

**2017 Annual Performance Report**

Submitted:

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  
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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: 2  
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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.

The grant commenced in late 2015 and the first cohort of HSI/STEM student enrolled in the Fall 2016. The earliest reporting of student success data was not available until 2017; however tracking strategies were put in place that will yield greater information in year 3 through 5 of the grant.

a) Enrollment

a. 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%, Actual 30.2%, progress of 54%. We are making steady progress in this area.

b) Graduation

a. Metric is to "increase the number of Hispanic students completing STEM programs" or program completion. This includes Hispanic student 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 tracking HSI STEM students and will report further data as these students complete their programs.

c) Retention

a. HSI/STEM student persistence data in Mathematics from fall 2016 to spring 2017 Comparative data between HSI students and non-HSI students appears to be higher in College-level trig or above and Intermediate Algebra. The overall total shows a substantial difference between HSI students surpassing by at least 27% in the overall persistence total in comparison to Not-HSI – Hispanic and Not-HSI - Not Hispanic. HSI students overall 96% versus 69% and 68% 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, it consists of basic mathematics courses that are offered in an independent study/self-accelerated mode. There is an available Math instructor, an instructional assistant, and a peer tutor 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 - from preparing for upcoming math courses to preparing to re-take the Math Assessment (Placement) Test. Math Jam helps students complete their goal of a degree or transfer faster, while introducing them to a community of support and FREE resources at LPC. During year 2 of the grant, 12 HSI students took advantage of this opportunity and 4 were advanced to a higher level math course.

iv. Intrusive Counseling –We practice intrusive counseling 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. Student have the choice to work with a tutor

from the tutoring center or receive weekly tutoring with our 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 - These are a series of workshops led by experienced faculty on a variety of topics that are geared toward helping students be better students.

v. STEM Pathways – The HSI team developed sample pathways in all 28 STEM programs offer 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 HSI/STEM grant has had this year on LPC's capacity to contribute to fulfilling the goals of the legislation are:

#### Math Redesign

Every single math courses was redesigned to be more effective in terms of aligning curriculum with four year colleges. Furthermore, the delivery mode was also a huge factor in the redesigning the curriculum involving technology in the emporium mode, tutoring support, etc.

#### Tutoring

Tutortrac software has been fully set up in the LPC tutoring center. This is an online scheduling system which will enable students to schedule appointments in a seamless and efficient manner.. We will report on the effect that tutoring has on HSI/STEM student success rates in the next three years of the grant.

#### Outreach

We have completed the development of our landing HSI webpage: [www.laspositascollege.edu/hsi](http://www.laspositascollege.edu/hsi) and coordinated several events reaching out to 50 Hispanic/Latino families called: The Hispanic/Latino STEM Adventure. The initial event took place during year two of the grant where high school students had the opportunity to shadow college level STEM labs. Survey shows the following: 38 students thought the labs were extremely interesting, 9 neutral, 1 boring and 3 did not answer. Furthermore, 6 students thought they had sufficient time in the labs, and 35 wanted to spend more time in the labs. 27 students are considering pursuing a STEM career and 38 are considering Las Positas College to obtain a higher education. During year three of the grant, additional data will be provided.

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

1. Established our first HSI/STEM student community with 25 full-time students.
2. Assigned a full-time counselor to this student community to address their ongoing academic and personal needs.
3. Completed our first External Evaluation with positive results in both program development, program documentation, and compliance issues.
4. Established a HSI/STEM recruiting and outreach initiative for potential HSI/STEM students and their families.
5. Began a Career Awareness initiative within the Student Success and College Experience class tailored to HSI/STEM students.
6. 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.
7. Established campus-wide understanding of the HSI/STEM grant provisions 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 at least 10+ 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.
2. Face to face Orientation - Our face to face orientation is also in need of revamping. As a matter fact, this is probably the only component of the entire matriculation process that needs to be revisited. This grant could potentially serve as supplemental support.
3. Institutionalization of Math jam. At the current time, math jam is funded through several different funding sources including the HSI/STEM grant. The institution is working on assimilating this very popular project into ongoing operations, thereby eliminating the need for grant support in the near future.
4. Monitoring the increase in tutoring demand against current staffing levels. We are committed to providing students with tutoring services in a timely manner. A full-time Tutoring Center Coordinator has been requested and, hopefully, will be approved by year 3 of the grant.  
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.

- 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.
- a) We are looking at a policy change to allow non-credit courses at LPC; this may affect courses in the HSI STEM areas.
  - 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. Emporium model
    - c. Tutoring delivery
    - d. Smart shop development
    - e. Outreach strategies
    - f. Pathways
  - 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 fall, we expose students to STEM college level labs, financial literacy, and a campus tour.
        - 2. We will report on the additional practices that have been adopted in year three report.
      - 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.
      - 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
      - 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. More to come in year three of the grant.
  - 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 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 intend 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 the 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're trying to accomplish during year three, with the exception of small modifications to our budget allocation.

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

Current allocation to personnel is \$371,644.67 propose allocation \$359,371.20

Current allocation to fringe benefits is \$132,773.15 propose allocation \$140,726.19

Current allocation to travel \$7,643.75 propose allocation \$9,500

Current allocation to supplies \$3,000 propose allocation \$2,500

Current allocation to contractual \$60,000 leave as it is.

Current allocation to other is zero, propose allocation \$24,660.33. This amount includes the \$21,696.15 rollover from year two.

See the budget section for new proposed budget allocation for year three.

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 high schools and our four year's receiving institution 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.

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?

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)?

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 one: "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 conversation with our colleagues in academic services and we could potentially assign 3 or 4 different math courses to have our HSI students' transition all together. If we're 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 PCN 30 - student success 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 grant program. We will need 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 year three or four of the grant.

**Section 2: Accreditation**

Grant Year Collection Year	Pre-Grant 2014	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Total Fall Enrollment	0	9208	9326	9372	0	0
Fall-to-Fall Retention %	62	67	68	0	0	0
2-Year Graduation Rate	2	4	0	0	0	0
4-Year Graduation Rate	17	0	0	0	0	0
6-Year Graduation Rate	0	0	0	0	0	0

**INSTITUTIONAL LEADERSHIP**

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?

Unfortunately our LPC President Dr. Barry Russell was out on leave the entire fiscal year 2017-18 and retiring at the end of the spring 2018 semester. LPC assigned an interim President: Mrs. Roanna Bennie. 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 with the Title V HSI Grant.

**ACCREDITATION**

Institution's primary accrediting agency: Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges

**AUDIT**

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

Were there any findings in the audit? No

Year the most recent audit was conducted: 2017

Copy of the report with findings:

Explain how these findings are being addressed:

**ENDOWMENT**

Do you have an Endowment Challenge Grant? No

Are grant funds being used for an Endowment activity? Yes

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: \$752,271.22  
 Total federal dollars spent on Title III/V project management and evaluation: \$200,475.74  
 Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): \$551,795.48

Total number of activities: 21

#### Grant Activities and Outcomes

Grant activity:

1.1a Leverage evidence-based Emporium Model to complete pedagogical development of Math X modules.

1.1b Support STEM faculty to collaboratively improve learning supports in basic Math and STEM pre-requisite courses.

Total Spent: \$53,180.09

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.	\$53,180.09	100

#### Process Measures

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

Other: STEM Faculty will participate in pedagogical professional development	Yes
<i>If yes:</i>	
Start #: 9 End #: 11 Application Objective: 1.1	
Other: Math faculty assigned to Emporium will provide students with STEM applications	Yes
<i>If yes:</i>	
Start #: 4 End #: 11 Application Objective: 1.1	

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: \$53,180.09

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.	\$53,180.09	100

**Process Measures**

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

Other: Math faculty assigned to Emporium model will feel confident serving Hispanic students	Yes
<i>If yes:</i>	
Start #: 4 End #: 9 Application Objective: 1.1	
Other: STEM faculty assigned to Emporium will participate in pedagogical professional development	Yes
<i>If yes:</i>	
Start #: 9 End #: 15 Application Objective: 1.1	



Grant activity:

1.1e Faculty members are trained in the STEM Reading Apprenticeship through 3CSN (California Community Colleges Success Network); this will include training on meta-cognitive teaching routines that can be used daily in the classroom.

1.1f Faculty members are trained in the "Cultivating Growth Mindset" training through 3CSN; this will include training on how, as a faculty member and not a counselor, to foster growth mindset in students on a daily basis in the classroom.

Total Spent: \$35,453.39

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.	\$35,453.39	100

**Process Measures**

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

Other: Math faculty assigned to Emporium will participate in pedagogical professional development	Yes
<i>If yes:</i>	
Start #: 9 End #: 15 Application Objective: 1.1	
Other: Math faculty assigned to Emporium will participate in growth mindset and/or brain research professional development	Yes
<i>If yes:</i>	
Start #: 0 End #: 11 Application Objective: 1.1	

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).
- 1.2b Redesign the curriculum in the pre-STEM courses, such as Math 38, Trigonometry with Geometry; and Math 20, Pre-Calculus; with the focus on the redesign to make these courses more streamlined in units.

Total Spent: \$35,453.39

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.	\$35,453.39	100

**Process Measures**

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

Other: Math faculty assigned to Emporium will provide students with STEM applications	Yes
<i>If yes:</i>	
Start #: 0 End #: 11 Application Objective: 1.2	
Other: Math redesign courses	Yes
<i>If yes:</i>	
Start #: 0 End #: 5 Application Objective: 1.2	

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: \$74,905.71

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$74,905.71	100

**Process Measures**

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

Other: Increase the percentage of Hispanic students taking math assessment	Yes
<i>If yes:</i>	
Start #: .77 End #: .826 Application Objective: 2.1	
Other: Increase the percentage of Hispanic Students enrolled in the college	Yes
<i>If yes:</i>	
Start #: .265 End #: .302 Application Objective: 2.1	

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: \$33,707.57

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$33,707.57	100

**Process Measures**

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

Other: Increase the percentage of Hispanic Students enrolled in the college	Yes
<i>If yes:</i>	
Start #: .265 End #: .302 Application Objective: 2.1	
Other: Increase number of Hispanic students concurrently enrolled	Yes
<i>If yes:</i>	
Start #: 27 End #: 48 Application Objective: 2.1	

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: \$112,358.56

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$112,358.56	100

**Process Measures**

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

Other: Increase percentage of Hispanic students successfully completing STEM math (Math 1) to reach equitable proportionality	Yes
<i>If yes:</i>	
Start #: .156 End #: .185 Application Objective: 2.2	
Other: Increase percentage of Hispanic students who successfully complete pre-STEM Math (Math 55)	Yes
<i>If yes:</i>	
Start #: .53 End #: .519 Application Objective: 2.2	

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: \$93,632.13

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$93,632.13	100

**Process Measures**

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

Did access to tutors increase?	Yes
Other: Increase percentage of Hispanic students who assessed into pre-STEM math (Math 55 or higher)	Yes
<i>If yes:</i> Start #: .43 End #: .422 Application Objective: 2.2	
Other: Increase percentage of Hispanic students who successfully complete pre-STEM Math (Math 55)	Yes
<i>If yes:</i> Start #: .53 End #: .519 Application Objective: 2.2	

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: \$37,452.85

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$37,452.85	100

**Process Measures**

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

Other: Increase number of Hispanic students entering STEM programs (by declared major) to reach equitable proportionality	Yes
<i>If yes:</i>	
Start #: .18 End #: .273 Application Objective: 2.3	
Other: Increase the number of Hispanic students completing STEM programs	Yes
<i>If yes:</i>	
Start #: .138 End #: .214 Application Objective: 2.3	

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 local workforce investment board to strengthen STEM career pathways.

Total Spent: \$18,726.43

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: Leverage academic and industry workgroup for professional mentoring and strengthen STEM career pathways	\$18,726.43	100

**Process Measures**

**LAA Category:** Other Activity

Other: Recruit STEM professionals in the community to volunteer and serve as mentors to our HSI students.	Yes
<i>If yes:</i>	
Start #: 0 End #: 5 Application Objective: 2.3	
Other: Work with local workforce investment board to strengthen STEM career pathways	Yes
<i>If yes:</i>	
Start #: 0 End #: 2 Application Objective: 2.3	



Grant activity:

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

Total Spent: \$3,745.27

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$3,745.27	100

**Process Measures**

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

Other: Increase the number of faculty to work and develop guided pathways	Yes
<i>If yes:</i>	
Start #: 0 End #: 9 Application Objective: 3.1	
Other: Increase the number of administrators and staff to work and develop guided pathways	Yes
<i>If yes:</i>	
Start #: 0 End #: 9 Application Objective: 3.1	

**Focus Area: Academic Quality Outcomes**

<b>Has the enrollment of <i>part time</i> students increased?</b>	Yes
<i>If yes:</i>  Initial enrollment: 5653 Final enrollment: 5764 Goal: 5850  Supporting statement:  In 2015 - 3344 students 6 to 11.5 units. In 2015 - 2309 students .5 to 5.5 units. Totaling- 5653 part timers in 2015.  In 2016 - 3501 students 6 to 11.5 units. In 2016 - 2263 students .5 to 5.5 units. Totaling- 5764 part timers in 2015.  At the current time, we have no data pertaining to fall 2017.	
<b>Has the enrollment of <i>minority</i> students increased?</b>	Yes
<i>If yes:</i>  Initial enrollment: 4183 Final enrollment: 4268 Goal: 4300  Supporting statement:  Included in this data: African american, Filipino, Latino, native american, and multiple ethnicity. Our institution has adopted several strategies directly impacting enrollment of minority students, such as setting the registration process to an earlier date to remain competitive with other colleges in the area. Another event is "fast past" it allow students to complete the entire registration in a one day, walking out of the college with their classes for the following semester.	

**Focus Area: Student Support Services Outcomes**

<b>Has the institution's retention rate improved?</b>	Yes
<i>If yes:</i> Initial rate: .621 Final rate: .688 Goal: .650  Supporting statement: Our institution's retention rate improved by 6.70% from 2015 through 2017. This is certainly beyond our expectation.	
<b>Other, please specify: Has the utilization of tutoring services by Hispanic/Latino students increase?</b>	Yes
<i>If yes:</i> Initial #: 478 Final #: 531 Goal: 531  Supporting statement: Our goal was to increase the utilization of tutoring services beyond our baseline of 478. We were able to accomplish this goal by requiring our HSI students receiving tutoring services in a weekly basis.	

#### Section 4: Project Status

Activity: 1.1a Leverage evidence-based Emporium Model to complete pedagogical development of Math X modules. 1.1b Support STEM faculty to collaboratively improve learning supports in basic Math and STEM pre-requisite courses.

Project Objective: Math faculty assigned to Emporium will provide students with STEM applications

Objective Status: Completed

Objective Narrative: All assigned faculty to Emporium feel 100% confident and able to provide students with STEM applications.

Performance Measure: Contextualized items built into course shell

Measure Type: Project

Data Type: Percentage

Target: 85

Actual: 100

Date Measured: 2017-09-21

Frequency Measured: As needed

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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.

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

Objective Status: On schedule

Objective Narrative: All STEM 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: 82

Date Measured: 2017-09-21

Frequency Measured: As needed

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Activity: 1.1e Faculty members are trained in the STEM Reading Apprenticeship through 3CSN (California Community Colleges Success Network); this will include training on meta-cognitive teaching routines that can be used daily in the classroom. 1.1f Faculty members are trained in the "Cultivating Growth Mindset" training through 3CSN; this will include training on how, as a faculty member and not a counselor, to foster growth mindset in students on a daily basis in the classroom.

Project Objective: Math faculty assigned to Emporium will participate in growth mindset and/or brain research professional development

Objective Status: Completed

Objective Narrative: All STEM faculty selected for involvement participated in pedagogical professional development. Faculty members (Not Counselors) feel empower to foster growth mindset in students promoting an extremely positive change on a daily basis.

Performance Measure: Professional development tracking

Measure Type: Project

Data Type: Percentage

Target: 85

Actual: 91

Date Measured: 2017-09-21

Frequency Measured: As needed

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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). 1.2b Redesign the curriculum in the pre-STEM courses, such as Math 38, Trigonometry with Geometry; and Math 20, Pre-Calculus; with the focus on the redesign to make these courses more streamlined in units.

Project Objective: Math redesign courses

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: 2017-09-21

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 is 82.6%. There was an increased of 5.6%. 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: 83

Date Measured: 2017-09-21

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 number 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: 48

Date Measured: 2017-09-21

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: Starting baseline was 15.6%. Actual percentage is 18.5%. There was an increase of 2.9% 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: 19

Date Measured: 2017-09-21

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%. Actual percentage is 51.9%. Although metric shows a very small decrease and the impact has been a little bit negative to the students. We believe too many changes took place at the same time. We will have more data and will gladly report in year three.

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

Measure Type: Project

Data Type: Percentage

Target: 63

Actual: 52

Date Measured: 2017-09-21

Frequency Measured: As needed

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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%. Actual percentage is 42.2%. Metric shows a very small decrease and the impact is a little bit negative to the students. We adopted a multiple measures assessment in year two. Thus, changes were made to how we place students. We will report in year three.

Performance Measure: Accuplacer score/level

Measure Type: Project

Data Type: Percentage

Target: 53

Actual: 42

Date Measured: 2017-09-21

Frequency Measured: As needed

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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 very 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: 2017-09-21  
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 the number of Hispanic students completing STEM programs  
Objective Status: Completed  
Objective Narrative: Starting baseline was 13.8%. The target was 5% beyond baseline = 18.8%. Actual percentage is 21.4%. The goal has been completed in full and the change is very positive.  
Performance Measure: Program completion  
Measure Type: Project  
Data Type: Percentage  
Target: 19  
Actual: 21  
Date Measured: 2017-09-21  
Frequency Measured: As needed

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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 local workforce investment board 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.  
Performance Measure: Student survey  
Measure Type: Project  
Data Type: Raw Number  
Target: 5  
Actual: 5  
Date Measured: 2017-09-21  
Frequency Measured: As needed

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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: Project  
Data Type: Raw Number  
Target: 12  
Actual: 18  
Date Measured: 2017-09-21  
Frequency Measured: As needed

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### 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	\$59,054.15	\$352,637.26	\$352,637.26	\$0.00	\$0.00	\$371,644.67	Yes
Fringe Benefits	\$63,844.13	\$143,385.11	\$136,256.17	\$0.00	\$7,128.94	\$132,773.15	Yes
Travel	\$4,643.75	\$12,287.50	\$12,287.50	\$0.00	\$0.00	\$7,643.75	Yes
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$3,000.00	\$31,500.00	\$31,500.00	\$0.00	\$0.00	\$3,000.00	Yes
Contractual	\$30,000.00	\$90,000.00	\$90,000.00	\$0.00	\$0.00	\$60,000.00	No
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Yes
Other	\$48,857.50	\$144,157.50	\$109,600.72	\$0.00	\$14,567.21	\$0.00	Yes
<b>Total</b>	<b>\$209,399.53</b>	<b>\$773,967.37</b>	<b>\$732,281.65</b>	<b>\$0.00</b>	<b>\$21,696.15</b>	<b>\$575,061.57</b>	

Line Item Budget Narrative	
Personnel	For year three of the grant the propose allocation was \$371,644.67. After reviewing the budget allocation, we feel that we overestimated the amount by \$12,273.47. Meaning that we would only spend \$359,371.20 in this budget line. However, the fringe benefits were underestimated by a similar amount. See fringe benefits section.
Fringe Benefits	For year three of the grant the propose allocation was \$132,773.15. After reviewing the budget allocation, we feel that we underestimated the amount by \$7,953.04. At this time, we need to adjust the amount to \$140,726.19 in the fringe benefits budget line.
Travel	For year three of the grant the propose allocation was \$7,643.75. After reviewing the cost of the expenses in this area, we need to adjust the amount to \$9,500.00 due to the 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.
Supplies	For year three of the grant the propose allocation was \$3,000.00. Since we need to make adjustments to other budget lines, we should be able to reduce the supplies by \$500 for year three.
Endowment	Our original grant proposal did not consider an endowment. However, in January 2019 a carryover request was submitted requesting an endowment. We were approved the carryover request at the time.
Other	For year three of the grant the propose allocation was \$41,147.57. Due to other priorities in the grant and as reflected in previous allocation lines. This allocation line needs to be adjusted to \$14,660.33



## Budget Narrative

- 1a. Have all funds that were to be drawn down during this performance period been drawn down? Yes  
1b. If no, please provide a description of the funds that have not been drawn down, and why.

We have requested all drawn down amounts in a timely manner and on scheduled as anticipated.

- 2a. Did you have any unexpended funds at the end of the performance period? Yes  
3b. If yes, explain why and indicate how you plan to use the unexpended funds.

Yes, we had an unexpended amount of \$21,696.15. As a matter fact, a carryover request was submitted back in January 2018 and approved by our grant officer.  
The request was submitted in the following manner:

Endowment (10,000.00)

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  
2.2d Design an enhanced student success pilot incorporating both academic and student services.

Explanation:

The HSI Director had conversations with the Las Positas College Foundation regarding a match of \$10K. They are willing to match the amount so that scholarships can be created and grant scholarships to students in need of some financial support. The scholarships will be strictly by merit who show financial need and we will go through our college process (scholarship committees) to decide who deserved them.

Other Peer mentoring program (7,000.00)

Activity:

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

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.

Other Development of an online STEM Orientation (3,000.00)

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.

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 is desirable. The funds are to be utilized for the creation of a video, possibly a small stipend will be also needed to other STEM individuals who would like to participate in the creation of the video.

Other Workshops: Mentor panel, Hispanic/Latino STEM Adventure, etc (1,696.15)

Activity:

- 2.1a Partner with middle and high schools to implement STEM student college readiness initiatives for 50 students and families, 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

Explanation:

In collaboration with the Livermore Valley Unified School District (LVUSD), we started a pilot program in the fall 2017 semester, October 20th, 2017. Our college hosted 50 Hispanic/Latino high school students that were exposed to college level STEM labs, and many other STEM related information. Furthermore, we also hosted mentor panels where food was provided to all students who participated in the events as well as the various workshops offered during year 2 of the grant.

TOTAL (21,696.15)

- 3a. Do you anticipate any changes in your budget that will require prior approval from the Department. No  
3b. Describe any anticipated changes in your budget for the next budget period.

N/A

- 4a. Is this a cooperative arrangement grant? No  
4b. If yes, describe the type of cooperative arrangement you are in.

N/A

- 6a. Do you wish to make any changes in the grant's activities for the next budget period? Yes  
5b. If yes, describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope, objectives, and/or personnel of your approved application.

Current Activity:

2.3d Work with local workforce investment board to strengthen STEM career pathways.

At the current time, 100% of our students participating in the HSI Gateway to STEM Success have indicated that they want to transfer to a four year college. Therefore, we like to change this activity so that is align with the goals of our HSI students.

Propose Activity:

2.3d Work with four year college to strengthen STEM career pathways.

- 7a. Were there any changes to key personnel during this reporting period? No  
8. Have you met your goals and objectives for this reporting period? Yes

If no, please explain.

N/A

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 is one area where we might anticipate negative outcomes. These challenge reside in the math assessment and placement.

Since our institution was able to redo the entire math curriculum, math assessments also needed to be reviewed to place students accurately.

In the process, we may have impact students in an undesirable manner. It's a little bit premature to estimate or present data on this item.

More information to be presented during year three of the grant.

On the other hand, the benefits of the grant have been extremely beneficial to our students as reflected in previous section of this report.