

2018 Annual Performance Report

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Grantee Name: CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Grantee Address: 3000 CAMPUS HILL DR, LIVERMORE, CA 94550

PR Award Number: P031S150011

Unit (NCES) ID: 366401

Project Director: Name: Rafael Valle
Title: Title V Project Director
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Grant Program: Title V - Developing Hispanic-Serving Institutions

Project Title: HSI Gateway to STEM Success

Institution Type: 2-year Public

Grant Year: 3

Authorized Representative: Name: Rafael A Valle
Date: 02/01/2019
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Section 1: Executive Summary

Unless otherwise stipulated, please answer each question in 1,000 words or less.

When answering, please organize your responses according to the following focus areas:

- Academic Quality
- Student Services
- Institutional Management
- Fiscal Stability

Keep in mind that these questions, unless otherwise stated, pertain to the most recent grant year.

SECTION 1-A: Use this section to summarize how your grant is enabling your institution to fulfill the legislative intent of the Title III, V, or VII Program during the current grant year.

1. The goals of Title III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Summarize, in 1,000 words or less, the impact your institution's Title III, Title V, or Title VII grant has had this year on the following institutional measures: (a) Enrollment, (b) Graduation, (c) Retention, and/or (d) Fiscal Stability. Summarize the impact of the grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

Institutional Measures Resulting from the Title V Grant.

Capturing meaningful data for grant reporting purposes is essential, but more importantly, taking full advantage of retention strategies developed by the HSI Gateway to STEM Success program are extremely important so that our students have the opportunity to perform at higher levels.

a) Enrollment

a. The metric in this area is to "Increase the percentage of Hispanic Students enrolled in the college". LPC unduplicated Headcount prior to the grant or baseline was 26.5%, Target 35.5%. We are excited to report the following:

Year1 - 29.7%

Year2 - 30.2%

Year3 - 30.5%

To this point, we've made 58% progress to our target.

b) Graduation

a. The metric is to "increase the number of Hispanic students completing STEM programs" ; this includes Hispanic students with STEM outcomes (either declared STEM major & Transfer Ready/Transfer or earned Degrees and/or Certificates in STEM. Prior to the grant or baseline was 13.8%, Target was 5% growth per year.

We are excited to report the following:

Year1 – 17.6%

Year2 – 21.4%

Year3 – 25.2%

We've made substantial progress in this area.

c) Retention

a. HSI/STEM student persistence data in Mathematics from fall 2017 to spring 2018 Comparative data between HSI students and non-HSI students appears to be higher in College-level trigonometry or above and Intermediate Algebra. The overall total shows a substantial difference between HSI students surpassing by 22% in the overall persistence

total in comparison to Non-HSI – Hispanic and Non-HSI - Not Hispanic. HSI students overall 90% versus 68% and 69% respectively in all math levels.

d) Fiscal Stability

a. We have developed the following five major activities with the Title V HSI grant that are migrating into ongoing academic and support services at LPC. With the college picking up the financial obligation, the fiscal stability of these programs is assured:

i. HSI Gateway to STEM Success Program – This is a cohort-based program where at the very minimum 25 Hispanic/Latino students pursuing a STEM career are recruited into a learning community. Students have a dedicated counselor, guaranteed participation in Math Jam, additional tutoring hours, club participation, and mentor panels.

ii. The Math Emporium – Implemented fall 2017, consists of basic mathematics courses that are offered in an independent, self-accelerated mode. There is an available Math instructor, an instructional assistant, and a peer tutor onsite to answer questions. Students attend at a specified time, but there is no lecture. Homework and lab assignments are completed by each student working independently.

iii. Math Jam – is an award-winning, intensive one-week math program offered the week prior to the start of the fall and spring semesters. Math Jam is designed to help students achieve their math goals (degree or transfer) faster - from preparing for upcoming math courses to preparing to re-take the Math Assessment (Placement) Test. Math Jam while introduces students to a community of support and FREE resources at LPC. During Year 3 of the grant, 11 HSI students took advantage of this pre-semester opportunity and 4 were advanced to a higher level math course.

iv. Intrusive Counseling – Intrusive counseling at LPC is practiced in the following manner:

a) a dedicated HSI counselor is available to students using text messages. Students communicate with their counselor via text for quick and easy inquiries and also setting up appointments for more complicated topics. b) Tutoring – HSI/STEM students are required to attend at least two hours of tutoring weekly. The student has the choice to work with a tutor from the tutoring center or receive weekly tutoring with our dedicated HSI math instructor. c) Student Success & College Experience. Students are required to take a student success course in their first semester of participating in the program. d) Smart Workshops. HSI students are required to participate in at least 3-5 Smart Workshops in a semester basis - these are a series of workshops led by experienced faculty on a variety of topics that are geared toward helping students become better learners.

v. STEM Pathways – The HSI team developed sample pathways in all 28 STEM programs offered at LPC. These pathways offer suggested courses organized on a semester basis. The college is participating in a California statewide initiative in adopting the national framework for guided pathways and these initial STEM pathways will be incorporated into the final college initiative.

Additional impacts the grant has had this year on LPC's capacity to fulfill the goals of the legislation are:

Math Redesign

Every single math course was redesigned to be more effective in terms of aligning curriculum with our four-year transfer colleges. In addition substantive changes to the delivery modes have occurred involving technology in the math lab emporium mode, tutoring support, etc.

Tutoring

TutorTrac software was fully set up in the LPC tutoring center and launched in fall 2018. This is an online scheduling system which enables students to schedule appointments in a seamless and efficient manner. We will report number of tutoring hours received by our HSI/STEM student in the next two years of the grant.

Outreach

We have completed the development of our HSI webpage (The Hispanic/Latino STEM Adventure):

www.laspositascollege.edu/hsi - a coordinated series of events reaching out to 50 Hispanic/Latino families. The initial event took place during Year 2 of the grant where high school students had the opportunity to experience college level STEM labs. In Year 3 of the grant, participating high school students answered our post-experience survey in the following manner: 16 of them are seriously thinking of joining the HSI Gateway to Success program, 40 were interested in possibly joining other learning communities. 15 showed interest in obtaining an Associate Degree, 5 of them intend to transfer to a four-year college without getting an AA Degree, and 2 students want to attend a four-year college directly after completing high school. Furthermore, 22 students are considering attending LPC after attending the event, and 7 had already completed the admission application.

1A. Summarize, in 250 words or less, some of the major milestones reached this year as a result of the grant project(s).

1. Added new HSI/STEM student community cohort with 25 full-time students.
2. For stability purposes, we continued with the same full-time counselor assigned to this student community to address their ongoing academic and personal needs.
3. Incorporated retention strategies in our HSI cohort. We use mid-semester progress reports and follow up with counseling interventions as necessary, required tutoring in STEM courses, offer math tutoring by our HSI faculty member, Psychology-Counseling courses, mentor panels, and participation in HSI club.
4. Considering the possibility of piloting our new guided pathways initiative with HSI students during Year 4 of the grant.
5. Completed our third External Evaluation with positive results in both program development, program documentation, and compliance issues.
6. Established an HSI/STEM recruiting and outreach initiative for potential HSI/STEM students and their families called: Hispanic/Latino STEM adventure.
7. Began a Career Awareness initiative within the Student Success and College Experience class tailored to HSI/STEM students.
8. The institution hired a Career, Transfer, Employment Center Coordinator who started in August 2018 as a result of career awareness initiatives by the grant.
9. Re-designed Mathematics curriculum to align with our 4-year institution's requirements as well as potentially accelerating students' enrollment in college-level math and STEM gateway courses.
10. Established strong relationships with four-year colleges leading to an MOU draft with California State University Stanislaus to ultimately align our STEM curriculums.
11. Established campus-wide understanding of the HSI/STEM grant provisions and accomplishments via workshops and presentations.

1B. Summarize, in 250 words or less, where your institution needs support for the grant project(s).

1. Online Orientation – Our online orientation is 10 years old, some of the information is irrelevant and outdated, and certainly not effective as we would like it to be. This is unquestionably an area that our institution needs additional support.
 - a. Update: Fortunately, we received a supplemental award of \$50K for resolving this need. The online orientation update is in progress.

2. Face to face Orientation (also known as in-person orientation) - Our in-person orientation is also in need of revamping.
a. Update: We will be working on the online orientation first, once completed, then revamp the in-person orientation.

3. Institutionalization of Math Jam. At the current time, Math Jam is funded through several sources including the HSI/STEM grant. The institution is working on assimilating this very popular project into ongoing operations.
a. Update: We are still negotiating with the institution to assimilate Math Jam. One potential development is offering the experience as a non-credit course. We will update this during Year 4 of the grant.

4. Monitoring the increase in tutoring demand against current staffing levels. We are committed to providing students with tutoring services in a timely manner. We believe that the increase in tutor staffing will positively affect retention and student performance. In return, LPC will also realize increased revenue to better support the tutoring center.
a. Update: A full-time Tutoring Center Coordinator was requested, approved, and hired during Year 3 of the grant.

1C. Has your institution's project(s) contributed to (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year? If so, how? These may be presentations, publications, program development and/or expansion, and recommendations for policy changes due to the work being conducted on campus.

We reported the below items a, b, c, d & e during the annual performance report in Year 2. At this time, we like to provide an update:

a) We are looking at a policy change to allow non-credit courses at LPC; this may affect courses in the HSI STEM areas.

Update: We are still deliberating on the adoption of non-credit courses at LPC. There will be more to report during Year 4.

b) As a result of the grant, college faculty and staff have been engaged in research for the following new capabilities:

- a. Math redesign
- b. Math emporium model
- c. Tutoring delivery
- d. Smart shop development
- e. Outreach strategies
- f. Guided Pathways

Update: The only item that has changed is f. Guided Pathways. The entire college is now engaged and has formed several task forces to work in the different areas of this initiative. More to report during Year 4 of the grant.

c) What new practice has been created as a result of this grant?

a. Recruitment - Developing new strategies for students and their families. We created an event called: "The Hispanic/Latino STEM Adventure"

i. We are working closely with the Livermore Valley Joint Unified School District (LVJUSD) to recruit 50 high school students along with their families.

1. During the first session in the fall, we expose students to STEM college-level labs, financial literacy, and a campus tour.

Update: During the spring 2018 semester, we had the same group of students to come

back. They were introduced to student support programs such as HSI Gateway to STEM Success program, Puente, UMOJA, Disability Resource Center, Extended Opportunity Programs & Services, etc. In addition, students were also introduced and encouraged to take Advanced Placement and International Baccalaureate courses at their local high schools, encouragement to participate in concurrent enrollment, and lastly, they were introduced to the early registration process to students graduating in 2018.

b. Orientation - Implemented a special orientation event: "Flight of the Hawk"

i. New HSI students are welcome during the Flight of the Hawk, there are ice breakers for all students to start getting to know each other, more importantly, the HSI dedicated counselor makes sure they all register to their classes by trouble shooting any A&R challenge, prerequisites, etc., the HSI Gateway to STEM Success program is explained in detail in terms of support and expectations, and lastly, students get to explore all of the resources by the campus tour that is offered at the end.

c. Math Readiness - Continue to implement Math Jam and other readiness activities.

i. Math Jam continues to improve by adopting new techniques including growth mind set. All tutors and instructors are trained in these techniques making sure students obtain the necessary tools and also meeting students at their level.

Update: There is no update to report in items b & c.

d. Acceleration - Initiatives underway in basic skills mathematics.

i. A couple of acceleration paths have been designed. We created co-requisites courses so that students are able to take higher math courses as long as they also register in a co-requisite course. At the current time, co-requisite courses for Math 65 and Math 55 exist, allowing students to accelerate a level higher with the formal support

Update: Math 65 is being redesigned, it was submitted for approval and will be offer as math 110 in the fall 2018.

e. STEM Pathways – HSI STEM pathways information now being used by the institution's guided pathways project.

i. We are in the initial stages of guided pathways. Unsure how our sample pathways will be utilized.

Update: The institution is still in the preliminary stages of the guided pathways initiative. More to report in Year 4.

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

Las Positas College Mission Statement is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

With this Title V grant, we have been able to redesign our math curriculum based on scientific research and best practice models to be more inclusive in our approach to learners including the ones who are ready to move quickly as well as those who are under-prepared. We revised courses and implemented new instructional modalities that allow learners to move throughout their learning paths at a more streamlined place regardless of the learning path they are following.

Our faculty have received training and are implementing new strategies around the Math Emporium model. This allows us to offer compressed and individualized study courses that will ultimately enhance retention and completion.

All of the changes in our math curriculum are intended to provide educational opportunities and support for completion, this is in line with our mission statement of an all-inclusive learning-centered institution.

Tutoring and counseling have also enhanced services to increase transfer rates, degree completion, basic skills mastery, career-technical information, and retraining goals.

In developing the sample pathways, students are now able to visualize what they need to transfer and graduate, effectively creating a learning environment that promotes access, engagement, and success.

Title V grant provides the opportunity for academic and student services personnel to collaborate on new innovations in student support and learning advances.

The grant is unquestionably a vital component supporting our efforts to meet the goals of our mission statement.

3. For continuous improvement, what modifications do you wish to make to your grant project(s) during the upcoming reporting year?

The grant is aligned perfectly to what we are trying to accomplish during Year 4, with the exception of small modifications to our budget allocation.

Year 4 - original allocation \$435,358.05 plus rollover amount \$57,984.27, plus supplemental award of \$60,000 = \$553,342.32

Let's start with the \$57,984.27 rollover amount from Year 3 to Year 4.

\$30,000 are contractual obligations that should have been paid in Year 3 of the grant. Due to the external evaluation performed late September 2018, payment was not processed in time. This expense pertains to Year 3.

\$7,000 were allocated in Year 3 to develop a peer mentoring program, we didn't get the student's paperwork in time. Thus, the funds pertain to Year 3.

\$3000 were allocated for the online orientation in Year 3, unfortunately, we didn't get started on this activity. Fortunately, a supplemental award has been granted and we should be on target to complete this task.

Therefore, the adjusted rollover amount from Year 3 to Year 4 is \$17,984.27

We like to request the rollover amount to be utilized in the following manner:

a. Mentor mixers \$2984.27

b. Orientation \$15,000.00

Total \$17,984.27

A formal request will be submitted to the grant officer.

We like to make very small adjustments to the budget allocations.

Current allocation to personnel is \$255,822.47 propose allocation \$265,470.84

Current allocation to fringe benefits is \$111,891.83 propose allocation \$90,352.44

Current allocation to travel \$4,643.75, propose allocation \$9,643.75.

Current allocation to supplies \$3,000, leave as it is.

Current allocation to contractual \$60,000, propose allocation to include \$30,000 as explained above, propose allocation \$90,000.

Current allocation to other is zero, propose allocation \$6,891.02 + peer mentoring \$7000 + orientation \$3000 + adjusted rollover amount request \$17,984.27 + supplemental award

\$60,000 totaling \$94,875.29.

4. How did the cooperative arrangement aspect of the grant benefit the institutions involved?
No cooperative arrangements were identified in our grant proposal. However, we have ongoing cooperative arrangements with both our feeder highs schools and local four-year colleges that were well established prior to the grant proposal.

5. For those programs that required standards of evidence in the application (ANNH, AANAPISI, NASNTI, SIP, etc...), how are you meeting the standards you cited in your grant application?
N/A

- 5A. If you have conducted program evaluation, assessment, or research related to the grant, please summarize your results. If you have any documents (journal articles, institutional publications, presentations, etc...) that provide greater detail of your results that you would like to highlight, please attach them for review.

This area is under review and consideration and continue review. It's premature for us to identify any program evaluation or research that will be share with the educational community. We will revisit this area during Year 4 if necessary.

SECTION 1-B: You must answer at least two of the five questions in this section.

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

As stated in the APR Year 2. This Title V grant facilitated additional state sources. Las Positas College (LPC) applied and obtained the transformational grant which main goal is to work and enhance basic skills. Although the new basic skills grant is not related to HSI whatsoever, the fact that we have a Title V grant made LPC a stronger candidate. We believe this Title V grant made it easier to grant readers in making the decision and award us the transformational grant.

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

As stated in the APR Year 2. We've created the HSI Gateway to STEM Success program. However, the main challenge is connecting students or allowing students to take the same math course. The main challenge is that every student in the program is at a different math level, making it difficult to keep the students together as a cohort as they move into higher level math courses.

This goes in line with what we stated in Year 1: "A closer design or dialog between student services and academic services is absolutely necessary to better support our student's needs. One of the improvements or changes to the program focuses on stronger collaboration between Student Services and Academic Services"

We had conversations with our colleagues in academic services and we could potentially assign 3 or 4 different math courses to have our HSI students' transition altogether. If we are able to keep 5-10 students and move up from one level to another that will be an amazing experience as well as increasing the chances of succeeding.

Another way we could improve grant program is by linking an English course to the Psychology-Counseling course. Most of our students, at least 95% of them, will need to

take the English requirement.

We are perfectly clear that English is not a STEM course, but we believe that keeping them together will increase the success rates of our students.

Lastly, the creation of a peer mentoring program will also be another alternative to enhance our program. We are attempting to recruit students or peer mentors and create a new student leadership course. Perhaps this is an area that we will need to revisit during four of the grant.

Update: Unfortunately, the peer mentoring program did not start in Year 3. We will be requesting the rollover of funds to comply with the creation of the peer mentoring program during Year 4. Not to be confused with the current Mentor Panel, which is being coordinated by the HSI Director.

Section 2: Accreditation

Grant Year	Pre-Grant	Year 1	Year 2	Year 3	Year 4	Year 5
Collection Year	2014	2015	2016	2017	2018	2019
Total Fall Enrollment	9009	9208	9326	9372	9189	0
Fall-to-Fall Retention %	62	67	69	66	0	0
2-Year Graduation Rate	2	4	4	0	0	0
4-Year Graduation Rate	17	0	0	0	0	0

INSTITUTIONAL LEADERSHIP

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant leadership (project director, activity director, etc.)?

Yes

If yes, how has this affected the grant?

We reported during the Annual Performance Report-Year 2 that Dr. Barry Russell, LPC President, was out on leave the entire fiscal year 2017-18. Additionally, Mrs. Roanna Bennie was assigned as interim President of our institution. At this time, we like to provide an update regarding our institutional leadership changes. Dr. Barry Russell officially retired at the end of the spring 2018 semester and Mrs. Roanna Bennie still functioning as our Interim President. Mrs. Bennie has been our VP of Academic Services for a few years and one of the HSI Internal Monitoring Team (IMT) members. Thus, the grant has not been affected since Mrs. Bennie was very familiar and supportive of the Title V HSI Grant.

ACCREDITATION

2. Who is your institution's primary accrediting agency:

Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges

AUDIT

4. Has an audit that complies with OMB Circular A-133 been completed?

Yes

4a. Were there any findings in the audit?

No

4b. Year the most recent audit was conducted:

2017

Copy of the report with findings:

4c. Explain how these findings are being addressed:

ENDOWMENT

5. Do you have an Endowment Challenge Grant?

No

6. Are grant funds being used for an Endowment activity?

Yes

7. Do you have an endowment on a previous award not matured?

No

If yes, what is the award number?

Section 3: Activities, Focus Areas, and Outcomes

Total Expenditures during the Reporting Period

Total federal dollars spent on your Title III/V grant: \$538,773.45
 Total federal dollars spent on Title III/V project management and evaluation: \$154,682.70
 Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): \$384,090.75

Total number of activities: 18

Grant Activities and Outcomes

Grant activity:

- 1.1c Engage instructional and non-instructional faculty in training to serve Hispanic and high-need students.
- 1.1d Provide faculty training in Emporium Model curriculum development using identified research. Deliver enhanced Math courses.

Total Spent: \$44,924.74

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	\$44,924.74	100

Grant activity:

- 1.2a Leverage research on how the Emporium Model is a highly effective mode for offering basic skill and transfer level classes and redesign the Math X mode to fit the Emporium Model. All three basic skill math courses will be offered in this mode: Math 107 (remedial), Math 65 (pre-algebra), and Math 55 (intermediate algebra)

Total Spent: \$19,253.46

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	\$19,253.46	100

Grant activity:

- 1.2 c Use evidence-based research to offer the pre-STEM courses, such as Math 38 and Math 20 in a compressed mode, allowing students to save time completing their STEM pathway.
- 1.2.d. Crosswalk secondary and post-secondary common core and student learning outcomes (SLOs).

Total Spent: \$64,178.20

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	\$64,178.20	100

Grant activity:

- 2.1a Partner with middle and high schools to implement STEM student college readiness initiatives for 50 students and families.
- 2.1d Coordinate and provide admissions, financial, counseling services to incoming Hispanic high school and college students.

Total Spent: \$51,146.87

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$51,146.87	100

Grant activity:

- 2.1b Leverage Math 200 classes to improve assessment, preparation, placement, success, and matriculation of Hispanic students in proper level Math courses.
- 2.1c Coordinate enrollment of 12 Hispanic high school students in concurrent or dual enrollment classes.

Total Spent: \$23,016.09

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$23,016.09	100

Grant activity:

- 2.2a Create a cohort of up to 25 Hispanic STEM students to provide comprehensive student services and academic support to help with Math success rates.

Total Spent: \$76,720.31

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$76,720.31	100

Grant activity:

- 2.2b Create cohort of Hispanic high school and college students and prepare them for assessment tests through a designated STEM tutor.
- 2.2c Provide comprehensive student services and academic support services to support Hispanic students in math courses.
- 2.2d Design an enhanced student success pilot incorporating both academic and student services.

Total Spent: \$63,933.59

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Establishment or improving an endowment fund.	\$10,000.00	16
Tutoring, counseling, and student service programs designed to improve academic success.	\$53,933.59	84

Grant activity:

- 2.3a Actively recruit Hispanic students interested in STEM fields, and mentor (or work) with them to provide information about the STEM profession and to declare a STEM major.
- 2.3b Provide direct and intentional academic, transfer, career counseling, and workforce placement services.

Total Spent: \$25,573.44

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$25,573.44	100

Grant activity:

- 2.3c Leverage academic and industry workgroup (e.g., Tri-Valley Education Consortium) to provide professional mentoring to Hispanic cohorts.
- 2.3d Work with four year colleges to strengthen STEM career pathways.

Total Spent: \$12,786.72

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$12,786.72	100

Grant activity:

- 3.1a Appoint workgroup of campus leadership to identify priority programs for enhanced curriculum, professional development.

Total Spent: \$2,557.33

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$2,557.33	100

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Focus Area: Academic Quality Outcomes

Other, please specify: Math faculty assigned to Emporium will provide students with STEM applications	Yes
<p><i>If yes:</i></p> <p>Initial #: 11 Final #: 13 Goal: 13</p> <p>Supporting statement:</p> <p>Two more instructors began teaching in the Emporium Mode. We started with zero in Year 1, went to 11 in Year 2. Now ending with 13 in Year 3.</p>	
Other, please specify: Math faculty assigned to Emporium model will feel confident serving Hispanic	Yes
<p><i>If yes:</i></p> <p>Initial #: 9 Final #: 10 Goal: 11</p> <p>Supporting statement:</p> <p>Based on a training survey. Out of 11 faculty members, 10 responded to the survey. All 10 said they agree or strongly agree on this question.</p>	

Focus Area: Student Support Services Outcomes

Other, please specify: Increase the percentage of Hispanic students taking math assessment	Yes
<p><i>If yes:</i></p> <p>Initial #: .826 Final #: .839 Goal: .870</p> <p>Supporting statement:</p> <p>In Year 2, we reported .826 or 82.6% had taken the math assessment. However, prior to the grant we started with a baseline of .77 or 77%. We have been able to increased the number of Hispanic students taking the math assessment with the HSI grant.</p>	
Other, please specify: Increase number of Hispanic students concurrently enrolled	Yes
<p><i>If yes:</i></p> <p>Initial #: 48 Final #: 76 Goal: 28</p> <p>Supporting statement:</p> <p>In Year 2, we reported 48 students were concurrently enrolled. However, prior to the grant we started with a baseline of 27 students and the goal was to growth beyond our baseline. We exceeded this goal by 281%.</p>	

Section 4: Project Status

Activity: 1.1cEngage instructional and non- instructional faculty in training to serve Hispanic and high-need students. 1.1d Provide faculty training in Emporium Model curriculum development using identified research. Deliver enhanced Math courses.

Project Objective: Math faculty assigned to Emporium will participate in pedagogical professional development.

Objective Status: On schedule

Objective Narrative: All Math faculty selected for involvement participated in pedagogical professional development. Everyone who participated feels confident and has created a positive change to our students.

Performance Measure: Professional development tracking

Measure Type: Project

Data Type: Percentage

Target: 85

Actual: 85

Date Measured: 2018-09-30

Frequency Measured: As needed

Activity: 1.1cEngage instructional and non- instructional faculty in training to serve Hispanic and high-need students. 1.1d Provide faculty training in Emporium Model curriculum development using identified research. Deliver enhanced Math courses.

Project Objective: Math faculty assigned to Emporium model will feel confident serving Hispanic students

Objective Status: Completed

Objective Narrative: All Math faculty selected for involvement participated in pedagogical professional development. Everyone who participated feels confident and has created a positive change to our students.

Performance Measure: Faculty survey on diversity standards

Measure Type: Project

Data Type: Percentage

Target: 85

Actual: 90

Date Measured: 2018-09-30

Frequency Measured: As needed

Activity:	1.2a Leverage research on how the Emporium Model is a highly effective mode for offering basic skill and transfer level classes and redesign the Math X mode to fit the Emporium Model. All three basic skill math courses will be offered in this mode: Math 107 (remedial), Math 65 (pre-algebra), and Math 55 (intermediate algebra)
Project Objective:	Math faculty assigned to Emporium will provide students with STEM applications.
Objective Status:	Completed
Objective Narrative:	All targeted math courses were redesigned to be more effective in terms of aligning curriculum with four year colleges. Short term, it's created a little bit of confusion to students. Long term: All changes will be highly appreciated.
Performance Measure:	Curriculum changes tracking
Measure Type:	Project
Data Type:	Percentage
Target:	95
Actual:	100
Date Measured:	2018-09-30
Frequency Measured:	As needed

Activity:	1.2 c Use evidence-based research to offer the pre-STEM courses, such as Math 38 and Math 20 in a compressed mode, allowing students to save time completing their STEM pathway. 1.2.d. Crosswalk secondary and post-secondary common core and student learning outcomes (SLOs).
Project Objective:	Increase the number of math course offerings in a compressed mode.
Objective Status:	On schedule
Objective Narrative:	We have aligned the curriculum to offer math courses in a compressed/accelerated mode. We hope to offer these courses in the next spring 19 semester.
Performance Measure:	Curriculum changes tracking
Measure Type:	Program
Data Type:	Raw Number
Target:	4
Actual:	0
Date Measured:	2018-09-30
Frequency Measured:	As needed

Activity: 2.1a Partner with middle and high schools to implement STEM student college readiness initiatives for 50 students and families. 2.1d Coordinate and provide admissions, financial, counseling services to incoming Hispanic high school and college students.

Project Objective: Increase the percentage of Hispanic students taking math assessment.

Objective Status: On schedule

Objective Narrative: Starting baseline was 77%. Actual percentage in Year 2 was 82.6%, percentage in Year 3 is 83.9%. There was an increased of 6.9%. We are certainly in the correct path and on target. So far, this has been a very positive change.

Performance Measure: ACCUPLACER test taking activity

Measure Type: Project

Data Type: Percentage

Target: 87

Actual: 84

Date Measured: 2018-09-30

Frequency Measured: As needed

Activity: 2.1b Leverage Math 200 classes to improve assessment, preparation, placement, success, and matriculation of Hispanic students in proper level Math courses. 2.1c Coordinate enrollment of 12 Hispanic high school students in concurrent or dual enrollment classes.

Project Objective: Increase the percentage of Hispanic Students concurrently enrolled.

Objective Status: Completed

Objective Narrative: Increasing concurrent enrollment has been very positive. All of these students are getting ahead in their higher education attainment by completing college level units.

Performance Measure: Student enrollment

Measure Type: Project

Data Type: Raw Number

Target: 27

Actual: 76

Date Measured: 2018-09-30

Frequency Measured: As needed

Activity: 2.2a Create a cohort of up to 25 Hispanic STEM students to provide comprehensive student services and academic support to help with Math success rates.

Project Objective: Increase percentage of Hispanic students successfully completing STEM math (Math 1) to reach equitable proportionality.

Objective Status: On schedule

Objective Narrative: Objective Narrative: Starting baseline was 15.6%. Actual percentage is 16.9%. There was an increase of 1.3% of Hispanic students successfully completing math 1 or calculus 1. We are on target to reach equitable proportionality as intended. The change has been positive.

Performance Measure: Success rates (earning A, B or C)

Measure Type: Project

Data Type: Percentage

Target: 25

Actual: 17

Date Measured: 2018-09-30

Frequency Measured: As needed

Activity: 2.2a Create a cohort of up to 25 Hispanic STEM students to provide comprehensive student services and academic support to help with Math success rates.

Project Objective: Increase percentage of Hispanic students who successfully complete pre-STEM Math (Math 55).

Objective Status: On schedule

Objective Narrative: Starting baseline was 53%, during APR-Year 2, we reported 51.9%. The actual percentage in Year 3 is 42.1%. The decrease is very significant, thus investigating why this is occurring. We believe it's strictly related to a particular instructor teaching the course. We will have more data and will gladly report in Year 4.

Performance Measure: Success rates (earning A, B or C)

Measure Type: Project

Data Type: Percentage

Target: 63

Actual: 42

Date Measured: 2018-09-30

Frequency Measured: As needed

Activity:	2.2b Create cohort of Hispanic high school and college students and prepare them for assessment tests through a designated STEM tutor. 2.2c Provide comprehensive student services and academic support services to support Hispanic students in math courses. 2.2d Design an enhanced student success pilot incorporating both academic and student services.
Project Objective:	Increase percentage of Hispanic students who assessed into pre-STEM math (Math 55 or higher).
Objective Status:	On schedule
Objective Narrative:	Starting baseline was 43%. During APR-Year 2 we reported 42.2%. and Year 3 shows 40.8%. Metric shows a small decrease and the impact is a little bit negative to the students. We adopted a multiple measures assessment in Year 2. Thus, changes were made to how students are placed. We will report in Year 4.
Performance Measure:	ACCUPLACER score/level
Measure Type:	Project
Data Type:	Percentage
Target:	53
Actual:	41
Date Measured:	2018-09-30
Frequency Measured:	As needed

Activity:	2.3a Actively recruit Hispanic students interested in STEM fields, and mentor (or work) with them to provide information about the STEM profession and to declare a STEM major. 2.3b Provide direct and intentional academic, transfer, career counseling, and workforce placement services.
Project Objective:	Increase number of Hispanic students entering STEM programs (by declared major) to reach equitable proportionality.
Objective Status:	Completed
Objective Narrative:	The impact is significant and positive. We are reducing disproportionate rates in students pursuing a higher education in a STEM field.
Performance Measure:	Student program
Measure Type:	Project
Data Type:	Percentage
Target:	25
Actual:	27
Date Measured:	2018-09-30

Frequency Measured: As needed

Activity: 2.3c Leverage academic and industry workgroup (e.g., Tri-Valley Education Consortium) to provide professional mentoring to Hispanic cohorts. 2.3d Work with four year colleges to strengthen STEM career pathways.

Project Objective: Recruit STEM professionals in the community to volunteer and serve as mentors to our HSI students.

Objective Status: Completed

Objective Narrative: Over 40 students had the opportunity to participate in a discussion panel with 5 STEM professionals in their field of interest. Experience was very positive to all students. We had recruited 5 professionals during Year 2, we recruited four more mentors in Year 3.

Performance Measure: Student survey

Measure Type: Project

Data Type: Raw Number

Target: 5

Actual: 9

Date Measured: 2018-09-30

Frequency Measured: As needed

Activity: 3.1a Appoint workgroup of campus leadership to identify priority programs for enhanced curriculum, professional development.

Project Objective: Increase the number of faculty and administrators to work and develop guided pathways.

Objective Status: Completed

Objective Narrative: The guided pathway initiative has been tremendously well received at the institution, creating a dynamic and positive experience between faculty, classified, and administrators by working towards the same goal.

Performance Measure: Number of participants in guided pathways steering committees

Measure Type: Program

Data Type: Raw Number

Target: 12

Actual: 45

Date Measured: 2018-09-30

Frequency Measured: As needed

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	\$0.00	\$359,371.20	\$355,651.41	\$0.00	\$3,719.79	\$265,470.84	Yes
Fringe Benefits	\$7,128.94	\$140,726.19	\$124,083.83	\$0.00	\$16,642.36	\$90,352.44	Yes
Travel	\$0.00	\$9,500.00	\$9,500.00	\$0.00	\$0.00	\$9,643.75	Yes
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$0.00	\$2,500.00	\$900.76	\$0.00	\$1,599.24	\$3,000.00	No
Contractual	\$0.00	\$60,000.00	\$30,000.00	\$0.00	\$30,000.00	\$60,000.00	Yes
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	No
Other	\$14,567.21	\$14,660.33	\$8,637.45	\$0.00	\$6,022.88	\$66,891.02	Yes
Total	\$21,696.15	\$596,757.72	\$538,773.45	\$0.00	\$57,984.27	\$495,358.05	

Line Item Budget Narrative	
Personnel	For Year 4 of the grant, the proposed allocation was \$255,822.47. After reviewing the budget allocation, we feel that we underestimated the amount by \$9,648.37. Thus, the allocation in this line item should be \$265,470.84. However, the Fringe benefits were overestimated by a similar amount. See fringe benefits section.
Fringe Benefits	For Year 4 of the grant, the proposed allocation was \$111,891.83. After reviewing the budget allocation, we feel that we overestimated the amount by \$21,539.39. At this time, we need to adjust the amount to \$90,352.44 in the fringe benefits budget line.
Travel	For Year 4 of the grant, the proposed allocation was \$4,643.75. After reviewing the cost of the expenses in this area, we need to adjust the amount to \$9,643.75 due to the Alliance of Hispanic Serving Institution Educators (AHSIE) Annual conference being a little bit more expensive than expected. The original proposal estimated prices back in 2014 – 2015. Furthermore, the location had not been determined at that time which also has an impact on the cost. Additionally, there are other opportunities such as Hispanic Association of Colleges and Universities (HACU), or National Conference of Race and Ethnicity (NCORE) which align perfectly to the grant goals and objectives.
Contractual	Due to external evaluation occurring at the end of September 2018. Payment was not processed in time. Thus, the rollover amount reflects the contractual amount of \$30,000 pertaining to Year 3 of the grant.
Other	Due to other priorities in the grant and as reflected in previous allocation lines. This allocation line needs to be adjusted to \$66,891.02. Development of a peer mentoring program is pending and should be taking place in Year 3 of the grant. Furthermore and as stated in the past, mentoring events are a key component to the success of our HSI STEM learning community and re-doing our counseling online orientation is essential. We are also allocating the \$60,000 supplemental award to this line item.

Budget Narrative

1a. Have all funds that were to be drawn down during this performance period been drawn down?

Yes

2a. Did you have any unexpended funds at the end of the performance period?

Yes

2b. If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

The rollover amount from Year 3 to 4 is \$57,984.27.

However, there are three items that should have taken place during Year 3 of the grant.

1) \$30,000 are contractual obligations that should have been paid in Year 3 of the grant. Due to external evaluation performed late September 2018, payment was not processed in time. This expense pertains to Year 3.

2) \$7,000 were allocated in Year 3 to develop a peer mentoring program, we didn't get the student's paperwork in time. Thus, the funds pertain to Year 3 as well.

Explanation:

Current and former HSI students to become math tutors in the emporium model and other venues. The funds will be utilized to pay students who work as tutors in the tutorial center, emporium model, and/or any other mode of tutoring as needed.

Activity:

2.2b Create cohort of Hispanic high school and college students and prepare them for assessment tests through a designated STEM tutor.

3) \$3000 were allocated for the online orientation in Year 3, unfortunately, we didn't get started on this activity. Fortunately, a supplemental award has been granted and we should be on target to complete this task.

Explanation:

LPC only offers a general orientation at this time. As part of the admission process and in an effort to better support our Gateway to Success students, a STEM online orientation component is desirable.

Activity:

2.1d Coordinate and provide admissions, financial, counseling services to incoming Hispanic high school and college students.

2.3a Actively recruit Hispanic students interested in STEM fields, and mentor (or work) with them to provide information about the STEM profession and to declare a STEM major.

Therefore, the adjusted rollover amount from Year 3 to Year 4 is \$17,984.27

We like to request the rollover amount to be utilized in the following manner:

a. Mentor mixers \$2984.27

b. Counseling Online Orientation \$15,000.00

Total \$17,984.27

A formal request will be submitted to our assigned grant officer.

3a. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

No

4a. Is this a cooperative arrangement grant?

No

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners role's have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or project activities.

Partner Name	Description of Partner's Role	Did Role change?	How did Role change?	Impact on your ability to achieve objectives/activities
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6a. Do you wish to make any changes in the grant's activities for the next budget period?

No

7a. Were there any changes to key personnel during this reporting period?

No

8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

Yes

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits.

At the current time, we are on track and on schedule with all of our activities in the grant.

There are a couple of unanticipated outcomes residing in our math activities.

More specifically, the challenge resides in increasing the percentage of Hispanic/Latinos students who successfully complete pre-Math (Math 55). At the current time, we are investigating the situation. We believe this is strictly related to one instructor. More to report during Year 4 of the grant.

Another challenge reported during the APR-Year 2 is also related to our math activities. The entire math curriculum was redesigned, including math assessments. In the process, we may have impacted students in an undesirable manner.

We believe the assessment results are a reflection of these changes as reported in the previous section of the report.

In regards to benefits, the grant has been extremely beneficial to our students as reflected in previous sections of this report.