1. Assessment Plan - Four Column

PIE - Student Services: ARISE Unit

Where We Are Now: Analysis and Summary

2018-19

Contact Person: Aida Cuenza-Uvas
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External Conditions, Trends, or Impacts (Student Services): 1. Year three of the grant began October 1, 2018. The award amount for the AANAPISI grant was restored to $350,000.

2. On May 8, 2019, a revised Assessment Questionnaire was implemented; this will continue to impact course taking patterns, counseling and educational advisement.

3. Implementation of the new budget funding formula is undergoing evaluation for its effectiveness and its varying impact on colleges across the state (President Scroggins' communication at Managers' Meeting on 6/6/2019).
Internal Conditions, Trends, or Impacts (Student Services): As of the end of Fall 2018, our program along with Aspire, Dream, and REACH (foster youth) moved into the Equity Center (Bldg. 16E).
Critical Decisions Made by Unit: Patricia Asuega, Student Services Program Specialist 1, offically began employment on July 2, 2018.
Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. Leadership Retreat (Summer 2018): Thirty-six (36) student participants completed a 3-day retreat held at University of California Santa Barbara. Topics and activities focused on concepts related to cultural
capital wealth, cultural identity development, getting out of one's comfort zone, true colors (personality traits), kinetic team building, ethical decision-making, and a high ropes course. See "Grant _2_Year 2_Research Reports_Mt_SACAPR" (Report #7, beginning on page 39).

2. As of Spring 2019 we have over 775 students in the Arise Program, which includes both completely new students and returning students who were directed to re-apply as part of the new AANAPISI grant awarded to the college. The fourth ASAP! progress check was completed at the end of Fall 2018. Data for this group within this time period accounts for 468 students (14% more students reached than the prior term of Spring 2018). The average GPA among Fall 2018 group is 2.75. Eighty-five percent of the group have at least a 2.00 GPA. Twenty-five percent have completed English 1C and 32% have completed a transfer-level math.
Notable Achievements for Theme B: To Support Student Access and Success: 1. Thirty-two students were recognized at the 2019 Milestones Recognition Ceremony (June 4, 2019). Among this group, students are transferring to CSU Long Beach, CSU Los Angeles, CSU Northridge, Cal Poly Pomona, CSU Fullerton, San Diego State University, UC Los Angeles, UC Irvine, UC Berkeley, Clark Atlanta.

2. During the 2018-2019 academic year, ten Fale Fono meetings were held with 360 student participants. Topics covered included gender justice, academic planning, transfer, "adulting", careers, motivation and cultural identity.

3. In recognition of AAPI Heritage Month (May 2019), Arise held their annual Cultural Night with approximately 250 supporters consisting of the campus community, family and friends. Two digital stories were also screened, one from Cohort 1 and the other from Cohort 3.

4. In Spring 2019, 23 Arise students were awarded 36 scholarships, some of whom received multiple awards with a combined total of $24,950 award amount. Among these scholarships two were offered for the second time: Arise Leadership Award and Arise Resiliency Award. Arise also coordinated a Scholarship application marathon extended to the Equity Center programs where 49 students participated.

5. In Fall 2018 and Spring 2019, we held late night study sessions during finals week, "Finals Frenzy". In Fall 2018 we had about 80 students attend. In Spring 2019, we had approximately 160 students participate. Spring 2019 was a collaboration within the Equity Center.

6. "Close to completion" contacts were made with approximately 43% of the ninety-nine students on a list provided to our program. Among the 43 students, two or less courses were needed to meet degree requirements. Of the 43 students, fifteen students were seen for a one-on-one meeting to discuss their options for completion. Another ten students need three courses to fulfill their associate degree requirements. Subsequent follow-up is needed.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. Staff continue to participate in professional development activities, which include training, presentations and conferences: Faculty Flex and Classified Professional Development (CPD) in August 2019, two presentations during MSI Convening at Richland College (TX), NASPA WRC 2018 in Sacramento, CA, November 2018 (one presentation), AANAPISI Western Regional Meeting at UCI (February 2019), APAHE (April 2019) (AANAPISI pre-conference meeting, pre-conference session for undergraduate students), UOG TEAM Conference presentation in Guam (March 2019), and NAISA 2019 Presentation in New Zealand (June 2019).

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: During the 2018-2019 year a total of ten students participated in Digital Stories Cohort 4, representing Arise, ACES, Aspire, Dream and REACH. Four phases were completed, which included students' participation in group counseling workshops during Winter 2019 and enrollment in SOC 99 (Spring 2019) to reflect and analyze their narrative using a sociological lens. A retreat was held as part of the final phase from June 17-19, 2019. Due to specific circumstances, eight of the ten projects are nearing completion. A campus-wide screening and professional development workshops will be planned for Fall 2019 and Spring 2020.

Contributors to the Report: Aida Cuenza-Uvas - Arise

Lisa Didonato - Arise

Kare'l Lokeni - Arise

Patricia Asuega-Arise

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
Educational Plan Campaign: Working towards Comprehensive MAPs - 80% of Arise students have an educational plan on file. (Grant 2: Objective 5) **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20 **Goal Entered:** 09/01/2016	Report directly on Goal	**Reporting Year:** 2018-19 **% Completed:** 50 We continue to report on the number of MAPs with each ASAP! letter campaign. For the reporting year, 2018-2019, 91% of Arise students have an active Comprehensive Educational Plan on file. (07/15/2019)
	Request - Full Funding Requested - Human resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was	**Reporting Year:** 2017-18 **% Completed:** 50 Data from the first year of our second grant outcomes indicate that we have 90% of our students with evidence of an educational plan on file. We are in the process of updating for the second grant year, which will include 2017-2018 data. The federal government delayed the release of

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans

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

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

Lead: Primary: Kare'l

What would success look like and how would you measure it?: SLO 1: 70% of new Arise students will complete 70% of their guided pathways checklist of tasks within one year of program enrollment.

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

the APR. Year one is due July 25, 2018. The ultimate goal is to work towards comprehensive plans, which requires the ability to distinguish not just that a student has an ed plan, but the type of ed plan that has been defined as "locked" and "active". The completion of an ed plan (MAP) is part of our ASAP! efforts, which is a program tool used to track progress of specified elements-a checklist of tasks that students should complete within one year of joining the program. Only 50% of the work is done because we have not yet distinguished whether the ed plan a student has is abbreviated or comprehensive. A report from BANNER (either via ARGOS or one created) is needed to extract this data. (07/16/2018)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Planning Unit Priority: High **Documentation Attached?:** Yes **Related Documents:** [Mt. SAC - Project Narrative.pdf](#)	
Fale Fono-Cultural Intervention to support our PI community - Continue to develop the purpose and structure of this cultural intervention to increase student accountability and improve support networks **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20 **Goal Entered:** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 75 A total of 10 Fale Fono meetings were held in 2018-2019 with a total of 360 student participants (duplicated count). Topics included: academic planning, motivation, transfer, gender justice, transfer, financial aid, scholarships, cultural identity, and "adulting" (self-responsibility). Following the completion of four focus groups at the end of the prior academic year, talking circles (small group check-ins) were held in Fall 2018 and Spring 2019 for male athletes, FilipinX, Southeast/Asians, and Pacific Islander females. The space offered opportunity for illuminating student issues/needs, empowerment, and generating ideas for programming. It also provided the chance to do monthly check-in on how the semester was going and to inform participants of resources based on articulated needs (e.g., food pantry and CalFresh, tutoring, conferences, fieldtrips). (06/30/2019)
	Request - Full Funding Requested - Human resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions	

	as we progress toward the end of the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants). **Describe Plans & Activities Supported (Justification of Need):** Further enhance the structure, content and purpose of the Fale Fono as a cultural intervention to support Pacific Islander and other participating students. The goals are to assist in their continued development-personal, student, community. Increase students' self-awareness (cultural, motivation, self-confidence), improve decision-making and habits, develop purpose, increase self-efficacy, re-frame negative or fixed mindsets. **Lead:** Tutasi Asuega **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Medium	
Increase AAPI visibility/ Student Recognition - Promote campus understanding of the diversity of our AAPI students, their accomplishments, and their aspirations; share with other students, faculty and staff. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21	Report directly on Goal	**Reporting Year:** 2018-19 **% Completed:** 50 One of the creative and meaningful ways we are engaging in this work is through our Digital Stories project. To date, 19 videos have been created. A fourth cohort was created in 2018-2019 as part of an expanded collaborative effort through student equity; ACES, Arise, Aspire, and Dream are represented. This cohort consists of ten students with nine projects moving forward for completion. A campus-wide screening event will be planned for Fall 2019 and Spring

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
Goal Entered: 09/01/2016	**Report directly on Goal**	2020. This is an on-going project for the Arise Program, with plans to produce 8-10 digital stories with each cohort for at least the duration of the grant. Each major term we begin with a Welcome Back event for all returning and new students to the Arise Program. Students are provided with updated information, calendar of events, introduction of staff (program staff, peer mentors, student assistants, and tutors). In Fall 2018 and Spring 2019, ___ participated. We also held our Milestones Recognition Ceremony in June 2019. Thirty-two students were recognized for their milestone accomplishment (degree completed and transfer). Students transfers include CSU Long Beach, Cal Poly Pomona, UCLA, UC Davis, UC Irvine, UC Berkeley, CSU Northridge to name a few. (06/30/2019) **Related Documents:** Arise Grant 2 Year 1 Research Report_Digital Stories_Feb and May 2017 Report.pdf
	In Progress - Human resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of	

	the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants). **Describe Plans & Activities Supported (Justification of Need):** Student Events: Welcome Back (Fall & Spring for new & returning students), Milestones Recognition Ceremony (certificate earners, graduates, and transfers) **Lead:** Arise Team: Aida, Kare'l, Lisa, Tutasi **What would success look like and how would you measure it?:** Number of new Arise students admitted to the program each year. **Type of Request:** SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500. **Planning Unit Priority:** Medium **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 5000 **Related Documents:** 11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx	
Program Institutionalization - Initiate process to transition support for the program to the District by phasing in budget allocations for some of the	Report directly on Goal	**Reporting Year:** 2018-19 **% Completed:** 0 At the time of this report, we will begin year 4 of the five-year grant on Oct. 1, 2019. The grant will sunset September

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
personnel costs, operating expenditures, and facilities. **Status:** Active **Goal Year(s):** 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Goal Entered:** 09/01/2016	**Report directly on Goal**	30, 2021. Prioritization within the New Resource Allocation process should be pursued for the institutionalization of the program (personnel and operating budget request). (08/21/2019)

In Progress - Human resources (80% of funding allocation): Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants).

Operational Budget (20% of funding allocation): Supplies, Travel and Conference/professional development, Printing, Catering, Contract (e.g., leadership retreat and guest speakers), promotional and recognition items (e.g., Milestones Recognition), other (e.g.,

college/cultural fieldtrips), uniform for professional staff and student assistants (peer mentors) .
Describe Plans & Activities Supported (Justification of Need): Continue to integrate institutionalization request within PIE to articulate program human resource needs.
Lead: Aida
Planning Unit Priority: High
Documentation Attached?: Yes
One-Time Funding Requested (if applicable): 400000

In Progress - Program Institutionalization: Educational Advisor
Describe Plans & Activities Supported (Justification of Need): The grant narrative states institutionalization in phases for the Educational Advisor position, with the first 10% upon completion of year one. By the fourth year of the grant, an additional 40% is expected with 100% implementation upon close of the grant.
Lead: Aida
What would success look like and how would you measure it?: Evidence of institutionalized funding level :
Educational Advisor
Year 1: 10% (90% AANAPISI grant)
Year 5: 40% (50% AANAPISI grant)
Post-Grant: 100%

Planning Unit Priority: High
Documentation Attached?: Yes
On-Going Funding Requested (if

Reporting Year: 2018-19
% Completed: 0
We still need to act on the gradual institutionalization of the position as outlined in the grant narrative.   (07/15/2019)

applicable): 10000
Related Documents:
Mt. SAC - Project Narrative.pdf

Request - Full Funding Requested - Program Institutionalization: Program Specialist I
Describe Plans & Activities Supported (Justification of Need): Apart from the grant narrative, the Program Specialist position is a critical part of the team, as this position provides support for the coordination, planning, logistics of events and the daily operations oversight.
Lead: Aida
What would success look like and how would you measure it?: 100% Institutionalization by the end of the grant.
Planning Unit Priority: High
Documentation Attached?: Yes
On-Going Funding Requested (if applicable): 60000
Related Documents:
11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx

Reporting Year: 2018-19
% Completed: 50
We are in the process of reclassifying the position level from Student Services Program Specialist I to Student Services Program Specialist II. (07/15/2019)

Request - Full Funding Requested - Program Institutionalization: Full-Time Counselor
Describe Plans & Activities Supported (Justification of Need): Assignment of a counselor who understands the nuanced needs of the AAPI sub-populations and who can provide holistic support to students in the program. Activities would include academic and personal counseling, career decision

Reporting Year: 2018-19
% Completed: 25
Since we are now located in the Equity Center, a request for a Counselor may be to serve all four programs, rather than just one. (07/15/2019)

	making, AQ consultation as part of educational planning, academic progress monitoring, and helping students to complete their graduation and/or transfer objectives. **Lead:** Aida **What would success look like and how would you measure it?:** New resource allocation by the end of the grant to hire a full-time counselor assigned to work directly with the students utilizing a case management approach. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 95000 **Request - Full Funding Requested -** Program Institutionalization: Administrative Support position **Describe Plans & Activities Supported (Justification of Need):** Human resources Uniform for professional and student staff **Lead:** Aida **Planning Unit Priority:** Medium **One-Time Funding Requested (if applicable):** 40000	
	In Progress - Program Institutionalization: Program Coordinator **Planning Unit Priority:** Medium **One-Time Funding Requested (if applicable):** 0	**Reporting Year:** 2019-20 **% Completed:** 75 Program Coordinator to be removed from request of positions needed. (07/15/2019)
		Reporting Year: 2018-19 **% Completed:** 0 No action on this position. Re-evaluation required to determine if still needed as opposed to another position that would be able to support all programs within the Equity Center. (07/15/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Request - Full Funding Requested - Program Institutionalization: Hourly funding for Peer Mentors and Tutors Uniforms for professional and student staff. **Describe Plans & Activities Supported (Justification of Need):** Human Resources **Lead:** Kare'l Lokeni **What would success look like and how would you measure it?:** New resource allocation to fund short-term hourly costs for student assistants to serve as peer mentors by the end of the grant. **Planning Unit Priority:** Low **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 800 **On-Going Funding Requested (if applicable):** 36000 **Related Documents:** [11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)	**Reporting Year:** 2018-19 **% Completed:** 75 We continue to include this in each year's PIE, understanding that the grant is still active. At the end of 2018-2019, we will be wrapping up year 3 of the grant. In Oct. 2019, year 4 will commence. This is two years ahead of the sunset of the grant (Sept. 2021). (07/15/2019) **Reporting Year:** 2018-19 **% Completed:** 0 We are currently utilizing grant funds where necessary. Once the grant sunsets (Sept. 2021), we will need to determine if there are other resources in place or if we will need an operating budget for this hourly expense built into our request for institutionalization. (07/15/2019)
Leadership Development: Arise Leadership Retreat - Create the opportunity and space for our students to learn about themselves as leaders and to promote their personal development. **Status:** Active **Goal Year(s):** 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Goal Entered:** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 100 During the Arise Student Leadership Retreat, held Summer 2018 at UC Santa Barbara, with 33 student participants. Attached is our Year 2 AANAPISI Grant report, which includes a summary of the leadership student evaluation. (08/21/2019) **Related Documents:** [Grant_2_Year_2_Research_Reports_Mt_SACAPR.pdf](#) **Reporting Year:** 2017-18 **% Completed:** 100 The most recent retreat was held last August 2017, in between the Summer and Fall terms. Attached is a full

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Report directly on Goal	report of the three-day retreat that was held at Pali Resort Center in Running Springs, CA. This is an annual event. (07/16/2018) **Related Documents:** [Arise Grant 2 Year 1 Research Report_Leadership Summer 2017.pdf](#)
	Request - Full Funding Requested - Staffing, presenters, handbook/materials/supplies, venue costs (e.g., lodging, food, team building activities), transportation. Once the grant sunsets in Sept. 2021, funds will no longer be available to support this annual student development program. **Describe Plans & Activities Supported (Justification of Need):** Leadership Retreat held every summer, off-site for 3 days. **Lead:** Aida **What would success look like and how would you measure it?:** 70% of Arise students who participate in program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve educational goals. **Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD. **Planning Unit Priority:** Medium **On-Going Funding Requested (if applicable):** 12000 **Related Documents:** [Arise Grant 2 Year 1 Research](#)	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Report_Leadership Summer 2017.pdf	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
Staff Professional Development - Encourage staff development by supporting participation in training, conferences, and other workshops intended to increase technical knowledge, skills or understand of student populations served. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Goal Entered:** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 100 During the 2018-2019 academic year, staff presented at MSI Convening in Texas (Oct. 2018), NASPA WRC in Sacramento (Nov. 2018), UOG TEAM Conference in Guam (Mar 2019), APAHE AANAPISI Pre-Conference (April 2019), and NAISA in New Zealand (June 2019). (08/21/2019)
		Reporting Year: 2017-18 **% Completed:** 50 In 2017-2018, the Arise Program presented at the following conferences: NASPA WRC November 2017 (Honolulu, HI) NASPA National March 2018 (Philadelphia, PA) APAHE April 2018 (Oakland CA) Each year we submit proposals to share our efforts with the higher education community. During the above selected presentations we shared our Digital Stories, Leadership Retreat, Arise Student Action Plan (ASAP!) and on our pilot efforts with GRASP. (07/16/2018) **Related Documents:** NASPA_Leadership 10.28.17.pptx
	Request - Full Funding Requested - Ensure that adequate resources are provided for Arise and the other programs to be housed in the Equity Center. **Describe Plans & Activities Supported (Justification of Need):** 1-2 day staff professional development retreat that will focus on developmental needs for the AAPI population/communities. This would include hiring a consultant to facilitate the training (e.g., mental health issues, cultural nuances of	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	AAPI sub-groups. **Lead:** Aida **What would success look like and how would you measure it?:** Upon completion of the professional development activity, staff will demonstrate increased knowledge, implement at least one strategy, and identify additional resources in the community for student referrals. **Planning Unit Priority:** High **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 10000 **Related Documents:** 11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx	
Arise Guided Pathways (Arise Student Action Plan or ASAP!): Follow-up interventions for student progress - Initiate pilot efforts to assist student connections to the campus by implementing Arise Guided Pathways while creating a welcoming, positive and encouraging community support (program staff and an enhanced peer mentoring component). This is a primary grant activity associated with both student development, counseling intervention and instructional support. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Goal Entered:** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 50 Upon completion of Spring 2018, data for term-enrolled Arise students became available after July 1, 2018. A total of 434 ASAP! letters were sent during the summer period. In Fall 2018, 468 ASAP! letters were generated and shared via mail and email to eligible students. Individualized reports included progress tracking on these data points: term and cumulative GPA, term and cumulative units, progress through college level English and math, ed plan on file, and documented major. Group statistics were also shared: Average GPA, GPA distribution, percent of Arise students who completed college-level English and math. Data for Spring 2019 will be included in 2019-2020 PIE. (08/21/2019) **Reporting Year:** 2017-18 **% Completed:** 75 In 2017-2018 we produced an ASAP! student profile report after Fall 2017, the second iteration of this effort. The first time the report was generated was after the completion of Spring 2017. A total of 412 letters were generated upon

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Report directly on Goal	completion of Fall 2017 (127 more than Spring 2017). Efforts are on-going to conduct triage efforts (e.g., low GPA, lack of progress with basic skills English and math completion, lack of educational plan). On-going evaluation is continuous to respond to changing conditions (e.g., multiple measures implementation Spring 2018). We are playing catch up, but provided under "related documents" is a report of our ASAP! efforts, which includes a sample of the letter and individualized report. (07/16/2018) **Related Documents:** [Arise Grant 2 Year 1 Research Report_ASAP!.pdf](#)
	Request - Partial Funding Requested - ** Human resources **Describe Plans & Activities Supported (Justification of Need): The following is a shift from AriseFamilies to Arise Guided Pathways: Plan implementation of Arise Guided Pathways beginning with in-take of new students to the program through program exit (e.g., graduation, transfer, other). The Arise Student Action Plan! (ASAP!) letter was disseminated in Spring 2017 (inaugural), Fall 2017, Spring 2018, Fall 2018 and Spring 2019 (Aug 2019). This letter provides a personal profile of an individual student's achievement on selected progress markers: GPA, units completed vs. attempted, English and math progression. Recommended targets for each marker is listed (e.g., completion of at least 70% of units attempted) and suggested actions highlighted (e.g., meeting with a counselor). In 2019-2020, plan to host a free	

	Pacific Islander Student/Family Education Day targeting 100-150 people to address college access and opportunity, financial aid literacy, economic mobility and career development, and increasing familial and institutional support for student success. Increasing knowledge and awareness for both the student and their family is important to support the expected outcomes of graduation, transfer and other student goals. **Lead:** Primary: Aida **What would success look like and how would you measure it?:** 70% of new Arise students will complete 70% of their Arise Guided Pathways checklist of tasks within one year of program enrollment. **Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD. **Planning Unit Priority:** High **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 5000 **Related Documents:** 11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx Arise Grant 2 Year 1 Research Report_ASAP!.pdf	