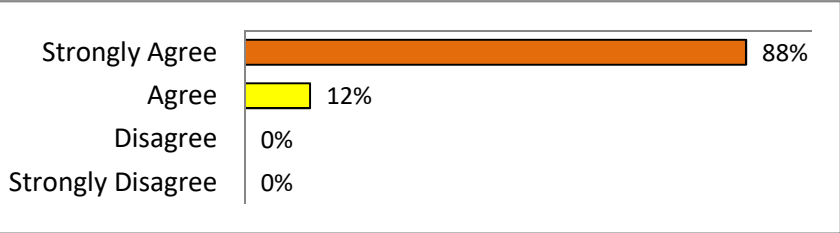
Response	Count	Percent
Strongly Agree	22	81%
Agree	5	19%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%



81% of the respondents "Strongly Agreed" that the fieldtrip has helped motivate them to focus on their college education.

I learned more about discrimination in society.

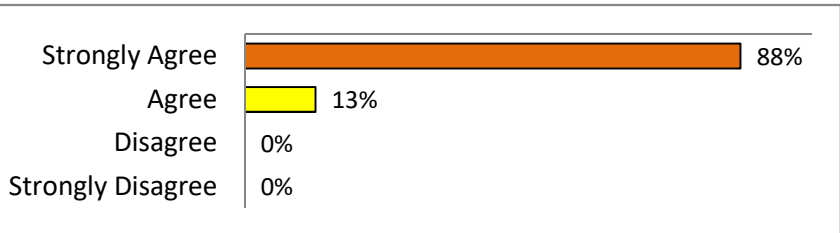
Response	Count	Percent
Strongly Agree	23	88%
Agree	3	12%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%



100% of the respondents agreed that the fieldtrip taught them more about discrimination in society.

The pre-trip video clips were meaningful.

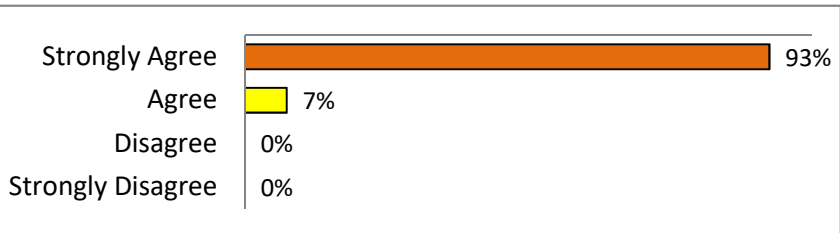
Response	Count	Percent
Strongly Agree	21	88%
Agree	3	13%
Disagree	0	0%
Strongly Disagree	0	0%
Total	24	100%



100% of the respondents reported that the pre-trip clips were meaningful.

The video clips shown at Delano were meaningful.

Response	Count	Percent
Strongly Agree	25	93%
Agree	2	7%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%



100% of the respondents "Agreed" or "Strongly Agreed" that the video clips shown at Delano were meaningful.

What did you like best about this experience?

The guides of the trip were inspiring an retold/passed on their personal stories.
hearing first hand to the people who lived the stories was/is captivating. Pilipinos are still making moves in documenting & social justices for the community visiting historical sites & imagining the movement in my head.
What hit me the most was visiting the same grounds larry stood on.
We heard the stories of resilience from family members of the farm workers movement. Injustice is a constant fight that requires education to strengthen advocacy efforts while retaining close ties to the community.
The things that I learned on this trip I can take with me beyond just my education.
Meeting and speaking live Roger and Alex.
Hearing the true life experiences of Roger and Alex was beyond inspiring. Being reminded that we are living in honor of those who came before us.
I loved how we had actual people who have experienced social injustice speak to us about their stories. I honestly loved the places we were taken to. It all had such significant history experiences.
Learning that my ancestors up north had the same struggles as the Filipino workers in Delano
I enjoyed the untold stories of Filipino migrant farm workers and how they overcame obstacles for a better life for future generations.
More about my culture can a deeper understanding of the Manongs.
I loved hearing from Roger and Alex because they lived through those times and are pushing to make sure incoming generations are aware of who they are and where they come from.
I would like about Delano history.
Knowing the past Filipino politics in America
I liked that I learned how the great strike started with a leader.
I love the connection and motivations we all shared and passed on. I also love the point of views we got to learn about.
I liked being able to learn about all of the Manongs who put the Filipinos on the map and also being able to experience this with my Filipino brothers and sisters.
the food
If I learned how the farm workers who started the farm workers strike were actually Philipinos.
This trip was very unique and itself and it was very insightful. It was amazing to learn about the forgotten history of the Delano strike.
The stories told by Alex and Roger. To be given first hand experience of growing up in the conditions made it more meaningful to the experience.
The emphasis on my obligation as a Filipino American to tell my people's story.
What I liked best about the experience was that we were able to visit each place, monumental place, and mural while getting to learn from people who were "observers", also known as Alex and Roger who were greatly appreciated and admired for what they were
Having to hear Alex and roger speak without sugar coating what had happened.
That tours of the different places we went.
The moral and the mission.

What part of the Delano experience impacted you the most?

After hearing the historical struggles of the farm workers it has greatly impacted me a means of motivation and determination. I'm grateful to have the opportunity to view the realities of history such as visiting the retirement center for Monoga's.

After learning of the manong's stories and the tour guide's personal childhood experiences about the time of the grapevines strike

AGBAYANI- Just standing on the land that the few Manage lived in the reason why it was built, creating the vision that ... had come to life. Story telling. oral history. even just that truce lives. the importance.

Being able to obtain the right information of how the events unfolded. Understanding that there would be no Cesar without Larry.

Despite the inequality with the strikes. Larry understood it was more than just for his personal benefit. He is a true leader for social justice. If we can let go of anger justice may be reached faster.

Hearing about experiences of other people that were affected by the discrimination in person. Not only seeing and listening, but the emotional aspect was real and meaningful

Hearing about person experiences, not just reading about them; nor hearing from word of mouth.

Hearing about the rich history of Filipino immigrants and walking in the same room that those before me lived in. Also getting inspired to accomplish my goals and go back home to help my are aboriginal people fight for our rights and acknowledgment as the

I got imacted the most when we were at the retirement home and we were closing our trip with some last words from Alex, Roger & Mamma Aida. That moment I was crying so much. I was overwhelmed with love & happiness.

Inspiring me to continue with my education and two B all I can be, achieved at the highest level that I can. Never limit myself, my struggles are just the dreams of a better life handed down to me by my ancestors.

Roger and Alex stories of their observed experiences in Delano from the past to impact future generations.

The abyani villager.

The Agbyani impacted me the most. To know that so many people band together to build how one of Larry dreams and two seed still standing and well taken care of shows the appreciation and respect his people have for him even after he's gone.

The Delano history that was impacted me.

The information in which we watched the videos

The injustice that Cesar Chavez got most of the credit when someone else had started it.

the inspiration, hopefulness, connection, love, and so much more. Everything had a meaning and the story.

The part that impacted me the most was visiting the Filipino community hall.

the tour

The unity between Filipinos and Mexicans and how similar we are

Towards the end of our visit we all formed a circle to express how we felt about this experience. Everyone was so raw and it was an amazing connection in which we were all moved by the stories.

Understanding the true meaning of Manong and what it symbolizes.

Visiting Itliong's Grave

What impacted me the most about this Delano trip was being able to not only watch the video in which houses the Filipinos side of the story but getting to also see each site in which took place Including the grapevines from all their hard work..

When we went to the Abrygo village showed our emotions with each other.

Without Larry, there would be no Cesar Chavez.

Other comments/suggestions

Please continue these amazing cultral trips!

Made me realize that I should become more aware of our ancestors history/legacy/ impact they made in the world.

Coffee would be lovely.

I would love to hear them come and share this story would Mt. SAC.

This trip make me realize that even though we don't get recognizied for everything that we do, our people, the future generations will reap what we sow. It's all about paying it forward and realizing that our ancestors worked and sacrificed so much for us

Trips on south Asian history.

nope

Thank you for the opportunity to take this trip!

Thank you for having me.

Publicize your story.

Amazing :)

I wish this was taught through my high school years, everything I learned about in high school that involve Filipinos had a almost bad impact, bad view, or it was sad. This story was powerful and uplifting.

Awesome. It would be cool to interact with farm workers today and maybe experience it in person.

I hope to participate in future trips like this.

I feel I have a purpose after. The purpose to carry on not only their legacy, but the legacy or our ancestors. They sacrificed so much. We have a purpose to give back.

How would love to come back to Delano. Not only knowing I have seen and learned about its past but just to sightsee and appreciate to Delano's city.

Love it!

Keep it up! An awesome opportunity! Focus on getting the word out more often and sooner!



Objective 10b Professional Development Survey Year 3

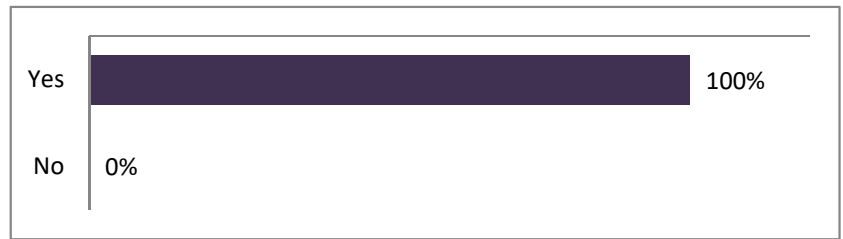
Each year the Arise grant must complete an Annual Performance Review (APR) for the Federal Government. As part of this report we are required to provide progress details regarding the goals we established in the grant. One of these goals concerns professional development funded by the grant. An online survey of three questions were asked of the six people who received grant funding to attend professional development. Five people responded. Their responses can be found on the following page.

The following report is only possible because of the insight and assistance provided by, IT, and Arise program staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/21/2020. Prepared By: Lisa DiDonato, ERAA, AANAPISI Grant (RIE)

Objective 10b Survey Results

Do you feel that the professional development activity you attended increased your awareness of API students?

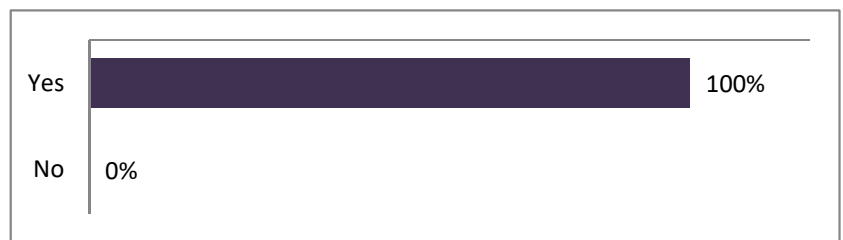
Response	Count	Percent
Yes	5	100%
No	0	0%
Total	5	100%



100% of the respondents felt that the professional development they recieved increased their awareness of API students.

Do you feel that the professional development activity you attended increased your understanding of API students?

Response	Count	Percent
Yes	5	100%
No	0	0%
Total	5	



100% of the respondents felt that the professional development they recieved increased their understanding of API students.

As a result of attending the professional development activity, so you think you will implement one new strategy when working with API students?

Response	Count	Percent
Yes	5	100%
No	0	0%
Total	5	



100% of the respondents reported that they will implement a new strategy when working with API students.



Arise Student ASAP Summary Report

Fall 2018

The AANAPISI grant at Mt. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. At the beginning of the spring 2019 term, Arise students who were enrolled in classes during the fall 2018 term and returned in the spring 2019 term, received via US mail a personal letter updating them on the progress they are making on key success items. An example of this letter as well as summaries of all 468 students are included in this report.

Summary Results

- 48% of the fall 2018 Arise students earned 100% of the units they attempted that term.
- 41% of the fall 2018 students have earned over 48 units at Mt. SAC.
- 67% of the fall 2019 Arise students had an overall GPA of 2.5 or above for the classes they have taken at Mt. SAC.

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagat-Nogi, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/19/2020.

Obtaining and maintaining a grade point average (GPA) of 2.5 or more is an important part of academic success. As seen in the charts and graphs below, 67% of the Fall 2018 Arise students have maintained a GPA of 2.5 or above for all the classes they have taken at Mt. SAC. 58% of the students earned a 2.5 or higher GPA for the fall 2018 term.

Overall Mt. SAC GPA

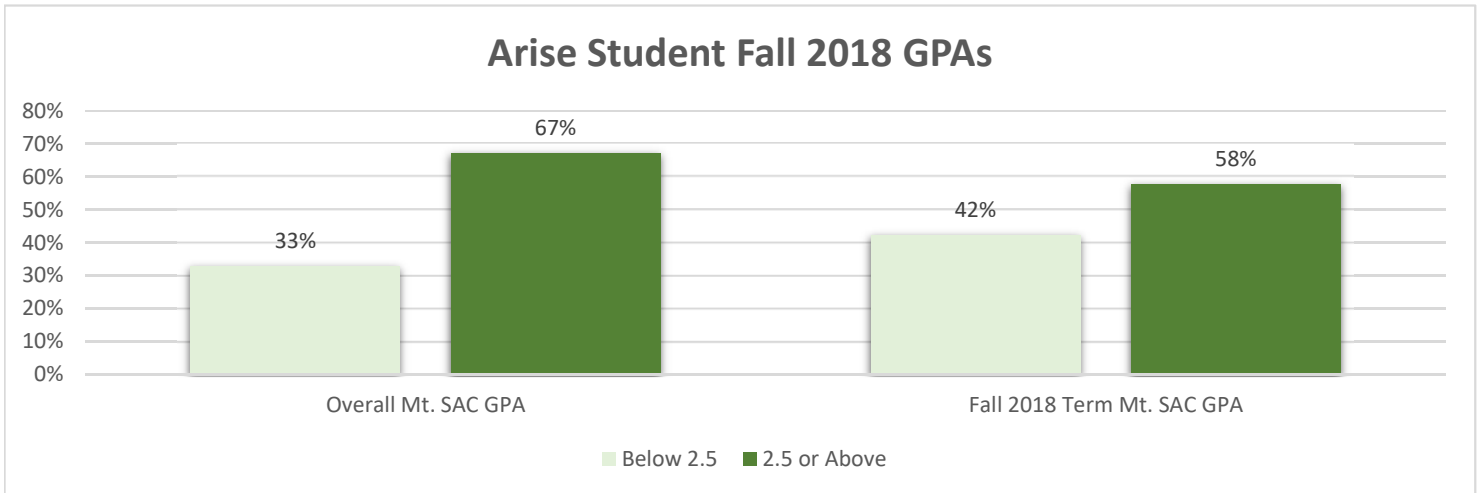
	Count	Percent
Below 2.5	154	33%
2.5 or Above	314	67%
Total	468	100%

Mean Overall GPA 2.75
Median Overall GPA 2.85

Fall 2018 Term Mt. SAC GPA

	Count	Percent
Below 2.5	198	42%
2.5 or Above	270	58%
Total	468	100%

Mean Term GPA 2.48
Median Term GPA 2.75



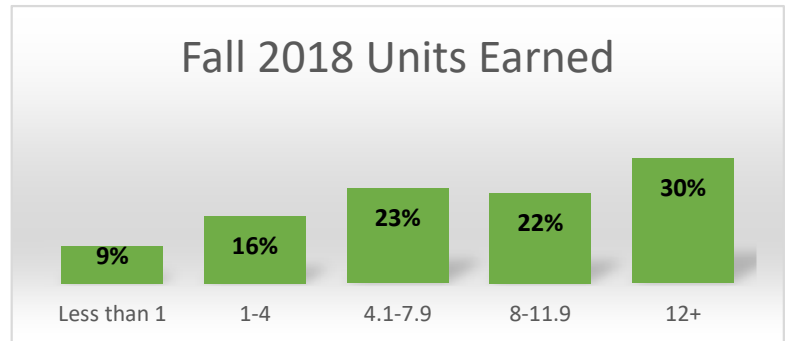
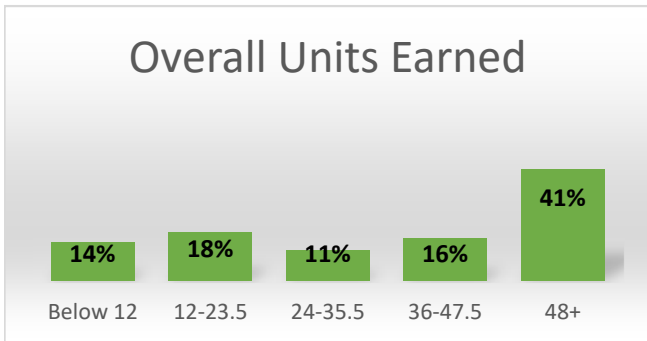
52% of the fall 2018 ASAP Arise students earned 8 or more units during the term. Overall, 41% of the fall 2018 students have earned 48 units or more at Mt. SAC.

Overall Mt. SAC Units Earned

	Count	Percent
Below 12	66	14%
12-23.5	83	18%
24-35.5	53	11%
36-47.5	73	16%
48+	193	41%
Total	468	100%

Term Mt. SAC Units Earned

	Count	Percent
Less than 1	42	9%
1-4	76	16%
4.1-7.9	107	23%
8-11.9	102	22%
12+	141	30%
Total	468	100%



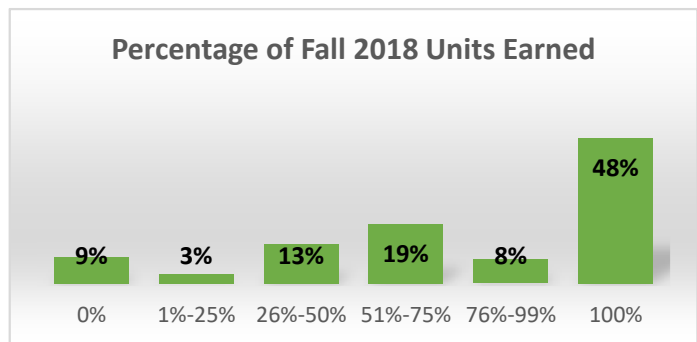
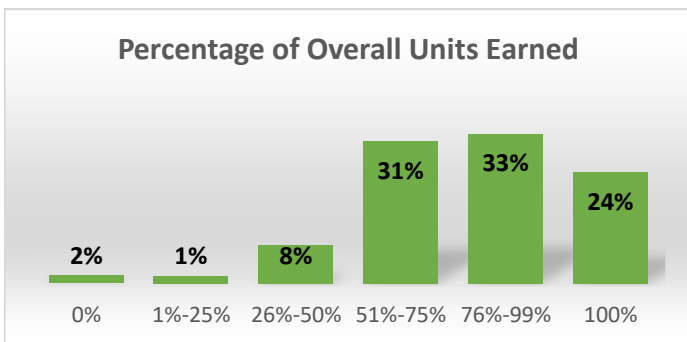
48% of the fall 2018 Arise students earned 100% of the units they attempted during that term. Overall, 24% of the fall 2018 ASAP students have earned 100% of the units they have ever attempted at Mt. SAC.

Percentage of Overall Mt. SAC Units Earned

	Count	Percent
0%	8	2%
1%-25%	7	1%
26%-50%	39	8%
51%-75%	146	31%
76%-99%	154	33%
100%	114	24%
Total	468	100%

Percentage of Term Mt. SAC Units Earned

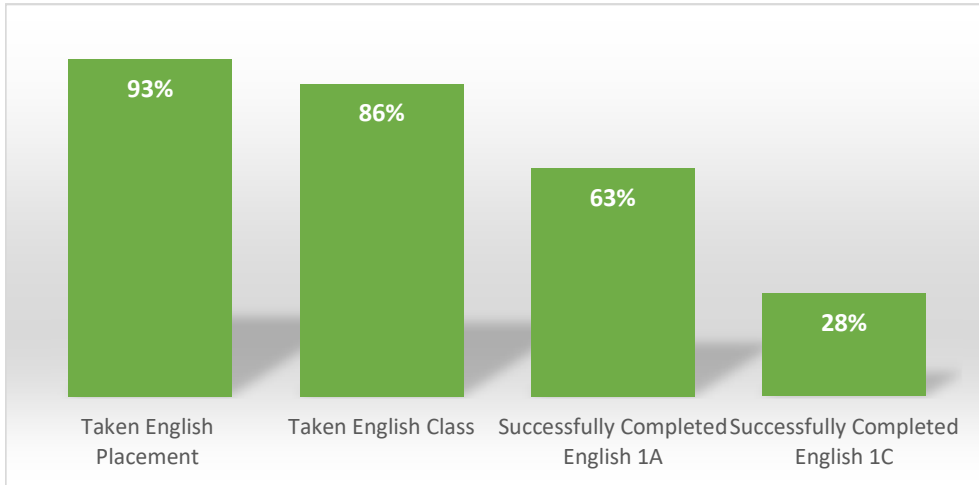
	Count	Percent
0%	41	9%
1%-25%	14	3%
26%-50%	61	13%
51%-75%	91	19%
76%-99%	37	8%
100%	224	48%
Total	468	100%



English Writing Requirements

	Count	Percent
Taken English Placement	435	93%
Taken English Class	403	86%
Successfully Completed English 1A	294	63%
Successfully Completed English 1C	132	28%

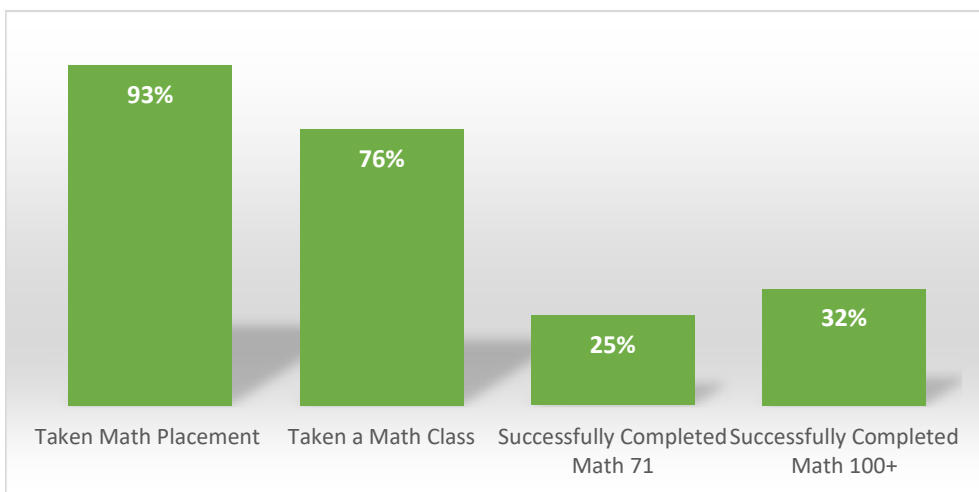
93% of the 468 students have taken their English Placement exam or AQ. 63% have successfully completed English 1A and 86% have attempted an English class.



Math Requirements

	Count	Percent
Taken Math Placement	436	93%
Taken a Math Class	354	76%
Successfully Completed Math 71	115	25%
Successfully Completed Math 100+	149	32%

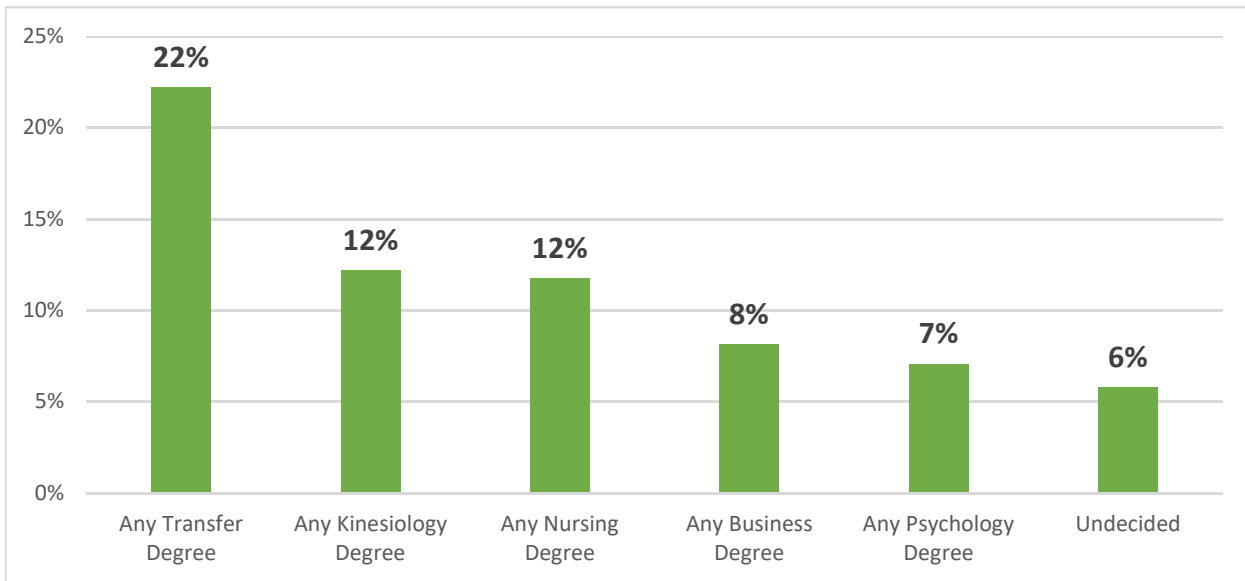
93% of the students have completed at least one math placement exam or the AQ. 76% have attempted a math class and 32% have successfully completed Math 100 or higher.



Top Arise Declared Majors

	Count	Percent
Any Transfer Degree	104	22%
Any Kinesiology Degree	57	12%
Any Nursing Degree	55	12%
Any Business Degree	38	8%
Any Psychology Degree	33	7%
Undecided	27	6%

Total 468



22% of the fall 2018 Arise students declared major was a transfer degree. Kinesiology and Nursing were the most often declared majors among these students.



Arise Student ASAP Summary Report

Spring 2019

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. At the beginning of the fall 2019 term, Arise students who were enrolled in classes during the spring 2019 term and returned in the fall 2019 term, received via US mail a personal letter updating them on the progress they are making on key success items. An example of this letter as well as summaries of all 388 students are included in this report.

Summary Results

- 54% of the Spring 2019 Arise students earned 100% of the units they attempted that term.
- 56% of the Spring 2019 students have earned over 49 units at Mt. SAC.
- 73% of the Spring 2019 Arise students had an overall GPA of 2.5 or above for the classes they have taken at Mt. SAC.

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagat-Nogi, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 8/30/2019.

Obtaining and maintaining a grade point average (GPA) of 2.5 or more is an important part of academic success. As seen in the charts and graphs below, 67% of the Spring 2017 Arise students have maintained a GPA of 2.5 or above for all the classes they have taken at Mt. SAC. 63% of the students earned a 2.5 or higher GPA for the Spring 2019 term.

Overall Mt. SAC GPA

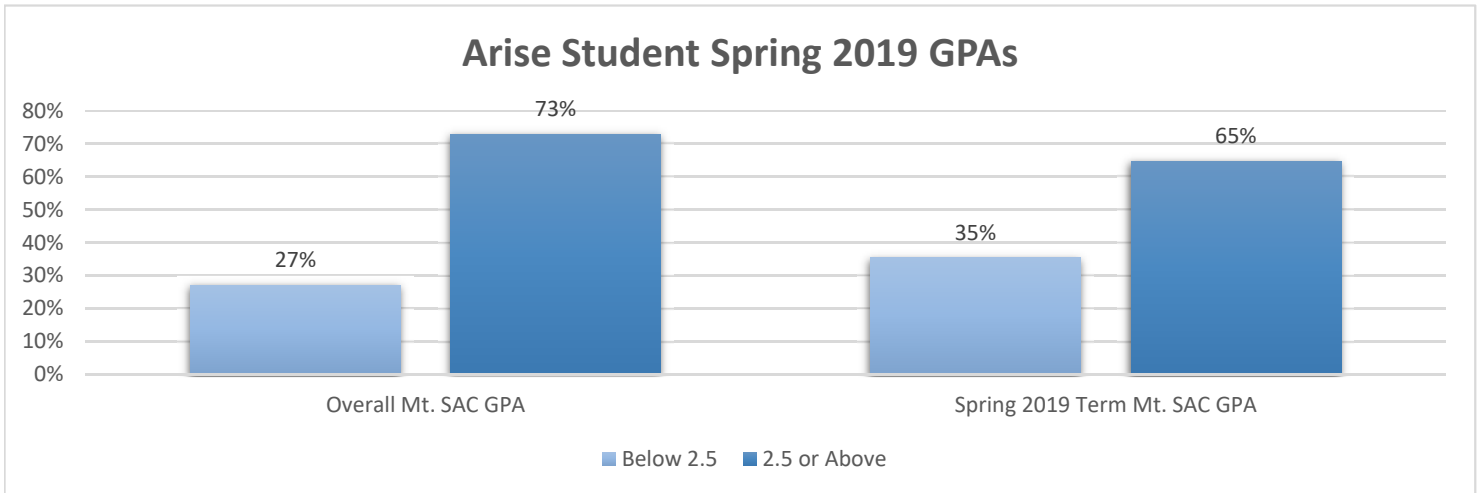
	Count	Percent
Below 2.5	105	27%
2.5 or Above	283	73%
Total	388	100%

Mean Overall GPA 2.88
Median Overall GPA 2.92

Spring 2019 Term Mt. SAC GPA

	Count	Percent
Below 2.5	137	35%
2.5 or Above	251	65%
Total	388	100%

Mean Overall GPA 2.60
Median Overall GPA 2.82



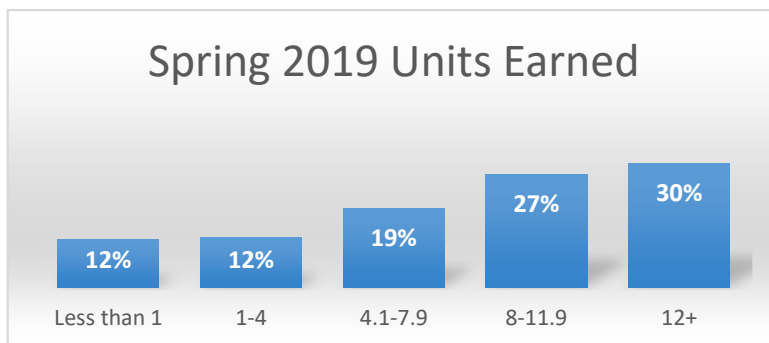
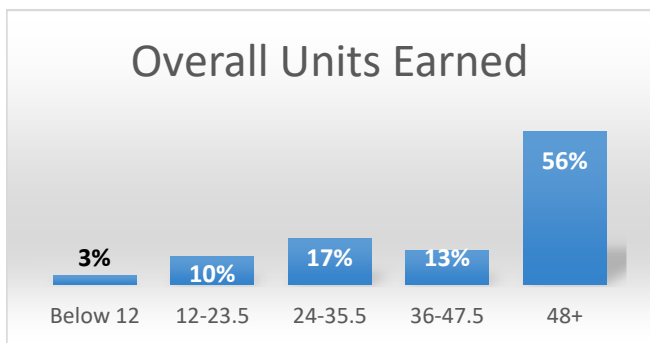
57% of the Spring 2019 ASAP Arise students earned 8 or more units during the term. Overall, 56% of the Spring 2019 students have earned 48 units or more at Mt. SAC.

Overall Mt. SAC Units Earned

	Count	Percent
Below 12	13	3%
12-23.5	40	10%
24-35.5	67	17%
36-47.5	49	13%
48+	219	56%
Total	388	100%

Term Mt. SAC Units Earned

	Count	Percent
Less than 1	45	12%
1-4	47	12%
4.1-7.9	74	19%
8-11.9	106	27%
12+	116	30%
Total	388	100%



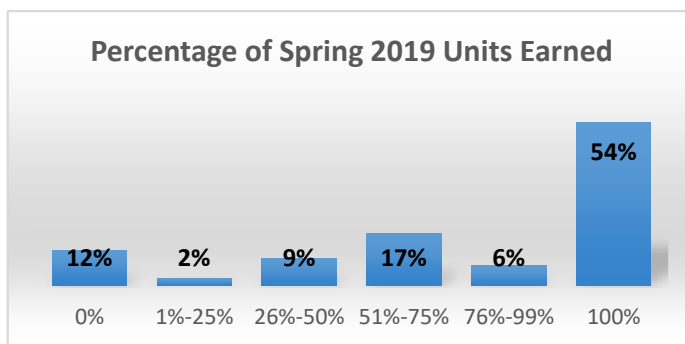
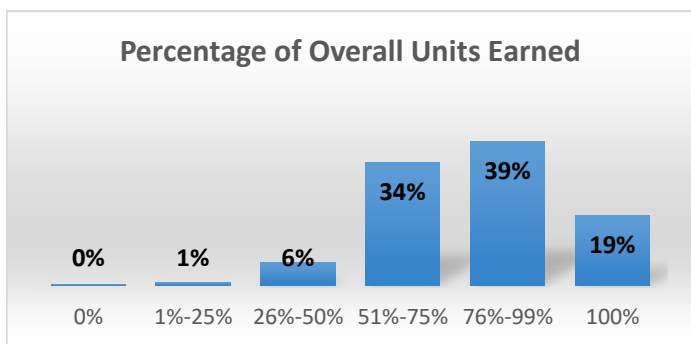
54% of the Spring 2019 Arise students earned 100% of the units they attempted during that term. Overall, 19% of the Spring 2019 ASAP students have earned 100% of the units they have attempted at Mt. SAC.

Percentage of Overall Mt. SAC Units Earned

	Count	Percent
0%	1	0%
1%-25%	3	1%
26%-50%	25	6%
51%-75%	131	34%
76%-99%	153	39%
100%	75	19%
Total	388	100%

Percentage of Term Mt. SAC Units Earned

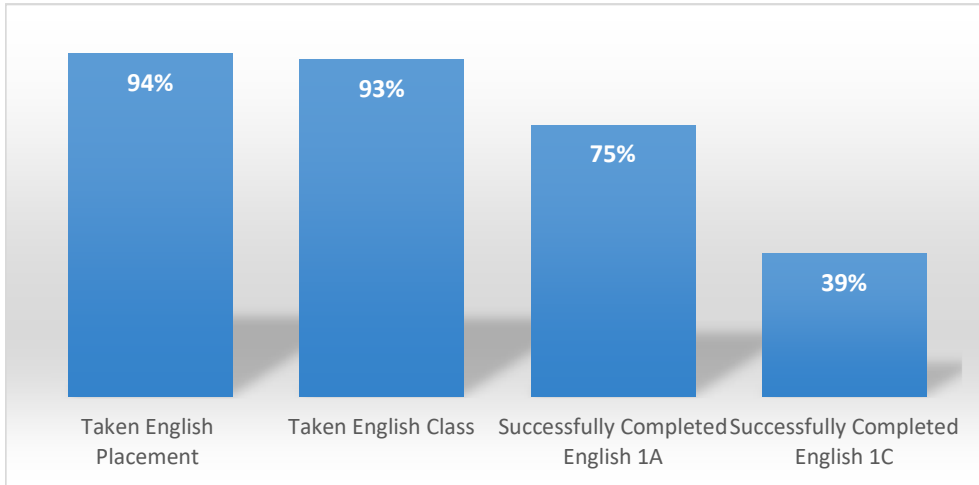
	Count	Percent
0%	45	12%
1%-25%	9	2%
26%-50%	35	9%
51%-75%	66	17%
76%-99%	25	6%
100%	208	54%
Total	388	100%



English Writing Requirements

	Count	Percent
Taken English Placement	366	94%
Taken English Class	360	93%
Successfully Completed English 1A	290	75%
Successfully Completed English 1C	153	39%

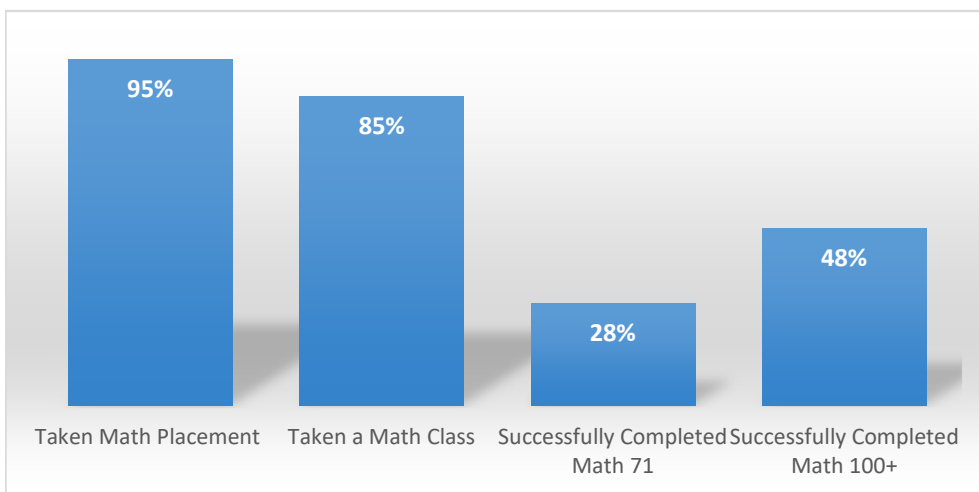
94% of the 291 students have taken their English Placement exam or AQ. 75% have successfully completed English 1A and 93% have attempted an English class.



Math Requirements

	Count	Percent
Taken Math Placement	368	95%
Taken a Math Class	328	85%
Successfully Completed Math 71	108	28%
Successfully Completed Math 100+	188	48%

95% of the students have completed at least one math placement exam or the AQ. 85% have attempted a math class and 48% have successfully completed Math 100 or higher.





Summer 2019 Arise Student Leadership Retreat Survey Results

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. Developing communication and leadership skills of Asian and Pacific Islander students is among the main objectives of the grant. During the Summer 2019 term a retreat was held for Arise program students who demonstrated interest in improving both their leadership and communication skills. During the three day retreat the students were asked to complete evaluations of the day's events. This report summarizes the findings of those evaluations.



Summary Results

- 100% of the students were in agreement that they feel more confident as a result of the retreat.
- 100% of the respondents were in agreement that they understand themselves better as a result of the retreat.

This report is only possible because of the insight and assistance provided by IT, Aida Cuenza-Uvas and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/25/20.



Please tell us at least one thing you learned about "Getting Out of Your Comfort Zone".

Getting out of my comfort zone requires me to at least understand what I am afraid of and what's holding me back. I can't solve a problem if I don't know that I have one.

That I be too lazy

Be comfortable with the uncomfortable

Confidence is key.

I need to be positive. I cannot stay in a negative position or maintain a negative view towards life. I must be comfortable with the uncomfortable.

I learned that getting out of your comfort zone means to be comfortable with being uncomfortable.

Just a lot of thing that sometimes I don't like to talk about like school.

Be comfortable with the uncomfortable and relationships can influence your comfort zone

Learned that I am confident in myself and I am confident in being a leader with new groups of people

It takes being comfortable in the uncomfortable

It's important to get out of your comfort zone to learn new things and meet new people.

Fear can either make you or break you

Limits and comfort zones and two different things.

Take advantage of this opportunity. Everyone dies but not everyone lives

It's important that you get out of your comfort zone because if you get stuck on being comfortable it's going to be hard to break those habits

Changing the idea of fear and switching it with excitement.

To take a risk and be open minded to change

How to distinguish real fears from previewed fears.

Practicing positive I statements regularly is a valuable tool.

No kindaaaaaa

Just talked to people and you will be fine.

It is okay to feel uncomfortable or scared it's a natural response!

Something I learned is being able to turn our anxiousness into excitement. I also learned about having good relationships with people. I learned how you can improve yourself.

Getting out of your comfort zone is essentially where the 2% live. That's where all the magic happens

Helped realized that self doubts and unbelief keeps me from reaching my fullest potential and what I'm capable of achieving. Stepping out of my comfort zone helps me recognize gifts I was born to develop and share

one thing I acknowledge from the "getting out of your comfort zone" is that being out of your comfort zone allow one to grow and evolve.

The presentation of the relationships.

To let go of the things that put you in your comfort zone

What I learned is that being too comfortable in our will never get us to express our emotions, our voice, and etc. Students will change their future when they step outside of their circle.

Participation



Name one thing new you will do as a result of the workshop, "Getting Out of Your Comfort Zone".

I should not let fear consume me.

Don't be afraid to speak up, connect and learn from others, and be less doubtful of one's self.

Start being more friendly at my job as a student worker

Stop being lazy

I will make sure to evaluate my fears.

Introduce myself to more people

Be able to know your limits.

Watching the difference between a healthy and unhealthy relationship. Knowing to set boundaries, state my love language, and having high expectations may be toxic when unfulfilled, so knowing your self worth.

I think the one thing I'll do better is making more time for myself because I get comfortable around people too easy and I should keep my circle small like Cheerios.

Speak up more

Have self confidence

I will not let my own self doubt and lack of confidence hold me back.

Be more aware of how many times I say can't. Try to use more positive words when I can.

Stay committed to the goals

The last one that we did on relationships

I will talk even when I do not want people to notice my accent!

I will turn my fears into I could's and be more involved and challenge myself so I feel better. I will also look at the relationships I have and work on what I expect from my friends and family so I can become more loving.

Address the issues that are keeping me in my comfort zone head on and challenge them.

I admired the motivational video that was shown. It inspired me to live life to the fullest without any regrets in the future.

One thing I will do as a result of the workshop, "getting out of your comfort zone" is that I will repeat my affirmation "The self is LOVE" everyday.

Don't be afraid meeting a new peer around your surroundings.

get to know new people and be open to try new things

Speak up and never let no person think negative about my opinion. You'll never know who you will touch with your words.

Get to know others

I try to keep away from things I don't like to do so going on this trip where I am now. Help me get out of my comfort

Be more conscious about getting uncomfortable

I will speak life and positive thoughts during my daily activities.

I will be comfortable with the uncomfortable. I will get used to the unfamiliarity of the things I am

As a result of "Getting Out of Your Comfort Zone" I'm planning on being more courageous in what I do and denying my emotions so I can stick to what needs to be done.

I will now actively seek chances to expand my range of comfort and things I will be familiar with.

Be comfortable



What are some of the characteristics of an unhealthy relationship?

Response	Count	Percent	Response	Count	Percent	Response	Count	Percent
Jealousy	10	32%	hate	1	3%	Untrustworthy	1	3%
Controlling	7	23%	Guilt	1	3%	Violent	1	3%
Dishonesty	7	23%	Aggressive	1	3%	Unfaithfulness	1	3%
Prideful	7	23%	Fighting	1	3%	Not good enough	1	3%
Abusive	7	23%	Indecisiveness	1	3%	Lack of understanding	1	3%
Toxic	6	19%	Cheating	1	3%	Lying	1	3%
Anger	5	16%	Confusion	1	3%	Weak Minded	1	3%
Lazy	4	13%	Bad habits	1	3%	Malice	1	3%
rude	5	16%	demanding	1	3%	Miscommunication	1	3%
Negative	4	13%	dependent	1	3%	Mistrust	1	3%
Lusting	3	10%	Arguing	1	3%	Quit	1	3%
disrespectful	4	13%	Fake	1	3%	Not having a balance of energy	1	3%
Ignoring	3	10%	Anxious	1	3%	Not listening	1	3%
Lack of trust	3	10%	Anxiety	1	3%	Not willing to work out a problem	1	3%
Lack of communication	4	13%	Drama	1	3%	Pessimistic	1	3%
Judgemental	3	10%	Egocentric	1	3%	Petty	1	3%
fear	3	10%	Egotistical	1	3%	infactiation	1	3%
Angry	3	10%	Close minded	1	3%	Misunderstanding	1	3%
Unreliable	3	10%	excuses	1	3%	Eating insecurities eat you	1	3%
Unstable	3	10%	Disregard	1	3%	Putting each other down	1	3%
Unloyal	2	6%	Apathetic	1	3%			
Greed	2	6%	Unfun	1	3%			
Mean	2	6%	Selfish	1	3%			
Manipulative	2	6%	Selfishness	1	3%			
Inconsiderate	2	6%	Stress	1	3%			
Hurtful	2	6%	Struggle	1	3%			
Violence	2	6%	uncaring	1	3%			
Closed off	2	6%	Uncertainty	1	3%			
Not caring	2	6%	Limiting	1	3%			
unforgiving	2	6%	Unforgivable	1	3%			
insecure	2	6%	Ungrateful	1	3%			
Unsupportive	2	6%	unhappiness	2	6%			
Degrading	2	6%	Unresponsive	1	3%			
Doubt	2	6%	Unsupported	1	3%			



What are some of the characteristics of a healthy relationship?

Response	Count	Percent
Love/Loving	19	61%
Trust/Trustworthy	12	39%
Honesty	12	39%
Caring	10	32%
Respect/Respectful	10	32%
Understanding	9	29%
Communication	8	26%
Supportive	7	23%
Happiness	6	19%
Positive	5	16%
Listening	5	16%
Patience	5	16%
Kind	5	16%
Open Minded	4	13%
Encouraging	3	10%
Considerate	3	10%
Forgiving	3	10%
Compassion	2	6%
Uplifting	2	6%
Growth	2	6%
Confidence	2	6%
Reliable	2	6%
Aware	1	3%
Capable and Willing	1	3%
Great listener	1	3%
Giving space	1	3%
Growing	1	3%
Acts of service	1	3%
Best person	1	3%
Grateful	1	3%
Giving	1	3%
gift giving	1	3%
Faithful	1	3%
Faith	1	3%
Equality	1	3%
Empowering	1	3%
Determination	1	3%
Deserving	1	3%
Dedication	1	3%

Response	Count	Percent
Genuine	1	3%
Quality Time	1	3%
Transparent	1	3%
Thoughtful	1	3%
Thankfulness	1	3%
Sympathetic	1	3%
Stressed communication	1	3%
Share	1	3%
Selflessness	1	3%
Satisfied	1	3%
responsible	1	3%
Resilient	1	3%
Hopeful	1	3%
Reassurance	1	3%
Hellavated	1	3%
Peaceful	1	3%
Overstanding	1	3%
Open arms	1	3%
One	1	3%
Objective	1	3%
Motivation	1	3%
Loyal	1	3%
Loving yourself first	1	3%
Humble	1	3%
100% support	1	3%
Helpful	1	3%
Relationship	1	3%





What is one thing you will do differently as a result of the relationship workshop?

Since I started this retreat I expected to learn something new about myself. Something is certain, I am learning things about me.

To define what kind of leader am I

more leadership skills that can be used throughout my everyday life

To become a better person and better leader for my community. As well as explore my environment on campus and the camp grounds.

I hope to be more outspoken. In order for an audience to hear me out, I have to speak up. That is an aspect that I struggle with and I hope that the leadership retreat can spark a flame to get me started on sharing a little more and building that social momentum.

Develop skills to help me reach out to all cultures around me.

Confidence in myself and better leadership skills

Learn leadership skills and how to gain trust.

How to cope with the cultural differences.

To be more confident when I am standing in front of people.

To understand my Arise colleague's backgrounds and use knowledge gained on this retreat and put into practice into both Academic field and workforce

I hope to gain a different experience than I did last year. I hope I get to make new friendships and learn what kind of leader I am. I want to be able to take the things I learn from this retreat into the real world especially when I start the new fall semester.

New connections, friendships, skills to make me a better leader, and to better know myself as a leader and where to put my say and opinion in a positive way so that I can make a better impact.

That I will become a leader and learn more about myself and others.

I learned that everyone has their own story. Not everyone is the same, but there are a lot of similarities people have.

I hope to gain leadership skills and friends that I would be able to use or call for help in the future even after we split ways.

I want to regain the values I lost as a leader and become a different leader that's better than before. So experience, knowledge, networks, adventure, community, family and fun. Sometimes we have to lose ourselves and rebuild from the positive aspects that we sacrificed from past experiences, this retreat is one part of that healing process.

I want to overcome my fear of public speaking

I want to learn more about myself as a leader. I would like to see how I have changed from the past leadership retreat. I would like to be able to become a better leader and a better person.

I hope to gain new friends & connections. Find myself & who I am as a leader.

I want to learn about how to become a leader how good a leader I'm because anytime when my team leader is not coming I have to tell my co-workers to work fast and make sure everything is ok and done it clean and better.

I hope I can make a couple of new friends and actually stay connected to them. I hope to improve my leadership skills. I also want to gain knowledge of other cultures.

I hope to learn or gain a possible experience of my own culture and really have the time to investigate the exploration of my own culture and know what is going to be around me and my family because it can be different.

better interpersonal communication skill

I hope to learn leadership skills and to be able to gain motivation from all the workshops. Hopefully I get to continue getting out of my comfort zone and meet new people.

I hope to be able to share experiences and be more leader-like without requiring the group to share first or being obligated to.

Bandwagoning is a primary tendency for me, and it tends to occur when I become more comfortable with the group.

I hope to better define the type of leader I am and while doing so be aware of the other types of leaders in order to work together harmoniously.

How to become a better listener/leader.

Become more outgoing.



What do you hope to learn or gain as a result of this leadership retreat?

I hope to gain multiple friendships and deeper connections with friends and staff.

I hope to remain focused and grow through the next couple days

How to be attentive to the needs of my people as a leader.

I hope to positively change for the better and look forward for the changes in who I can be as a person.

To be more open

I hope to create new friendships and to become a better leader overall.

Gain more awareness of issues/traits weighing me down and grow from them.

How to make more connections, different ways to be a better leader, and be less doubtful of one's choices

Become closer with my friends and create new ones

Growth as a group in the positive direction

New leadership skills

Friendship and better communications between me and my peers

Be patient and to be able to put my pride aside.

Self-growth, empowerment through other leaders, confidence, and inner strength.

I hope to become a better person not only as a leader but as a follower. So that I could be a great team player this year for my team and my group of brothers.

Being more open and having open conversations/being better with communication

Become the better version of myself from yesterday.

How to better improve myself.

Community!

Getting out of my comfort zone

Learn how to be a good leader.

I hope to embrace the things I dont like about myself.

I hope to create friendships and know people deeper.

To push my boundaries and further develop my current relationships

I hope to learn and apply the qualities of a true leader to help my community

I hope to gain more knowledge and wisdom with the help of my peers and mentors.

Learn more about myself an my peers

to get out of my comfort zone to accomplish the things that i want and need to accomplish

To be a leader and to speak with my actions.

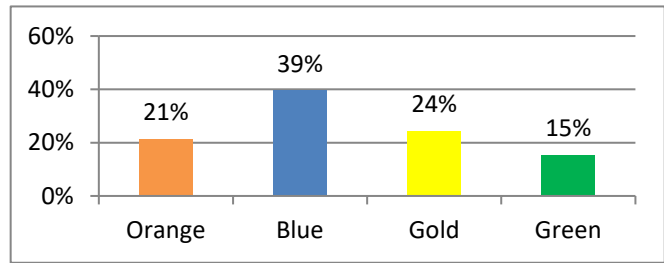
Friendships, the trust of others, and inspire others.

If I ever go into a relationship having girlfriend I must learn how to be more responsible and being a adult

Arise Day 2 Leadership Conference 2019 Survey Results

What was your color from the True Colors Workshop?

Response	Count	Percent
Orange	7	21%
Blue	13	39%
Gold	8	24%
Green	5	15%
Total	33	100%



39% of the students reported that their responses to the the "True Colors Workshop" quiz placed them in the "Blue" category. The group with the least number of students was the "Green" group.

Based on the True Colors Workshop, how can the characteristics of your color help you be a better leader?

Orange Students

The characteristics let me know what were my more common traits, and by doing that it let me know what I could work on.

To understand what my strengths are and also the strengths of others colors.

The True Colors workshop taught me that as a leader, I can be a little more serious when needed.

It will help me to mix with other colors and understand how they lead in different ways

It helps me strategize how to effectively help others around me accomplish their greatest aspirations. It also keeps others excited and motivated to do the seemingly impossible ventures in life.

It shows that I could welcome in new people to my group. And help them to make life enjoyable.

Well I think my energy will make me a great leader, no one wants a boring leader.

Blue Students

It helped me realize that being emotional is Okay.

It helps you connect, understand, and communicate with different personalities

I can be a better leader by bringing people together through inclusion and consideration of their emotions.

I could become more passionate with being more empathetic with understanding others and their feelings.

Being mostly blue makes me really patient and compassionate. I am happy to and compelled to help others at all times.

To be a friend for others. You'll never know what others are going through. Just putting a smile on my face for them will warm their heart.

The love for my community motivates me to help others.

Based on my characteristics of my color I feel like it could help me become a breed in the future because I'm open minded and very considerate and I'm also very caring and it could help as well because some people don't have that and you showing that love puts a smile on their face.

I believe my characteristics can help me to be a better leader by staying devoted in all that I do. It even said that I was empathetic which gave me a better understanding to why I do things. I know being true to my colors will help me advance in all areas in my life by remembering who I am and not caring if I am different from others.

I believe that being blue helps me become a better leader because how I am able to work in a group. Being a leader means helping other people succeed and encouraging other people to finish one goal.

They can help me give out the love that many people need. I can also be honest with my people and motivate them to keep going in life because there is people out there who care for them

Based on my characteristics I can help people when they are in need of help and be kind to them. I can be supportive if people need me to.

We are very compassionate and like to help others before ourselves

Gold Students

It helps a you see your weakness and strength

Stay organized

I like to stay organized and have a set plan for things which can help move things along quicker and easier.

As a gold I can be a better leader by keeping everyone's thoughts and ideas organized! The world need world needs lists :)

I'm an organized leader

I had to organize, do things in an orderly matter, never stop growing by learning, and to have discussions to implement all that.

As a gold, I need to be ready to get input from others and them make a plan based on everyone's contributions. Since I know my strengths of keeping everything on task I should be willing to help others that might not have that focus.

I'm an orderly person so getting things in order and having that makes being a leader a little easier. Wanting to get this done making deadlines

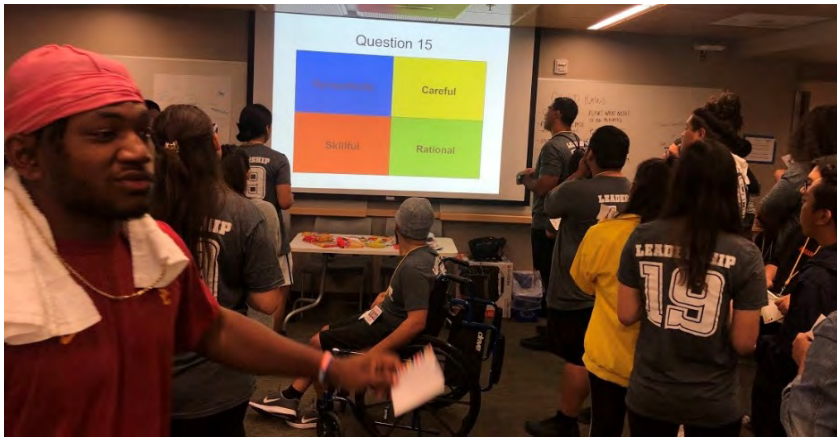
Green Students

I know my strengths and weaknesses thus I can lead more effectively knowing what I can do for myself and what I can do for others.

Knowing my stress and weaknesses.

I found my logical reasoning as being green is helpful as a leader in grounding me as a person because I prefer to plan ahead rationally. Thus, I'm able to use these skills to effectively map a plan and achieve a goal together as a I love to strategic plays. I can come up with a plan to go into the event before we actually go into said event.

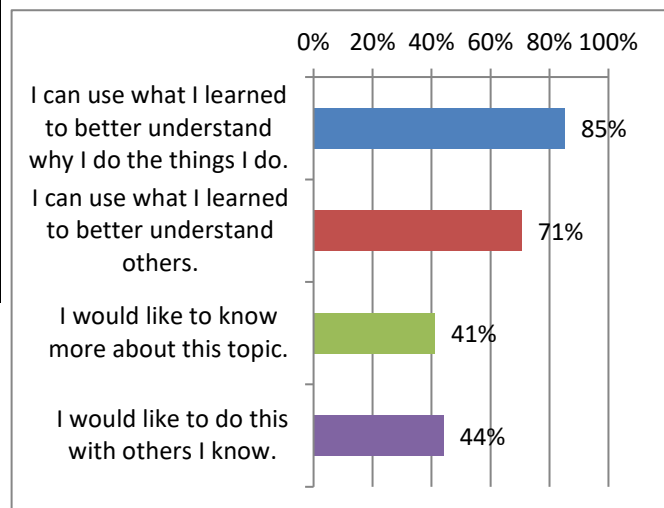
last year i was a blue, and this year i was a green color. Since blue is the opposite of green it surprised me i evolved into the opposite or unknown self this year.



Which of the following describes how you feel about the True Colors Workshop (check all that apply).

Response	Count	Percent
I can use what I learned to better understand why I do the things I do.	29	85%
I can use what I learned to better understand others.	24	71%
I would like to know more about this topic.	14	41%
I would like to do this with others I	15	44%
Total	34	241%

85% of the students reported that they could use what they learned to understand why they do what they do. 71% also responded that they could use what they learned to better understand others.



What is one thing you would like to share about what you learned or felt as a result of the workshops on the masks we wear.

We all wear a masks and it's okay to take it off

I felt as if a lot if the masks that I put on are justified and needed in a sense. Whether it's for me or for others

Opening up my realm of openness can cause others to close their circle to me and others they care about.

I am happy this weekend was all about getting out of my comfort zone because I am naturally outgoing but being somewhat new to this country I am hesitant to talk to new people or people I do not know to well.

I got emotional during the workshop because I put smoke everyday in front of others but inside I struggle a lot and go through too many things and tend to cry at times.

I was really touched that others felt comfortable in the space to share. I felt comfortable to really engage in a discussion with my partner. I learned that we will get tired holding our masks, I also learned I should try expressing positives about myself that others do not know.

It's very eye opening and that the activity really kept me engaged because I usually participate but only when I feel like but this time around I was fully committed in being apart of the activity and putting myself out their and opening up just a little bit more.

I know that I have a lot of insecurities but it's okay because it makes me who I am. I know that me being loud and bold on the outside is because I feel like I have to carry myself so that I can protect my loved ones by showing them that I am strong and nothing can phase me because if it's not okay then it's not the end.

I learned more about myself through the workshops on the mask I wear is that there are some things that I rather share with other people to hide something else.

It really helped me understand why people are the way that they are and why people have a mask on. It helped me understand myself and others

Something I learned is to be more open to people and they are willing to be open to you.

that it is okay show the vulneralbility sometimes

I believe that the way we express ourselves or hide things about ourselves is based on experience or confidence with self.

I think it's okay to sometimes to share your hidden self.

I really enjoyed getting to know everyone and it made me feel really good telling people about myself because I tend to keep things to myself.

It encouraged me to think about what some of my experiences are that formed who I am today. I really liked the concept of the window

My open self

That everyday od the moment, there's always a mask being used. Even the most relaxed people have it. We learned tho embody it in natural way. You wouldn't know the difference until you reflect. I realize that I am the way that I am, with all my masks, because od my past. I don't think I could ever change that. Maybe I can but it will be for awhile

This workshop encouraged me to consider what my formative experiences have been that formed me to be the person I am today. Eddie mentioned learning to be a gold because of chaos in your own life and I totally connected with that! Such an important realization!

everyone has something that they have hidden, but have a mask to cover. if they want you to know they will let you. but don't let the hidden consume you to where your mask is always up

I learned what I default to but I'm a little bit of everything. I default to green but it doesn't mean that I'm only a green. I know what I fall in to which is helpful to me and how I can utilize my strengths.

Carrying a mask is necessary, but know when to take it off to take a break

I learned that everybody faces adversity that is often not seen on the surface level.

I started to understand that I actually do base my identity in what people say in me and I know that I shouldn't.

what i acknowledge from the mask workshop is the many characteristics i perceive as my open self.

I felt relieved and hubmbled through sharing with my peers and hearing their stories as well.

I just kept feeling like the masks are necessary at times. The relevance of this topic was crazy though.

One thing I would share about the workshops on masks, is to truly be yourself.

that there are a lot of hidden things that I did not know about myself

A good mask is a mask that helps protect those that you love and care about

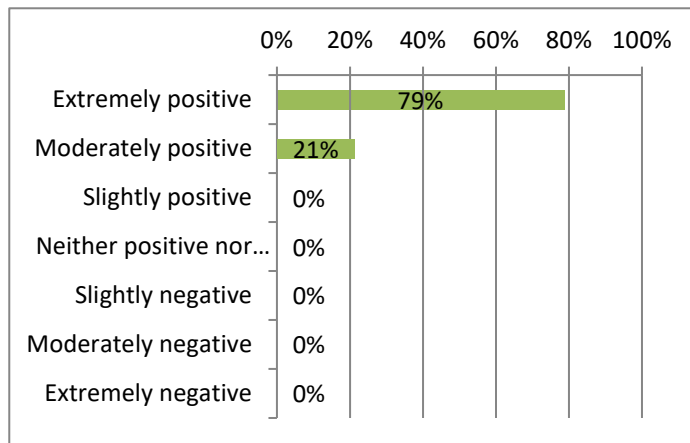
I learn that everyone have a mask and they're thing you don' know about them

All the things I do, I do to protect others.

Arise Day 2 Leadership Conference 2019 Survey Results

How would you rate the ropes course?

Response	Count	Percent
Extremely positive	26	79%
Moderately positive	7	21%
Slightly positive	0	0%
Neither positive nor negative	0	0%
Slightly negative	0	0%
Moderately negative	0	0%
Extremely negative	0	0%
Total	33	



100% of the students selected either "Extremely positive" or "Moderately positive" when asked how they would rate the ropes course.

Is there anything else you would like to say about the ropes course?

Although I didn't finish it helped me overcome many fears

It sucked being stuck but was good otherwise

Definatly helped people breack through barriers yesterday, this was awesome

I will never forget the moment we fell. I forgot we were lobster clipped in and I was beyond scared. Did not ectpect that.

Very challenging but overcame it.

I was very surprised I was confident in climbing the ropes course! it made me feel proud about myself.

I'm more open now then I was last year at Santa Barbra.

This was the best ropes course i've ever tried and this was my 3rd time now.

The ropes course was really fun. I love how the ropes course mirrors real life experiences and the challenges we face on an everyday life,

It was challenging but it helped me grow.

almost died 3 times but it is all good

This is a fun activity that motivates others to lean on each other

It was fun, like dream come true.

I really loved doing this with a group and I would definelty do this again if I could. It was a great experience and allowed me to really open up more.

Nope

Hellavated

While I knew that I could have gotten through the course by myself I enjoyed working as a team much more. I love to encourage people and this was the perfect opportunity to do it! When my team members were thanking me for helping them out I realized that I was deflecting their praise, so that is something I need to work on...accepting praise humbly is important.

fun

It was scary.

Fun and empowering

Absolutely amazing! I have grown a higher appreciation for my teammates and other ARISE members :)

It helped me see that even though I can do things by myself it's always good to have a team to take with you so that I can have more people with me by the end of it.

I finally understood the concept of letting go and trusting the process

It was awesome.

It was a truely challenging experience.

although challenging, it was very rewarding

Dont Give Up

I couldn't done it without everyone

I only chose moderately because I was really scared

At the start of the retreat, you set a goal to achieve by the end of today. Did you achieve that goal?

I honestly wasn't expecting anything that was going to happen. However, I was expectant on a change within me one way or another.

I wanted to be open and talk to other people which I did

Yes. I wanted to learn how to be an effective leader maker. However, what I've learned about making other effective leaders is that I need to make myself effective first.

No, I didn't think about that it's going to be this much fun & I will make strong bonding.

I really hoped to have made new friends and I did do that. I also participated in all activities and spoke up during workshops.

I wanted to find community most importantly. I also wanted to have the opportunity to both learn about leadership and share my own leadership experiences. I did find community in our workshops and discussions. I found community in by living life together for 3 days. It is amazing how spending 3 days together can grow relationships!

Yes, I have grown an immense amount of self-awareness and hope to continue to grow from that. Whether it was learning more about my personality or gaining trust among those around me, I was able to gain a new sense of confidence.

These things definitely happened! It helped me not only understand myself better, but it also helped me understand my peers as well.

I was not sure what to expect or learn at the beginning of retreat. I thought that moving back to this country on my own was the most out of comfort zone I'd ever been, but I've created my own comfort zones that inhibit me. The retreat taught me that there is a lot more about myself that I have yet to discover and a lot more comfort zones that must be broken for me to do so.

Do you think participating in this retreat has improved or will improve your leadership skills? Please explain.

It has significantly improved my skills. It's definitely made me more confident in myself

Yes I believe this improved my leadership skills

Definitely! With a new insight on making leaders I have this drive to be able to improve myself and how I lead things. With improvement of my leadership I can also watch others after me take over.

Yes, totally I did not think about that I could do this. And I don't know that this thing make me this strong.

I really think that this will help me improve my leadership skills. It really allowed me to remember to take a step back and think about others as well as myself.

Yes, I think it had improved my leadership skills. It was a nice reminder that everyone has different strengths, weaknesses, and works in different ways from the True Colors workshop. Any time we work with people we will be the most efficient leadership when we can work with all kinds of people.

The retreat has tremendously improved my leadership skills. I was able to seek out the improvements needed to become a better leader, such as incorporating a more inclusive thought process. I was generally an independent person, but I realized leadership heavily utilizes/needs team effort.

I know participating has improved. By being part of the activities we were already practicing leadership situations and leadership mindsets.

Yes it improved my leadership skills by giving me tools to encourage me to talk more even when I do not feel comfortable. I will try not to be apprehensive about my accent and push myself to speak up in public settings, like conferences or workshops. This will help me when I am in class and feel reluctant to ask questions.

Was there an unexpected experience/outcome (e.g., something you know or realized about yourself or others and leadership)?

I wasn't expecting to connect with the people I connected with. I wasn't even expecting myself crying with someone about the I was not expecting to do the ropes course but ended up doing it

Yes. During the ropes course I saw that I wanted to do it by myself. I wanted to get the whole thing done with no one else.

Yes a lot, it was hard to share, but the workshop make you to share and I'm great full for that.

I didn't realize that other people could be less confident in certain things compared to me so I had to take a step back to really help others

A leader is humble, but still able to accept praise. Our experience on the ropes course brought this concept up because the people I was supporting and encouraging told me thank you after our experience together. I had a hard time genuinely accepting their thanks, but I realized that part of leadership is acknowledging your own strengths.

I was not expecting to gain so many new friends, in which I now call family. I have a stronger sense of community and have grown insight to how people experience different adversities. I realized as a leader that it takes a large amount of sympathy and mindfulness when working with others because people all experience life differently.

I think something that came unexpectedly was just how much I realized that I could learn, or just to what length I could better myself.

I didn't realize that a geoup of people from many walks of life could be so genuinely interested in a strangers life. I've been in this country a while and I've never been accepted, encouraged, and loved by a group of people in the same way. I'm surprised that ARISE supports me more than my own family ever did.

Do you have a new personal goal as a result of this retreat? Please tell us how you plan to achieve this goal.

To keep on improving and moving forward with everyone.

Keep progressing

I plan on improving my communication skills. Effective leadership starts with understanding what needa to be done and that can't be done without communication.

Yes, I'm confident, strong, enough and yes I'm somebody.

I plan to make more friends in my future classes now to help benefit me in meeting new people and work better during group projects

My goal is to keep my eyes open to the opportunities to encourage others. I will achieve this goal by speaking (it can even be a simple hello) with one stranger every time I'm in a new environment. I will also speak to people by name when they are wearing a name tag.

My new goal is to simply empower others. Unfortunately, I realized that many people dealt or are dealing with pain, which has heavily impacted themselves today. I hope to have more discussions with others to grow the open self of myself and others.

My new personal goal is to be more aware of my peers and their situations as well, and to also try to be aware of my own situation and actions as well.

My new goals are to reach for the dreams I had as a kid when my brother and I were the only 2 people that looked out for eachother. Dreams that he fully encouraged, that I lost sight of when I lost him. Now that I know who I can go to for help, like when I'm failing classes because I can't afford books, or need to ditch class to work and support myself. I feel ready to take my academic and dance credits and complete my ed plan because I have support from people who want to see me succeed. Also knowing that ARISE holds me accountable, encourages me to not give up when I can't handle the stress.

Is there anything you would change about the conference?

It would've been great if we weren't stretched for time for certain workshops.

No

I would like to know what it would be to be an effective follower. As much as leadership skills are necessary I can't become an effective leader if I'm not an effective follower first so I can learn.

No

I am really interested in diving deeper into my unknown self and blind spot self

I'd like to explore the idea of how the life that we've lived has formed our personalities. For example, Eddie mentioned for example that a person might be a gold because they've experienced chaos in their lives. Exploring our learned behaviors (both positive and negative) might also be very impactful in understanding more about ourselves as leaders and how we relate to people.

I think the retreat covered all aspects of leadership amazingly well. It is a lot of information and self-reflection, which can be difficult to cover in the span of 3 days.

The workshop on relationships and how they differ, and the one about your unknown and known self, are 2 topics I would like more info on.

Is there anything you would change about the conference?

Probably lessen the time some workshops may take.

No

Nothing. Everything went perfect!

No

Nothing, I thought everything was great

The Saturday morning session felt like too much free time. I'm glad we had some time to write notes, but it was way to much. We were in the room at 8:30am and didn't do a group activity until we'd been there for several hours. Waking up, packing up, and eating breakfast all before 8:30am is a huge effort for me. So if that morning session was less workshop focused I'd rather have a later meet start to the morning.

The conference was an amazing experience and I do not think it needs any changes.

Nothing that I can think of!

Any other comments or suggestions you would like to make?

None

Thank you

This was an amazing experience and I would love to do this again

1) Rather than handing out worksheets with more detailed info on each color for true colors put them into each persons love note bag. They made the room feel messy when they were all over the place. 2) Maybe some healthy snack options like nuts, dried fruits, or cuties would be a nice alternative to the junk foods options. 3) rather than the staff or pms always being the ones to clean up the room between sessions or at the end of the day have the different teams take turns. 4) the colored ribbons that we got didn't have a purpose that I could tell. More explanation is needed if they were supposed to mean something..

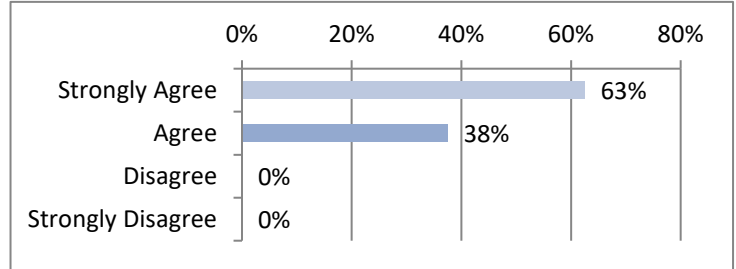
The ropes course was intense - but it was a much-needed experience for many. It made a physical experience translate into mental lessons and increasing a growth mindset.

Thank you ARISE family for making me feel at home!

Arise Day 3 Leadership Conference 2019 Survey Results

I have a better understanding of myself as a result of the retreat.

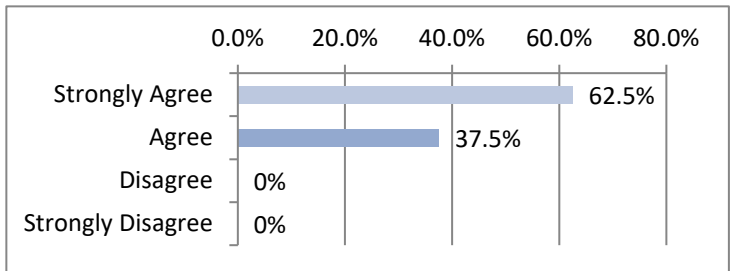
Response	Count	Percent
Strongly Agree	5	63%
Agree	3	38%
Disagree	0	0%
Strongly Disagree	0	0%
Total	8	100%



100% of the respondents selected either "Strongly Agree" or "Somewhat Agree" when asked if they feel that have a better understanding of themselves as a result of the retreat.

I have more self-confidence as a result of the retreat.

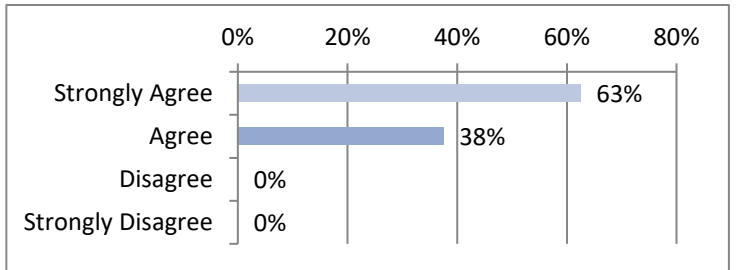
Response	Count	Percent
Strongly Agree	5	62.5%
Agree	3	37.5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	8	100%



100% of the students were in agreement that they feel more self-confident as a result of the retreat.

I feel more confident in my ability to achieve my academic goals as a result of the retreat.

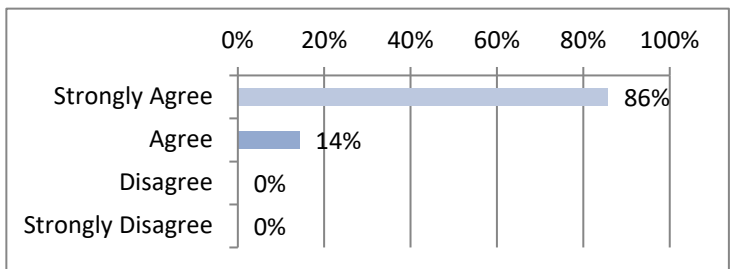
Response	Count	Percent
Strongly Agree	5	63%
Agree	3	38%
Disagree	0	0%
Strongly Disagree	0	0%
Total	8	100%



100% of the students were in agreement that they feel more confident to achieve their academic goals as a result of the retreat.

This retreat has improved my leadership skills.

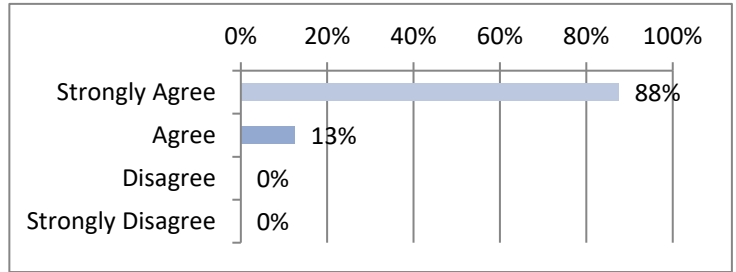
Response	Count	Percent
Strongly Agree	6	86%
Agree	1	14%
Disagree	0	0%
Strongly Disagree	0	0%
Total	7	100%



100% of the students were in agreement that they feel more confident as a result of the retreat.

I would recommend this retreat to a friend.

Response	Count	Percent
Strongly Agree	7	88%
Agree	1	13%
Disagree	0	0%
Strongly Disagree	0	0%
Total	8	100%



100% of the students were in agreement that they would recommend this retreat to a friend.





Year 3 Talking Circles Summary

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. In Fall 2018 and Spring 2019 multiple talking circles were held for four groups in the Arise program (Filipinx, Male Athletes, Pacific Islander Females and Southeast Asians). Each group met once a month to discuss various topics of interest. This report is a summary of those conversations.

P. Tutasi Asuega Program Specialist I, Arise Program (AANAPISI), Student Services

Talking Circles 2018 – 2019

In Fall 2018 and Spring 2019 we held multiple talking circles for four groups in the Arise program (Filipinx, Male Athletes, Pacific Islander Females and Southeast Asians). Each group met once a month to discuss various topics of interest. Below is a summary of each talking circle.

Filipinx

Student conversations revolved around identity, impact of both Spanish and American colonization, balancing roles between student and home, family and cultural expectations and generational differences. Students discussed the colonization of the Philippines and how they are currently affected through language, clothing, food, education, names, social norms, body image, colorism, etc. Students also discussed how their choices about careers were based on parents' expectations and their desire to appease or fulfill those expectations. These family expectations also influenced student's decisions about majors, having to meet academic expectations, and living up to a sibling or other relatives who were deemed successful. Our observations of this group is that they were very comfortable in engaging in these community conversations. In fact the group named their circle "Kapamilya" which translates to "connected family" in Tagalog.

Male Athletes

Students discussed challenges that they faced as student athletes, some of which included housing insecurities, food insecurities, financial instability, and multiple responsibilities. Some of the students are originally from out-of-state, so adjusting to a new environment presented different kinds of challenges, such as life style changes (e.g., living in "The Heights"). Some students also shared about English as a second language and dealing with health issues in their families. They also discussed their relationships with each other on and off the field and the need to be accountable to each other. Students shared their habits and behaviors that impede their progress and success and they also acknowledge that they need help with time management, asking for help, or expressing their struggles. At times the financial needs of the family may require them to seek work in addition to being a full-time student athlete, which can place additional stressors on an already demanding schedule. Students expressed appreciation for the space to have "real talk" with their peers on topics that otherwise they would not engage in vulnerable conversations.

Pacific Islander Females

Students expressed the need for this space for Pacific Islander females to understand how to navigate higher education while balancing cultural expectations. Students shared perceptions about the lack of representation and limited support of PI females compared to their male counterparts. While they want to encourage the support that the institution provides PI males, they too want similar opportunities to deal with their challenges and personal development, as well as engage in activities to empower each other. They discussed their struggles with asking for help, meeting family expectations, and unpacking identity. These struggles seem to impact their education and affect decisions related to their role as a student (e.g. staying in school, working, staying close to home). When students engaged in conversation to unpack their identity as a PI female, we observed students reflecting on personal guilt from being in school and perceived to not be helping at home. This circle creates a safe space for PI females to appreciate who they are and empower each other.

Southeast Asians

Students talked about family expectations, balancing academics with social aspects of college life, and expressed an interest in building community on campus. When asked about what keeps them active within the Arise program, students shared their appreciation for resources (e.g., free printing, computer lab), a space to socialize, lots of events such as Fale Fono, and opportunities to build community. Some of the males discussed greater pressures placed upon them to be academically successful and support the family more than their female counter parts. We observed the students interests in finding a way to meet both their individual and their family's expectations.

Given what we have learned through the talking circles, we feel that we can begin to explore additional programming to address students' interests or to participate in other relevant campus activities and resources. Through these efforts we keep abreast of our changing student needs and persistent challenges.



Year 3 Arise Program Demographic Report

Fall 2018 - Summer 2019

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. This report provides an overview of the students who completed Arise program applications during year two of our second grant as well as similar data from our year 1 cohort.

Summary Results

- 72% of all Arise year three students have earned more than 30 units at Mt. SAC.
- 95% of new Arise year two students had educational plans by the end of the spring 2019 term.
- 251 students joined the Arise program in year two.
- 65% of the new year two Arise students received some form of financial aid.

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagat-Nogi, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/26/2020.

Arise Program Grant 2 Year 3 Student Profile

		Students Served	
Completed an application for the program		251	
Number Enrolled in Credit Courses Fall 2018		468	
		Count	Percent
Number Persisted Fall to Spring		394	84%

251 students completed applications to be an Arise students in year three of the second grant. 84% of the Arise students enrolled in credit courses during the fall 2018 were enrolled in credit courses spring 2019.

GPA	
Average Cumulative GPA of Student Cohort	2.78

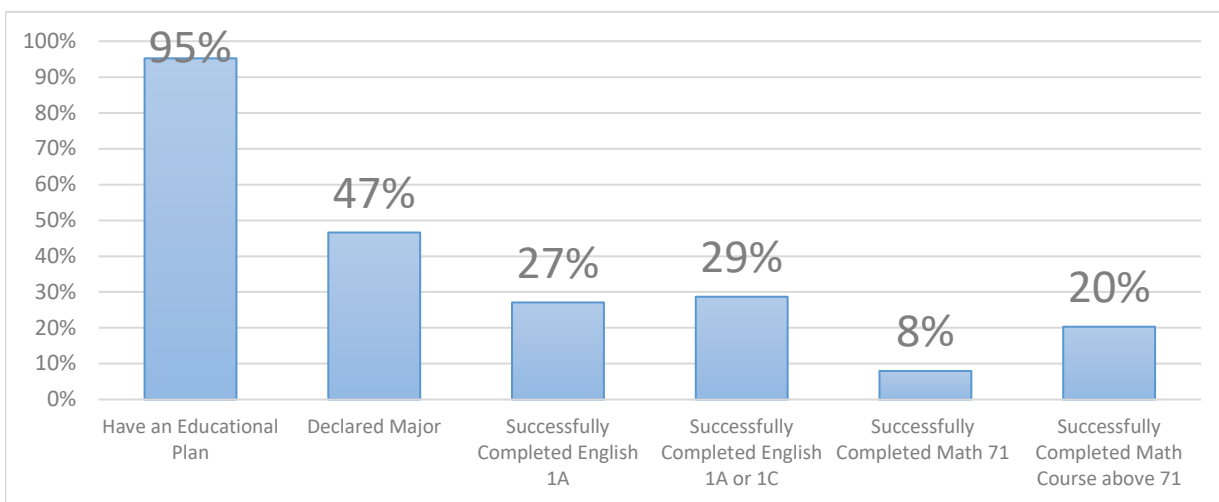
Total Units Completed by Spring 2019					
0-11.99	40	9%	0 to 25%	15	3%
12-29.99	90	19%	26 to 50%	36	8%
30-59.99	162	34%	51 to 75%	159	34%
60+	178	38%	76 to 100%	260	55%
Total	470	100%	Total	470	100%

55% of all Arise year three students earned 76% to 100% of the units they attempted at Mt. SAC. 72% of these students have earned more than 30 units at Mt. SAC.

New Year Three Arise Students (n=251)

Have an Educational Plan	239	95%
Declared Major	117	47%
Successfully Completed English 1A	68	27%
Successfully Completed English 1A or 1C	72	29%
Successfully Completed Math 71	20	8%
Successfully Completed Math Course above 71	51	20%

47% of the new year two students have a declared major and 95% an educational plan (MAP). 27% of these students have already completed English 1A and 20% math 71 or higher.



New Arise Students Year 3 (Fall 2018-Summer 2019)

Demographics		
Gender	Count	Percent
Male	101	40%
Female	144	57%
Unknown/Not Declared	6	2%
Race/Ethnicity		
Hispanic, Latino	32%	
Mexican, Mexican American, Chicano	25%	
Central American	8%	
South American	1%	
Hispanic, Other	9%	
Asian Indian	2%	
Asian Chinese	15%	
Asian Japanese	2%	
Asian Korean	4%	
Asian Laotian	1%	
Asian Cambodian	2%	
Asian Vietnamese	8%	
Filipino	25%	
Asian, Other	6%	
Black or African American	9%	
American Indian/Alaskan Native	3%	
Pacific Islander Guamanian	2%	
Pacific Islander Hawaiian	2%	
Pacific Islander Samoan	6%	
Pacific Islander, Other	6%	
White	15%	
Afghan	0%	
Israeli	0%	
Iranian or Persian	0%	
European Jewish (Ashkenazi)	0%	
	Count	Percent
Any API Category	169	67%
Financial Aid		
Scholarship or Aid	Count	Percent
Scholarship or Aid	163	65%

40% of the year three students have were male and 57% female.

"Hispanic, Latino", "Mexican, Mexican American, Chicano", and "Filipino" were the most commonly selected race/ethnicity categories among new year three students.

67% of new year three Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

65% of the new year three Arise students received either a scholarship or financial aid.



Year 3 Campus Wide Digital Stories Screening Survey Results October 27, 2018

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. On October 27, 2018, select digital stories of Arise students were screened at a campus-wide screening. A survey of those in attendance is collected. This report contains the results of that survey.

Summary Results

- 97% of the respondents either "Agreed" or "Strongly Agreed" that they would recommend this event to others.
- 88% of the respondents completing the survey were students.
- 98% of those who completed the survey "Strongly Agreed" or "Agreed" that the session enhanced their understanding of the students.
- 95% of the respondents "Strongly Agreed" that they learned a lot about issues within the Asian Pacific Islander American Community.

*The following report is only possible because of the insight and assistance provided by IT. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/21/2020 . Prepared By:
Lisa DiDonato, ERAA, AANAPISI Grant (RIE)*

Workshop Evaluation Results for: Digital Stories Screening

On October 26, 2018, a public screening was held of Arise student digital stories. Those in attendance were asked to complete a brief survey about the event. 109 forms were completed. The results of that survey are provided below.

Please mark the category that best describes your role at Mt. SAC.

Response	Count	Percent
Student	92	88%
Faculty	2	2%
Guest	1	1%
Staff	9	9%
Total	104	100%

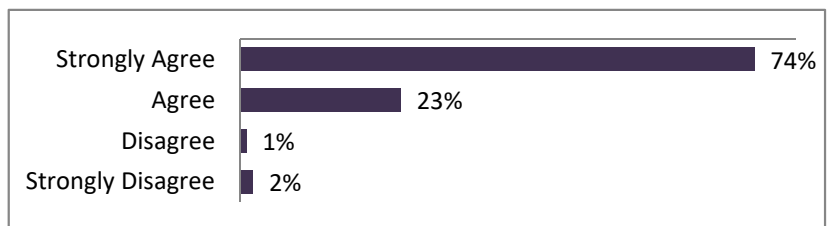


88% of the respondents marked that they were students.

Mark your level of agreement with the following statements.

I would recommend this event to others.

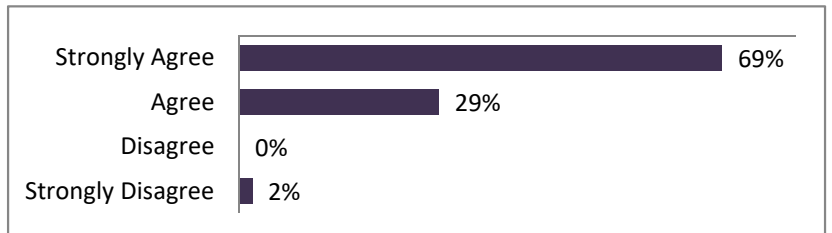
Response	Count	Percent
Strongly Agree	80	74%
Agree	25	23%
Disagree	1	1%
Strongly Disagree	2	2%
Total	108	100%



97% of the respondents either "Agreed" or "Strongly Agreed" that they would recommend this event to others.

This event enhanced my understanding of the students we serve.

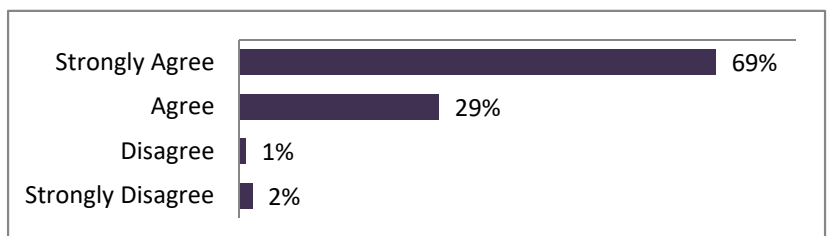
Response	Count	Percent
Strongly Agree	75	69%
Agree	31	29%
Disagree	0	0%
Strongly Disagree	2	2%
Total	108	100%



98% of those who completed the survey "Strongly Agreed" or "Agreed" that the session enhanced their understanding of the students they serve.

I felt this event was educational.

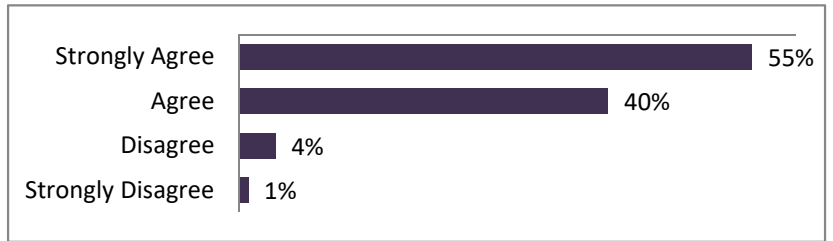
Response	Count	Percent
Strongly Agree	74	69%
Agree	31	29%
Disagree	1	1%
Strongly Disagree	2	2%
Total	108	100%



91% of those who responded to the survey "Strongly Agreed" that the amount of information provided was appropriate.

I learned a lot about issues within the Asian Pacific Islander American Community.

Response	Count	Percent
Strongly Agree	57	55%
Agree	41	40%
Disagree	4	4%
Strongly Disagree	1	1%
Total	103	100%



95% of the respondents "Strongly Agreed" that they learned a lot about issues within the Asian Pacific Islander American Community.



Year 3 Faculty Flex Day Digital Stories Screening Survey Results Fall 2018

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. During the Fall 2018 Faculty Flex Day, select digital stories of Arise students were screened. A survey of those in attendance is collected. This report contains the results of that survey.

Summary Results

- 92% of the respondents "Strongly Agreed" that they learned something of value to their role as a faculty member.
- 92% of the respondents "Strongly Agreed" that they learned something of interest.
- 96% of those who completed the survey "Strongly Agreed" or "Agreed" that the session exceeded their expectations.
- 100% of those who completed the survey "Strongly Agreed" or "Agreed" that the session met their expectations.

The following report is only possible because of the insight and assistance provided by IT. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/21/2020 . Prepared By: Lisa DiDonato, ERAA, AANAPISI Grant (RIE)

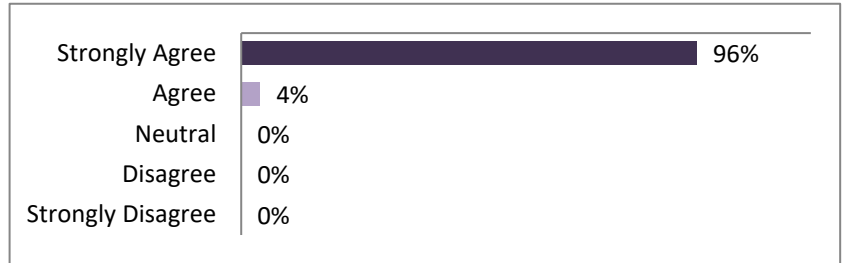
Workshop Evaluation Results for: Digital Stories Screening

In Fall 2018, a screening was held of Arise student digital stories, as part of faculty flex day. Those in attendance were asked to complete a brief survey about the event. 26 forms were completed. The results of that survey are provided below.

Mark your level of agreement with the following statements.

This session met my expectations.

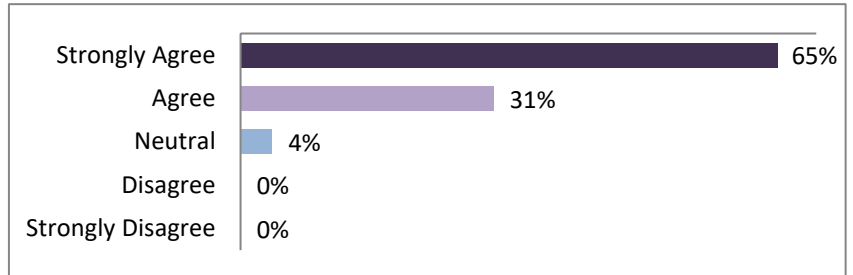
Response	Count	Percent
Strongly Agree	24	96%
Agree	1	4%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	25	100%



100% of the respondents either "Agreed" or "Strongly Agreed" that the event met their expectations.

This session exceeded my expectations.

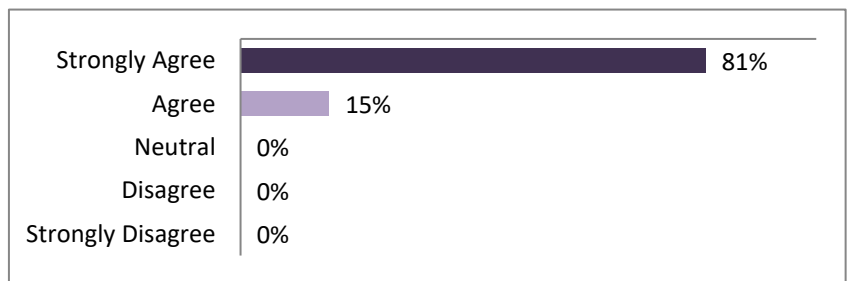
Response	Count	Percent
Strongly Agree	17	65%
Agree	8	31%
Neutral	1	4%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%



96% of those who completed the survey "Strongly Agreed" or "Agreed" that the session exceeded their expectations.

The amount of information provided was appropriate.

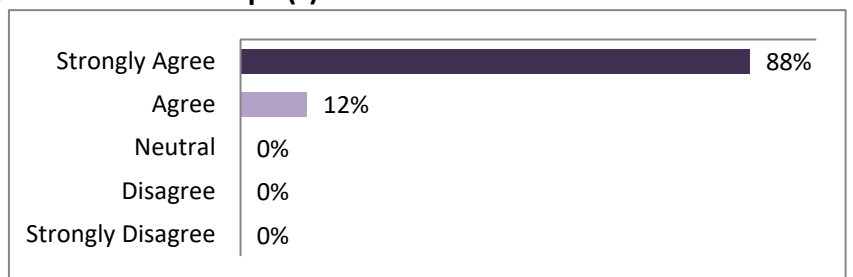
Response	Count	Percent
Strongly Agree	21	81%
Agree	4	15%
Neutral	1	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	96%



96% of those who responded to the survey "Strongly Agreed" that the amount of information provided was appropriate.

The presenter or presenter team seemed knowledgeable about the topic(s) covered.

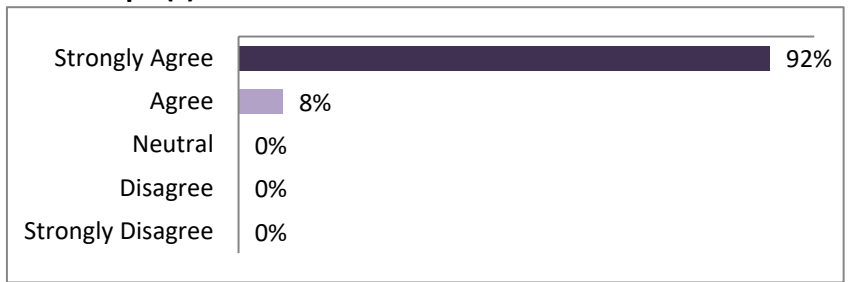
Response	Count	Percent
Strongly Agree	23	88%
Agree	3	12%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%



100% of the respondents agreed that the presenters seemed knowledgeable about the topics covered.

The presenter or presenter team seemed prepared for the topic(s) covered.

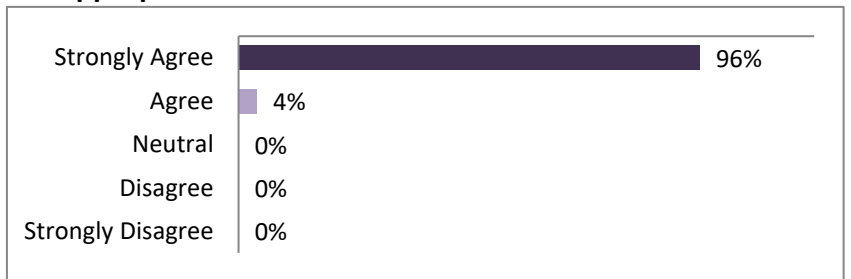
Response	Count	Percent
Strongly Agree	24	92%
Agree	2	8%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%



92% of the respondents "Strongly Agreed" that the presenters seemed prepared for the topics covered.

The opportunity for interaction or to ask questions was appropriate.

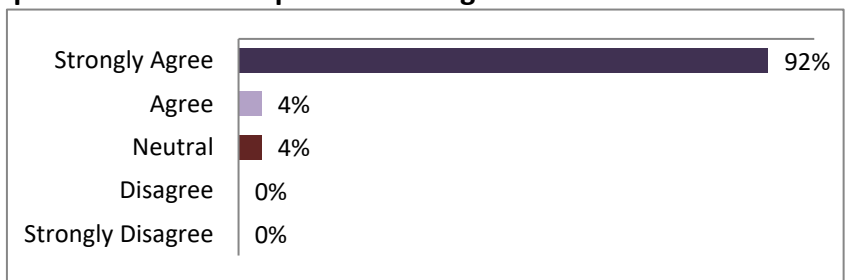
Response	Count	Percent
Strongly Agree	25	96%
Agree	1	4%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%



96% of the respondents "Strongly Agreed" that the opportunity for interaction or to ask questions was appropriate.

This session should be offered as part of our regular professional development offerings.

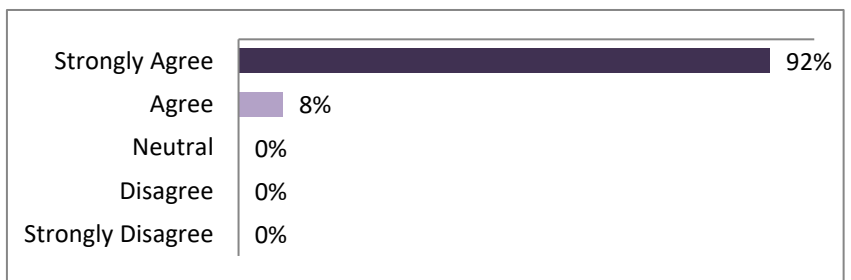
Response	Count	Percent
Strongly Agree	23	92%
Agree	1	4%
Neutral	1	4%
Disagree	0	0%
Strongly Disagree	0	0%
Total	25	100%



92% of the respondents "Strongly Agreed" that this session should be offered as part of the regular professional development offerings. An additional 4% "Agreed" with this statement.

I learned something of interest to me.

Response	Count	Percent
Strongly Agree	24	92%
Agree	2	8%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%

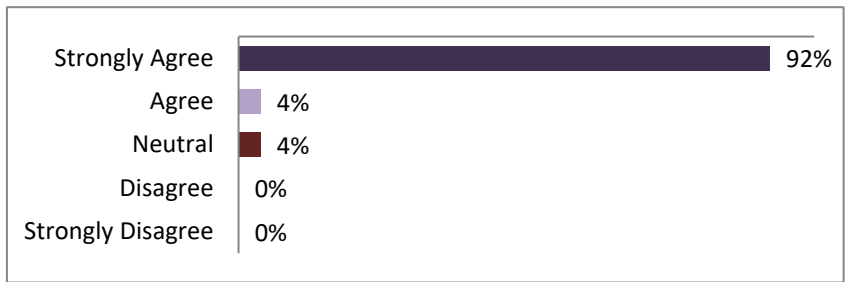


92% of the respondents "Strongly Agreed" that they learned something of interest.

I learned something of value to my role as a faculty member.

Response	Count	Percent
Strongly Agree	24	92%
Agree	1	4%
Neutral	1	4%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%

Missing=1



92% of the respondents "Strongly Agreed" that they learned something of value to their role as a faculty member.

Short answer responses to: "I learned something of value to my role as a faculty member."

Should be shown at Flex Day- all general assembly! Please! Thank you!!!

We have a large impact on our students. We should do our own research instead of placing more burden on the students to both share and solve. As supporters we should work to resolve. It's not on the student. You all are amazing. Keep the work going.

Thank you for sharing your stories! It has changed the way I look at my teaching.

This helps me understand very explicitly challenges and sentiments that students go through. It helps to know this when you're Excellent session!!! Thank you.

Fantastic

Excellent job!

Great Job! Thank you for sharing.

Suggestion:Handout brochure of student services.

Q&A was very useful in questions for directing students to resources.



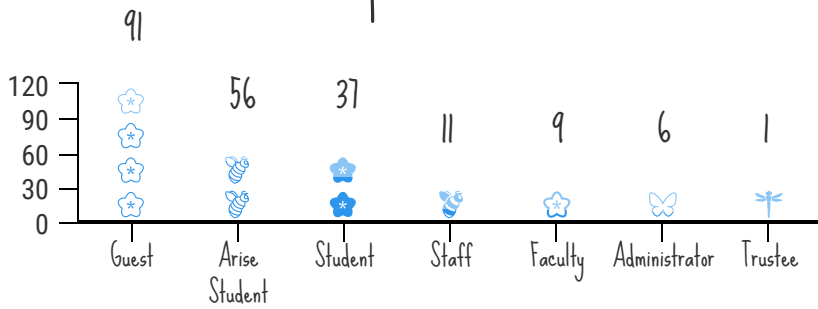
Arise Cultural Night 2019

May 14, 2019



An Asian American Pacific Islander Heritage Month Celebration through song, dance, demos, food, and digital stories.

211 People Attended



"I liked the emotion and cultural connection experienced by the performers was palatable to the audience. It was moving. I also thoroughly enjoyed when some of the performers spoke in their native language as they greeted the audience. Beautiful."

"I Liked Learning about all the cultures through performances.."

"I liked the dancing.."



"Tahiti dancing is cool."



"I loved the pride and honor displayed in both the performers and crowd. I really felt the love and cultural through the entire room."



"It is fun and every performance is awesome.."



"I learned just how diverse our ARISE program is and I was able to observe how much a cultural tradition like song or dance can connect one with their heritage."



"I learned about the different cultures that are part of the arise program. As well as, how dance is very important and has a lot of meaning."

"The women who help this student help the future culture keep their ancestry alive."



Data Driven Decision Making in Action



Mt. SAC, Arise Program & AANAPISI Grant

- California Community College in Southern California
- Diverse student body of over 60,000 enrolled (22% Asian & Pacific Islander)
- HSI and AANAPISI-serving campus
- Awarded two AANAPISI grants since 2011



About Us

Audrey Yamagata-Noji, Ph.D., Vice President, Student Services

Lisa DiDonato, MA, Educational Research Assessment Analyst

Aida Cuenza-Uvas, MS, Director, Arise Program

Arise Program – What we do and Who we are

What
Counseling
Academic Tutoring
Computers & Laptops/Free Printing
Heritage Month Events
Summer Leadership Retreat
Peer Mentoring
Late Night Finals Study
Talking Circles (by Subgroup)
Fale Fono-Samoan Meeting House
Resiliency&Leadership Scholarships
Digital Stories Project
Educational Field Trips
API Conferences
ARISE Center Facility

Who
Director
Educational Advisor
Program Specialist
Research Analyst
Counselors



API Students



State-Wide

California
Community
Colleges



Our College

Mt. San Antonio
College



AANAPISI Grant

Arise Program

Fall 2017

Total Credit Students	3,198,812	29,973	400
Asian Students	425,675 (13%)	4,967 (17%)	162 (41%)
Pacific Islander	13,853 (0.4%)	81 (0.3%)	45 (11%)
Multi-Ethnicity	135,624 (4%)	9,594 (32%)	77 (19%)



tribal affiliation or

Race Ethnicity	Count	Percent
Hispanic, Latino	102	26%
Mexican, Mexican American, Chicano	90	23%
Central American	11	3%
South American	6	2%
Hispanic, Other	28	7%
Asian Indian	7	2%
Asian Chinese	55	14%
Asian Japanese	6	2%
Asian Korean	12	3%
Asian Laotian	0	0%
Asian Cambodian	7	2%
Asian Vietnamese	19	5%
Filipino	87	22%
Asian, Other	28	7%
Black or African American	59	15%
American Indian/Alaskan Native	10	3%
Pacific Islander Guamanian	3	1%
Pacific Islander Hawaiian	5	1%
Pacific Islander Samoan	34	9%
Pacific Islander, Other	25	6%
White	52	13%
Total	400	



Who are our Students ?

Understanding our population is critical to delivering the services they need.



Initial Goals Grant 1

AANAPISI Grant Objectives Outcomes						
Objective 1a	Performance Measures and Timelines		Annual Progress			
70% of under-performing AANAPI students enrolled in English and math learning communities will pass sequential basic skills courses required for graduation.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	70%	Total			
	Year 1 (2011-12)		96%			Yes
	Year 2 (2012-13)		76%			Yes
	Year 3 (2013-14)		65%			No
	Year 4 (2014-15)		65%			No
	Year 5 (2015-16)		56%			No

Objective 1b	Performance Measures and Timelines		Annual Progress			
Increase the number of AANAPI AmLa (ESL) students enrolling in degree-level English courses by 5% annually.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	8%	Total N	English 1A	Percent	
	Year 1 (2011-12)	8%	26	2	8%	Yes
	Year 2 (2012-13)	13%	46	12	26%	Yes
	Year 3 (2013-14)	18%	82	41	50%	Yes
	Year 4 (2014-15)	23%	86	49	57%	Yes
	Year 5 (2015-16)	28%	118	76	64%	Yes

Objective 1c	Performance Measures and Timelines		Annual Progress			
Increase the number of under-performing AANAPI students who graduate/transfer by 5% annually.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	0%	Total N	Completor	Percent	
	Year 1 (2011-12)	0%	30	0	0%	Not measured
	Year 2 (2012-13)	5%	34	1	3%	No
	Year 3 (2013-14)	10%	130	8	6%	No
	Year 4 (2014-15)	15%	166	26	16%	Yes
	Year 5 (2015-16)	20%	193	31	16%	No

Objective 2a	Performance Measures and Timelines		Annual Progress			
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.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	80%	Total N	Active Plans	Percent	
	Year 1 (2011-12)		71	36	51%	No
	Year 2 (2012-13)		367	205	56%	No
	Year 3 (2013-14)		476	299	63%	No
	Year 4 (2014-15)		564	479	85%	Yes
	Year 5 (2015-16)		482	437	91%	Yes

Objective 2b	Performance Measures and Timelines		Annual Progress			
50% of AANAPI students served will participate in a minimum of two workshops or two counseling interventions per year.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	50%	Total N	Met Criteria	Percent	
	Year 1 (2011-12)		172	74	43%	No
	Year 2 (2012-13)		313	195	62%	Yes
	Year 3 (2013-14)		476	260	55%	Yes
	Year 4 (2014-15)		564	357	63%	Yes
	Year 5 (2015-16)		482	361	75%	Yes

Objective 2c	Performance Measures and Timelines		Annual Progress			
60% of AANAPI students participating in program components will participate in at least one counseling session or at least two tutoring sessions per semester.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	60%	Total N	Group N	Percent	
	Year 1 (2011-12)		90	63	70%	Yes
	Year 2 (2012-13)		253	209	83%	Yes
	Year 3 (2013-14)		668	506	76%	Yes
	Year 4 (2014-15)		951	753	79%	Yes
	Year 5 (2015-16)		793	478	60%	Yes

AANAPISI Grant Objectives Outcomes						
Objective 3a	Performance Measures and Timelines		Annual Progress			
80% of AANAPI students participating in the program will self-report an enhanced sense of self-confidence and self-efficacy.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	80%	Total N	Group N	Percent	
	Year 1 (2011-12)		113	113	100%	Yes
	Year 2 (2012-13)		74	72	97%	Yes
	Year 3 (2013-14)		136	132	97%	Yes
	Year 4 (2014-15)		170	164	96%	Yes
	Year 5 (2015-16)		104	102	98%	Yes

Objective 3b	Performance Measures and Timelines		Annual Progress			
50% of AANAPI students participating in the program will self-report an enhanced sense of cultural pride and cultural identity.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	50%	Total N	Group N	Percent	
	Year 1 (2011-12)		25	26	95%	Yes
	Year 2 (2012-13)		74	72	97%	Yes
	Year 3 (2013-14)		136	132	97%	Yes
	Year 4 (2014-15)		170	164	96%	Yes
	Year 5 (2015-16)		104	100	96%	Yes

Objective 3c	Performance Measures and Timelines		Annual Progress			
80% of AANAPI students participating in the program's leadership activities will self-report improved leadership and communication skills.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	80%	Total N	Group N	Percent	
	Year 1 (2011-12)		0	0	0%	Yes
	Year 2 (2012-13)		74	71	96%	Yes
	Year 3 (2013-14)		136	132	97%	Yes
	Year 4 (2014-15)		330	323	98%	Yes
	Year 5 (2015-16)		243	238	98%	Yes

Objective 4a	Performance Measures and Timelines		Annual Progress			
75% of College personnel participating in grant-funded professional development will self-report increased awareness, understanding, and confidence in working with AANAPI students.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	75%	Percent			
	Year 1 (2011-12)		0			Not measured
	Year 2 (2012-13)		0			Not measured
	Year 3 (2013-14)		100%			Yes
	Year 4 (2014-15)		100%			Yes
	Year 5 (2015-16)		100%			Yes

Objective 4b	Performance Measures and Timelines		Annual Progress			
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.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	3	N			
	Year 1 (2011-12)		0			No
	Year 2 (2012-13)		0			No
	Year 3 (2013-14)		0			No
	Year 4 (2014-15)		0			No
	Year 5 (2015-16)		0			No

Objective 5a	Performance Measures and Timelines		Annual Progress			
Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	Annual Performance Review	N			
	Year 1 (2011-12)		2			Yes
	Year 2 (2012-13)		1			Yes
	Year 3 (2013-14)		1			Yes
	Year 4 (2014-15)		1			Yes
	Year 5 (2015-16)		1			Yes

Objective 5b	Performance Measures and Timelines		Annual Progress			
Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies.	Year	Target	Actuals			Target Met?
	Baseline (2011-12)	Annual Data	N			
	Year 1 (2011-12)		1			Yes
	Year 2 (2012-13)		1			Yes
	Year 3 (2013-14)		1			Yes
	Year 4 (2014-15)		1			Yes
	Year 5 (2015-16)		1			Yes

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New Goals Grant 2

AANAPISI Grant Objectives Outcomes						
Objective 1a	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	43%	Total N	English 1A	Percent	
The number of Arise students Completing English 1A will increase by 5% each year.	Year 1 (2016-2017)	43%	358	155	43%	Yes
	Year 2 (2017-2018)	48%				
	Year 3 (2018-2019)	53%				
	Year 4 (2019-2020)	58%				
	Year 5 (2020-2021)	63%				
Objective 1b	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	38%	Total N	Math 71+	Percent	
The number of Arise students Completing Math 71 will increase by 5% each year.	Year 1 (2016-2017)	38%	358	136	38%	Yes
	Year 2 (2017-2018)	43%				
	Year 3 (2018-2019)	48%				
	Year 4 (2019-2020)	53%				
	Year 5 (2020-2021)	58%				
Objective 2	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	37%	Total N	Completers	Percent	
The number of Arise students successfully completing math coursework following program interventions will increase by 5% each year.	Year 1 (2016-2017)	37%	358	134	37%	Yes
	Year 2 (2017-2018)	42%				
	Year 3 (2018-2019)	47%				
	Year 4 (2019-2020)	52%				
	Year 5 (2020-2021)	57%				
Objective 3	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	58%	Total N	Completers	Percent	
Upon completion of English language development interventions, the number of Arise ELL students successfully completing their AMLA and English courses will increase by 5% each year.	Year 1 (2016-2017)	58%	98	57	58%	Yes
	Year 2 (2017-2018)	63%				
	Year 3 (2018-2019)	68%				
	Year 4 (2019-2020)	73%				
	Year 5 (2020-2021)	78%				
Objective 4	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	18%	Total N	Graduates	Percent	
Increase the number of Arise students who graduate/transfer by 5% each year.	Year 1 (2016-2017)	18%	358	66	18%	Yes
	Year 2 (2017-2018)	23%				
	Year 3 (2018-2019)	28%				
	Year 4 (2019-2020)	33%				
	Year 5 (2020-2021)	38%				
Objective 5	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	80%	Total N	Ed Plans	Percent	
80% of Arise students will complete an educational plan, documenting their career goals and courses needed to graduate/transfer within two semesters of joining the program.	Year 1 (2016-2017)	80%	358	321	90%	Yes
	Year 2 (2017-2018)					
	Year 3 (2018-2019)					
	Year 4 (2019-2020)					
	Year 5 (2020-2021)					

AANAPISI Grant Objectives Outcomes						
Objective 6	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
70% of Arise students will complete English writing and placement tests within two semesters of joining the program.	Year 1 (2016-2017)	70%	358	347	97%	Yes
	Year 2 (2017-2018)					
	Year 3 (2018-2019)					
	Year 4 (2019-2020)					
	Year 5 (2020-2021)					
Objective 7	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
70% of Arise students will participate in financial literacy programming.	Year 1 (2016-2017)	70%	358	22	6%	No
	Year 2 (2017-2018)					
	Year 3 (2018-2019)					
	Year 4 (2019-2020)					
	Year 5 (2020-2021)					
Objective 8	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
70% of new Arise students will complete 70% of their Guided Pathways checklist of tasks within one year of program enrollment.	Year 1 (2016-2017)	70%	169	139	82%	Yes
	Year 2 (2017-2018)					
	Year 3 (2018-2019)					
	Year 4 (2019-2020)					
	Year 5 (2020-2021)					
Objective 9	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
70% of Arise students who participate in program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve their academic goals.	Year 1 (2016-2017)	70%	115	110	96%	Yes
	Year 2 (2017-2018)					
	Year 3 (2018-2019)					
	Year 4 (2019-2020)					
	Year 5 (2020-2021)					
Objective 10a	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	5	Total N	Grand Total	Percent	
Create at least five professional development activities that promote cultural responsiveness and best practices in working with AANAPI students.	Year 1 (2016-2017)	5	4	4	100%	Yes
	Year 2 (2017-2018)					
	Year 3 (2018-2019)					
	Year 4 (2019-2020)					
	Year 5 (2020-2021)					
Objective 10b	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
70% of College personnel participating in grant-funded professional development will self-report increased awareness, understanding, and will attempt to implement one new strategy in working with AANAPI students.	Year 1 (2016-2017)	70%	3	3	100%	Yes
	Year 2 (2017-2018)					
	Year 3 (2018-2019)					
	Year 4 (2019-2020)					
	Year 5 (2020-2021)					
Objective 11	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	1	Total N	Completed	Percent	
Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies.	Year 1 (2016-2017)	1	1	1	100%	Yes
	Year 2 (2017-2018)					
	Year 3 (2018-2019)					
	Year 4 (2019-2020)					
	Year 5 (2020-2021)					

AANAPISI Grant Objectives Outcomes				
Objective 12	Performance Measures and Timelines		Annual Progress	
	Year	Target	Actuals	Target Met?
	Baseline (2016-17)	Annual Data	Count	
At least two focus groups of AANAPI students will be held each year.	Year 1 (2016-2017)	2	1	No
	Year 2 (2017-2018)			
	Year 3 (2018-2019)			
	Year 4 (2019-2020)			
	Year 5 (2020-2021)			
Objective 13	Performance Measures and Timelines		Annual Progress	
	Year	Target	Actuals	Target Met?
	Baseline (2016-17)	Annual Data	Grand Total	
Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer.	Year 1 (2016-2017)	15	15	Yes
	Year 2 (2017-2018)			
	Year 3 (2018-2019)			
	Year 4 (2019-2020)			
	Year 5 (2020-2021)			

DATA, GRANTS, APRs OH MY!

*Presenters: May Lukens, Lisa DiDonato &
Aida Cuenza-Uvas*

MSI Convening

Dallas, TX

October 20, 2018



Our Agenda

Mindful of our brief time together

Introductions

Overview: Threading Data

Data Considerations: Data in a Jar

Activity 1: What's in Your Jar?

Data Collection: Effective and Practical Techniques

Program Evaluation

Activity 2: Budget Bingo

Wrap UP and Q&A



Overview- Threading Data



Four major chapters in the life cycle of a grant: application, award, annual reporting, institutionalization

Data Considerations for each “chapter”-significance, fit, meaningfulness

Data in a Jar

A short story and the lessons that follow . . .

What are your chocolate candy corns?



Data Collection Techniques

Data Collection Method	Type of Data	
	Quantitative	Qualitative
Surveys	X	X
Focus Groups		X
Interviews		X
Student Database	X	
National/Statewide Data	X	
Other?		

Types of Data

Data collection methods

For what purpose

Effectiveness & practicality

ACTIVITY I: What's in Your Jar?

Strategies

**Define your
population**

*Who are you
serving?*

**Identify the
Gaps/Needs**

*What are you
trying to address?*

**Data
Needed**
*Is your data
measurable?*

Telling Your Story: Program Evaluation

APR & The Executive Summary

Institutional Reporting (institutionalization, sustainability)

Fiduciary Responsibility (budget narrative of grant)

Building a case for institutionalization

ACTIVITY 2: Budget Bingo

How are
you
spending
your \$\$\$?

Faculty
\$10,000

Supplies
\$4,000

Conference
& Travel
\$8,000

	Instructional	Counseling	Student Development	Professional Development	Research & Evaluation
LAA Category	Tutoring \$10,000				
LAA Category		Peer Mentors \$15,000			
LAA Category					Personnel: Researcher \$45,000
LAA Category			Leadership Retreat \$12,000		

Wrap Up Question & Answer





“WAZE” to be a Student-Ready Campus:

An Inside Look at Mt. SAC’s Arise Program’s Holistic Programing Efforts



Introductions & Agenda

AGENDA

Overview: Mt. SAC, AANAPISI grant, Arise Mission Program

Holistic Waze

Activity 1 & Discussion

Activity 2 & Discussion

Activity 3 & Discussion

Wrap Up

Presenters

Aida Cuenza-Uvas, M.S.

Kare'l Lokeni, M.S.

Lisa DiDonato, M.A.



Mt. SAC & Arise Program Overview

The Mission of the Arise Program is to support all students committed to their holistic development, addressing their cultural, personal, student, academic and leadership potential in a safe space that promotes respect, accountability, and integrity.

- Mt. SAC in East San Gabriel Valley (Walnut, CA)
- Population: Over 60,000 students
- Diverse student body: 22% Asian American and Pacific Islander students
- Financial Aid recipients: 75%
- Recipient of two Asian American Native American Pacific Islander Serving Institutions (AANAPISI) federal grants
- Arise established in 2011

Arise Program- What we do and who we are

Traditional Programming

Counseling
 Advising
 Academic Tutoring
 Computers and Laptops/Free printing
 Scholarships: Resiliency and Leadership
 Arise Center Facility

Who

Director
 Educational Advisor
 Program Specialist
 Counselors
 Educational Researcher
 Peer Mentors & Student Assistants



Culturally-Relevant Programming

ASAP! Letter
 Peer Mentoring
 Late Night Finals Study
Talking Circles (by subgroup)
“Fale Fono” – Community Meeting House
 Welcome Back Meetings
Digital Stories Project
 Educational Field Trips
 API Conferences
 Heritage month events (e.g., Cultural Night)
 Summer Leadership Retreat

Holistic “Waze”: Culturally Relevant Programming

“Waze” we Engage

Culturally-Relevant

Programming: Fale Fono (Samoan for “meeting house”),
Talking circles

Holistic Element(s) of Support

- Student development
- Culturally-relevant support
- Peer-mentor led
- Community building
- Resource connections
- Guest speakers
- Topic variety: academic planning, career exploration, cultural identity, financial aid/scholarships, transfer
- Talking Circles for AAPI Sub-groups: Male athletes, Pacific Islander Women, FilipinX, Southeast Asians



Looking out for each other | Identifies strengths and weaknesses CHECK-INS
SAFE SPACE Unselfish Perceptions of Accountability ENCOURAGEMENT
SUPPORT Belief in self **LEADERS** Rising to the occasion
Hypocritical Leader POSITIVE AFFIRMATION Lead by example
WITHHOLDING JUDGMENT Prevailing during adversity



Activity 1 & Discussion: Culturally-Relevant Programming

“I am from” activity

Holistic “Waze”: Digital Stories & Talking Circles

“Waze” we Engage

Digital Stories

Holistic Element(s) of Support

- Student development
- Student self-empowerment
- Embedded Curriculum
- Professional development (cultural competency)
- Student Equity narratives
- COUN 99 & SOC 99





Bianca's Digital Story



Activity 2 & Discussion: Digital Stories

“I am from” share-out



Holistic “Waze”: ASAP!, Digital Stories, Culturally Relevant Programming

“Waze” we Engage

Holistic Element(s) of Support

ASAP!

- Track students’ progress along selected data points (GPA, English & math course taking, unit completion)
- Provide a personalized profile to each student
- Engage in an intrusive counseling strategy
- Create opportunity to triage students at risk
- Communicate attention and care for the community
- Promote academic awareness and responsibility

Holistic “Waze”: ASAP!



Tuesday, September 18, 2018

Dear Snoopy,

As a student in the Arise Program, you have access to an Arise Student Action Plan (ASAP!). ASAP! serves as your checklist for important student tasks. Our goal is to partner with you in making informed decisions about your education while here at Mt. SAC. Focusing on ASAP! leads to scholarship opportunities and setting reasonable transfer and/or graduation goals.

On the reverse side of this letter is your personalized ASAP!. Please pay attention to our TAKE ACTION instructions to help ensure you maintain progress toward completing your educational goals. Remember to bring this letter with you to your next counselor/advising appointment. Your success is our goal too.

The best tactic for success is to get help early, see a Counselor often, and try to take advantage of Arise events and program activities! Please stop by the office for upcoming events. Let's keep you moving forward towards graduating and transfer!

Sincerely,

Your Arise Family

Peer Mentors



Top L to R: Tyrone Taleni, Bruce Tukuafu
Middle: KJ Siufanua, Jasper Chong, Colin Keanu
Bottom: Beatrice Estacio, Virginia Naval, and Marie Baylosis

Counselors



Bernadette Flamenó Chan Ton

Staff



Luisa Aswaga-Matavala Program Specialist
Kwena Löwen Educational Advisor
Aida Cuenza-Uvas Program Director
Lisa DiDonato Researcher



Holistic “Waze”: ASAP!



Personalized ASAP! Report for Snoopy

Your Arise Peer Mentor is KJ Siufanua

Student ID: A333 Your declared major is: Lib Arts AA: Kinesiology Well

Keep moving towards graduation and/or transfer ASAP!

Report after posting of Spring 2018 grades.

Student Progress Marker	Recommended Target	Your Profile Status	Your Actions
Mt. SAC Overall GPA*	2.50	3.02	Keep up the good work!
Mt. SAC Overall Units Enrolled/Completed	70% earned	82/102	Keep up the good work!
		80%	
Spring 2018 term GPA	2.50	2.00	Keep up the good work!
Spring 2018 term units Enrolled/Completed	70% earned	16/16	Keep up the good work!
		100%	
English Writing Requirements	English Placement	Expired Score	Expired score, retake may be necessary.
	English Class Taken	Attempted an English Class	You're on your way to finishing!
	Passed English 1A	Passed English 1A	You're on your way to finishing!
	Passed English 1C	Passed English 1C	You're on your way to finishing!
Congratulations! Your English Requirements for Transfer are Complete!			
Math Requirements	Math Placement	Completed!	Placement Complete!
	Math Class Taken	Attempted a Math Class	You're on your way to finishing!
	Passed Math 71	Passed Math 71	You're on your way to finishing!
	Passed Math 100+		
Ed Plan (Mountie Academic Plan-MAP)	Have an active ed plan on file	Has an Ed Plan	Update your ed plan every semester.

*Mt. SAC GPA is based exclusively on units earned at Mt. SAC.

If you have questions regarding your ASAP! Please come to the Arise Program office to meet with program staff.
Call (909) 274-6622 or stop by Bldg. 16B.

All About Arise Students Spring 2018



40% of Arise Students
Have completed Math 110 or Higher.



Spring 2018 Arise Student Overall GPAs



70% of Arise Students
Have completed English 1A.

Holistic “Waze”: ASAP!



Activity 3 & Discussion: ASAP!





Being Student Ready . . .

Understanding our Students

Family separation
Immigration
Migration
Isolation
Lack of support
Negative stereotypes
Cultural Identity issues
Disjointed relationships
Disappointing others
Low expectations
Educational experiences
Crisis
Lack of hope

Culturally-Relevant Orientations/Practices/ Teachings

Feels like home
Family
Empowerment
Support
Impactful
Community
Connections
Sense of belonging
Building trusting relationships
Safe Haven
Encouragement
Positive energy/spirit
Care and concern
Real talk with the “Aunties”
Drawing from student wisdom

Wrap-Up/Questions/Evaluations



"What I want to become matters."

"Set aside the pride!"

"I am smart enough to ask for help."

Thank you!



Digital Stories: Pacific Islander Student Narratives

Through the Use of Technology

Presenter: Aida Cuenza-Uvas



About Mt. SAC

- Community college located in southern California (LA County)
- Over 60,000 students
- Approximately 22% Asian Americans and Pacific Islanders
- Asian American Native American Pacific Islander Serving Institutions (AANAPISI) grantee: 2011 & 2016

Digital Stories

- Background
- The Project
- Screening
- Reflection

Background

- 2014: AANAPISI Collaboration with the University of Massachusetts Boston and Mission College
- Asian American and Pacific Islander narrative using digital media

The Project

- A very reflective and vulnerable process that requires telling one's truth over an eight-month period
- Counseling and Sociology courses (independent study)
- Multiple Phases-Developing the narrative
- iMovie, Adobe Premier and Camtasia technology

Screening

- Mekemeke
- Junnica
- Anuanu
- Abigail

Reflection on Themes

- Economic hardship
- Multiple expectations and responsibilities
- Migration and immigration
- Athletics as a means
- Identity conflict/development
- Family separation
- Family health issues

Discussion

- Perspectives of students' lived experiences (oral history)
- Student development: self-awareness, confidence, healing, understanding, appreciation of self and others
- Contextualize professional development around two key concepts: “cultural competency” and an “ethic of care”



Thank you!

Aida Cuenza-Uvas

Director, Arise Program (AANAPISI Grant)

acuenzaivas@mtsac.edu

Arise Program: Visit www.mtsac.edu/arise



060. Urban Islanders: Voices and Narratives of our Generation Z Pacific Islanders through Digital Talk Story

Presenters
Kare'I Aniva Lokeni
Tutasi Asuega
Aida Cuenza-Uvas
Sila Wailase (Student)

AGENDA

- 1:45 Introductions
- 1:48 Mt. SAC & Digital Stories Overview
- 1:52 Digital Stories Screening (25 minutes)
- 2:22 Student Presenter: Sila
- 2:27 Audience Questions
- 2:35 End & Transition to Co-Presenters from Concordia University

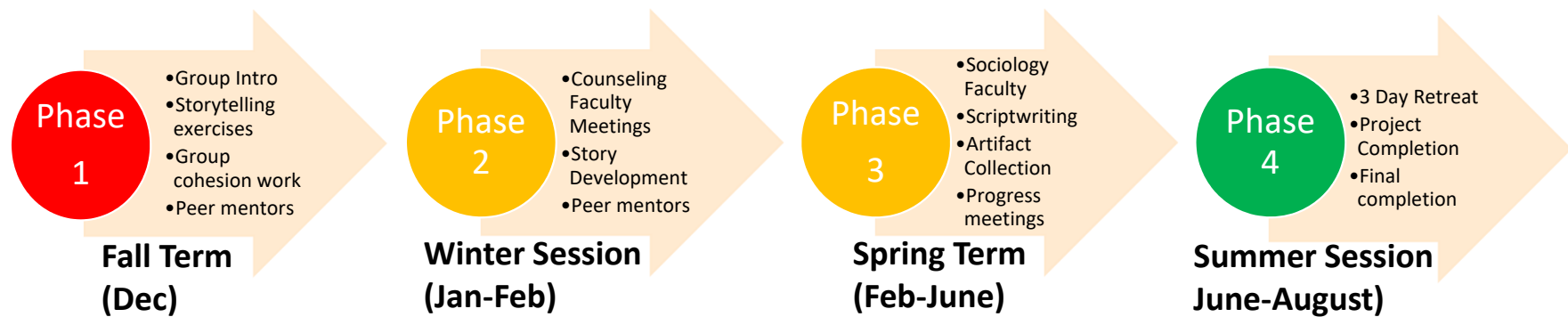
Mt. SAC & AANAPISI

- 22% Asian and Pacific Islanders among 30,000 student population
- AANAPISI federal grant awardee: 2011 & 2016
- Arise Program (Est. 2011): visit www.mtsac.edu/arise

Digital Stories (DS) Project

- Digital Stories began as project collaboration with two other AANAPISI institutions: UM Boston & Mission College
- A vulnerable and brave space for the narratives of students of color (reflection, healing, transformation)
- Professional development tool (local/national/international conferences; on-campus training)

Digital Stories Project Timeline & Curriculum



Primary Staff

3 program staff
3-4 Peer mentors
2 Counseling faculty
1 Sociology faculty

Budget

\$11,000
AANAPISI & Student-Equity Funded

Curriculum

Project development
Counselor meetings
SOC 99-Sociological Lens analysis

Student Commitment

Est. 100 hours over an 8-month period

Considerations

Retreat space
Supplies, food, catering
Recognition
Private & Public Screenings

Arise Storytellers



Mo



Abi



Anu



Sila

Talk Story with Sila

Audience Questions

A final message from Abi . . .

Digital Stories is one of the greatest, revelational, pain in the ass teachers I've ever had. Just like in a classroom, not all teachers are for everybody. Not everyone can handle the work that needs to be put forth. I think individuals in educational spaces like these need to see that the educational journey students go through is not always a pretty one. It's not always about overcoming something. It's not always about accomplishments or rewards. Sometimes education, or the journey of it, is about self-revelation. Sometimes it's about admitting and accepting. Sometimes it's about trying to find forgiveness within yourself and maintaining it. And sometimes, education is a source of healing from the generational trauma that we choose to carry but have to deal with anyways. Education means to be set free.

Mt. San Antonio College Digital Stories

Mosese (Mo)
Manu



Mosese (Mo) Manu: Mo's mother passed away six months after he completed his DS. He decided to take a leave from Mt. SAC to complete his church mission in Tonga. After returning from his mission, Mo returned to Mt. SAC to obtain his degree in Kinesiology and transferred with a full-ride scholarship to Utah State University, where he is a current student and has recently become engaged.

"Before every game I think about my mom. I am playing for her."

Abigail (Abi) Ativalu: Abi is a current Mt. SAC student majoring in Sociology with plans to transfer after Spring 2020. She hopes to transfer to the University California Los Angeles (UCLA), and continue to advocate for the Pacific Islander community.

"I am coming to terms with understanding that resilience doesn't mean to be strong standing alone. Resilience is a process of drawing strength from those I surround myself with .



Abigail (Abi)
Ativalu

Anu Anu
Pole'o



Anuanu (Anu) Pole'o: Anu received his Associate's degree in Kinesiology and accepted a full-ride scholarship to play at Southern Utah University (SUU). In 2016, SUU won the Big Sky Conference and he was named All-Conference Defensive Tackle in 2017, where he also met his wife. In Spring 2019 he graduated with a Bachelor's degree in Construction Management and has just started his first full-time professional position as a project engineer in Los Angeles.

"You can never truly value something that you never worked for."

Priscilla (Sila) Wailase: Sila is currently a Mt. SAC student majoring in Administration of Justice with plans to transfer at the end of Spring 2020. Sila aspires to become a police officer and plans to transfer to California State University Los Angeles (CSULA).

"I have proven to myself that I am good enough, that I am important, and that I am just as good as my sisters."



Priscilla (Sila)
Wailase

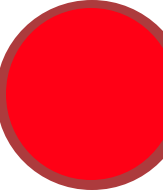
Digital Stories Project Timeline & Curriculum

History

Through a presentation by University of Massachusetts Boston (UMB) regarding their Digital Stories' (DS) 300-level course videos at the Asian Pacific Americans in Higher Education (APAHE) Conference in April 2014, our program recognized this unique opportunity to capture 'talk story' through media.

Our first Cohort (1) collaborated with UMB and Mission College to have our students create their own DS. In each cohort process we have slowly fine-tuned the process with additions including courses and resources. As of this presentation we are in the ending phase with Cohort 4. Thus far, we have a total of 19 DS, including 9 from Pacific Islanders, with the expected completion of 8 more DS by this August. In gathering and nurturing these DS, we have seen common themes that help contribute to our own understanding of our students' journeys through education. These themes include migration/immigration, health care/issues, identity, socioeconomic hardships, mental health, etc. In evaluating our learning process, we also identified restrictions that this process requires in order to ensure successful completions of DS. Such restrictions involve the small cohort number, commitment level, and realistic expectations.

Creating a DS is a journey and some students will not reach their destination in the 8-month process allotted. We recognize this and encourage our DS students whose journey demands more time to continue and return to us in their own time, determining their own destination.

- 
- Group Intro
 - Storytelling Exercises
 - Group Cohesion Work
 - Peer Mentors

Tools/Activity:

"I Am From" / This is Me / Lifeline



Phase 2

- Counseling Faculty Meetings
- Storytelling Exercises
- Group Cohesion Work
- Peer Mentors

Course: Counseling 99

Resources: Mental Health & Copyright

Tools/Activity: Soundtrack of My Life / Storyboarding to favorite song / 30 second Selfie / Journaling with prompts



Phase 3

- Sociology Faculty
- Script Writing
- Artifact Collection
- Progress Meetings

Course: Sociology 99

Tools/Activity: Journal entries, script-writing



Phase 4

- 3 Day Retreat
- Project Completion
- Final Completion

Resources: Off-campus retreat home for overnight
Laptop computers
(MacBook)



Informing Programming & Advocacy through Data

April 3, 2019
APAHE, Oakland, CA



Lisa DiDonato

Educational Research Assessment Analyst

- Educator (30 years)
- Researcher (25 years)
- Mt. San Antonio College (11 years)
- AANAPISI Grant (7.5 years)





Mt. SAC, Arise Program & AANAPISI Grant

- California Community College in Southern California
- Diverse student body of over 60,000 enrolled (22% Asian & Pacific Islander)
- HSI and AANAPISI serving campus
- Awarded two AANAPISI grants since 2011

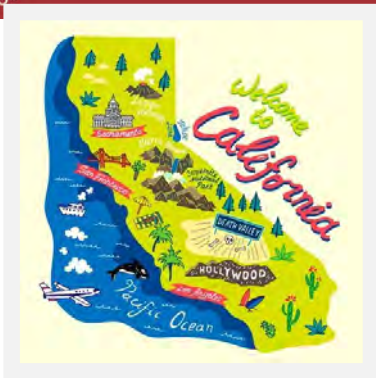


Activity 1: Known

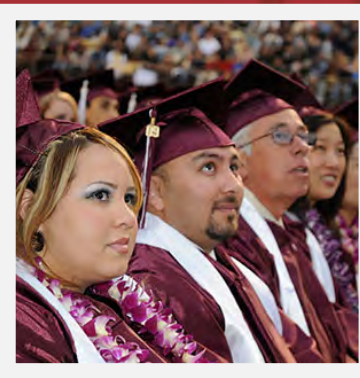
- **Think about what you know about your students or program.**
- **Make a list of what you already know.**

Activity 1

Share-out



State-Wide
California
Community
Colleges



Our College
Mt. San Antonio
College



AANAPISI Grant
Arise Program

Fall 2017

	3,198,812	29,973	400
Total Credit Students			
Asian Students	425,675 (13%)	4,967 (17%)	162 (41%)
Pacific Islander	13,853 (0.4%)	81 (0.3%)	45 (11%)
Multi-Ethnicity	135,624 (4%)	9,594 (32%)	77 (19%)

Arise Students: Demographic Highlights

**77% at least
one API
Category**

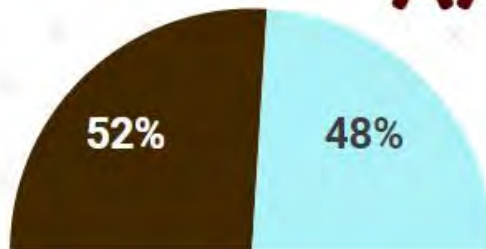


Arise Students: Demographic Highlights

Overall GPA	Year 1	Year 2
	2.77	2.80

Arise Students: Demographic Highlights

AANAPISI Title III Grant



Arise Student Overall GPAs Over Time

52% of 139 Arise Students increased their overall GPA from Spring 2017 to Fall 2018.

● Higher Overall GPA ● Lower Overall GPA

Activity 2: Unknown

- **Make a list of the data items you would like to know.**

Activity 2

**Defining
your
population**
*Who are you
serving?*

**Identify the
Gaps/Needs**
*What are you
trying to address?*



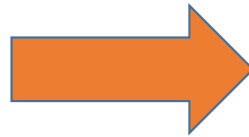
**Defining
your
population**

*Who are you
serving?*

- Online application form
- Use student identification to retrieve information from your student database and application data to better understand your population
- Usage Tracking

**Identify the
Gaps/Needs**

*What are you
trying to address?*



- Realization from data.
- Ask your population
- Ask practitioners

Data Collection

Data Collection Method	Type of Data	
	Quantitative	Qualitative
Surveys	X	X
Focus Groups		X
Interviews		X
Student Database	X	
National/Statewide Data	X	
Other?		

What to do with the data?



Exploration



Programming

Exploration to Programming to Advocacy

The Problem with Math

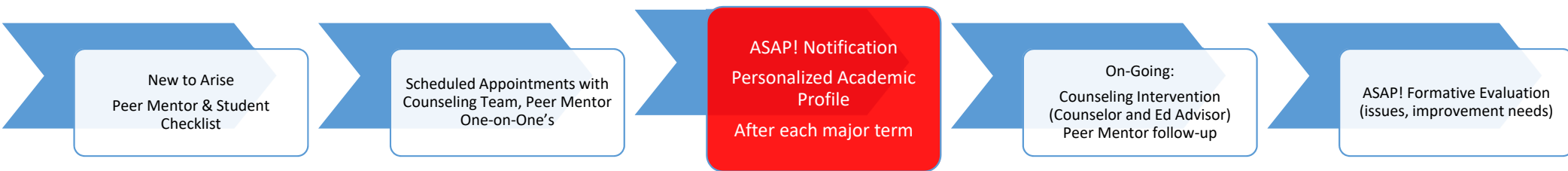
Observations

Students delaying math
Lengthy math sequence
Student athletes & math
avoidance

Program Response

Math LC
Math Boot Camp

Grant 2 Ten Goals



“It made me feel good knowing that there are people out there that are willing to help and guide us in the right path.”

“I feel like the program really cares about keeping the students on track of our academic goal.”

- Activate intervention: triage
- Discuss alternate strategies for reaching students
- Build community



Wednesday, January 23, 2019

Ronald McDonald
240 Hamburger Dr
Chino Hills, CA
91709-1468

Dear Ronald,

As a student in the Arise Program, you have access to an Arise Student Action Plan (ASAP!). ASAP! serves as your checklist for important student tasks. Our goal is to partner with you in making informed decisions about your education while here at Mt. SAC. Focusing on ASAP! leads to scholarship opportunities and setting reasonable transfer and/or graduation goals.

On the reverse side of this letter is your personalized ASAP!. Please pay attention to our TAKE ACTION instructions to help ensure you maintain progress toward completing your educational goals. Remember to bring this letter with you to your next counselor/advising appointment. Your success is our goal too.

The best tactic for success is to get help early, see a Counselor often, and try to take advantage of Arise events and program activities! Please stop by the office for upcoming events. Let's keep you moving forward towards graduating and transfer!

Sincerely,

Your Arise Family

Peer Mentors



Top L to R: Tyrone Taleni, Bruce Tukuafu
Middle: Ki Siufanua, Jasper Chong, Colin Keane
Bottom: Beatrice Estacio, Virginia Novak, and Marie Baylosis

Counselors



Bernadette Flameno Chan Ton

Staff



Tutasi Asuego-Matavao Program Specialist Kare'i Lokeni Educational Advisor
Aida Cuenca-Uvas Program Director Lisa DiDonato Researcher



Personalized ASAP! Report for Ronald McDonald

Your Arise Peer Mentor is Jasper Chong

Student ID: A00000000 Your declared major is: Nursing AS Degree

Keep moving towards graduation and/or transfer ASAP!

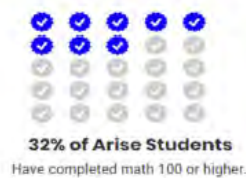
Report after posting of Fall 2018 grades.

Student Progress Marker	Recommended Target	Your Profile Status	Your Actions
Mt. SAC Overall GPA*	2.50	3.15	Keep up the good work!
Mt. SAC Overall Units Enrolled/Completed	70% earned	44/52	Keep up the good work!
		85%	
Fall 2018 term GPA	2.50	2.29	See an Arise Counselor or Advisor
Fall 2018 term units Enrolled/Completed	70% earned	7/12	See an Arise Counselor or Advisor
		58%	
English Writing Requirements	English Placement	Expired English Score.	Expired score, retake may be necessary.
	English Class Taken	Attempted an English Class	You're on your way to finishing!
	Passed English 1A	Passed English 1A	You're on your way to finishing!
	Passed English 1C	Passed English 1C	You're on your way to finishing!
Congratulations! Your English Requirements for Transfer are Complete!			
Math Requirements	Math Placement	Expired Math Score	Expired score, retake may be necessary.
	Math Class Taken	Attempted a Math Class	You're on your way to finishing!
	Passed Math 71		
	Passed Math 100+	Passed Math 100 or Higher	You're on your way to finishing!
Congratulations! Your Math Requirements for Transfer are Complete!			
Ed Plan (Mountie Academic Plan-MAP)	Have an active ed plan on file	Has an Ed Plan	Update your ed plan every semester.

*Mt. SAC GPA is based exclusively on units earned at Mt. SAC.

If you have questions regarding your ASAP! Please come to the Arise Program office to meet with program staff. Call (909) 274-6622 or stop by Bldg. 16B.

All About Arise Students Fall 2018





Our Annual Reporting

Annual Research Report

Activity 3 (Homework)

Use the “data” you created to make a list of how you can use what you already know and what you want to know to inform future programming and advocacy.