2015 Annual Performance Report

Submitted: __

Ventura College
_____
Name of College/University

P031S120073   125028
_____   _____
PR Award Number   Unit Identification

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Title V - Developing Hispanic-Serving Institutions
_____
Department of Education Grant Program

VELOCIDAD - Increasing Transfer Velocity through Improved Institutional Effectiveness
_____
Project Title

2-year Public   Year 3
_____   _____
Type and Control of Institution   Grant Year

Authorized Representative:
Name   _____
Date   _____
Phone   _____
E-mail   _____

Section 1: Executive Summary

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

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.

1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

   After three years of performance, Ventura College's Title V, Velocidad grant is exceeding its goals of increasing the success rate of all students in completing twenty courses identified as being the most difficult for students to pass in order to transfer to four-year institutions and dramatically reducing the performance gap of Hispanic students in those twenty high-risk barrier courses when compared to the class as a whole. Likewise, the gap in transfer rate for Hispanic students as compared to the student body as a whole has significantly been reduced.
   These direct responses to the legislative intent are the result of the activities sponsored by the grant that include disaggregating data to enable meaningful analysis of student outcomes, focusing on student equity, doubling the efforts of the Transfer and Career Centers, and providing   academic support for students where and when it is most valuable.
   The Velocidad grant preceded California's legislative push for student equity and Ventura College's joining the Achieving the Dream movement in analyzing Hispanic student achievement separately from the rest of the student population, identifying areas that were not equitable and establishing interventions to address those areas.
   The Transfer and Career Centers continue to flourish since the grant made it possible for the directors of the centers to devote 100% of their effort into their respective programs. They are breaking new ground in their efforts to streamline access for students, especially Hispanic students, into universities and jobs. They sponsor such activities as Major Talks which bring professionals from disciplines such as law, engineering and business to campus to link with faculty from Ventura College and local universities to discuss their careers with students. They also sponsor Career and Transfer Days on campus that attract representatives from over fifty universities and most of the area's major employers. They hold regular workshops that address how to transfer to California State Universities, University of California schools, and private universities, interviewing skills, résumé writing, and financial aid. Many field trips to visit universities are taken every semester and "Don't Cancel My Class" visits in which a counselor will substitute for a faculty member who is unable to attend a class to describe counseling services, transfer options and financial aid.
   Academic support efforts have included Writing Across the Curriculum, the establishment of Writing and Math Tutoring Centers in addition to the main Tutoring Center, accelerated Math and English courses, and an extensive system of Supplemental Instruction. The success of these measures is reflected in the increased success of our students which will be discussed in the next paragraph.
   In the baseline year of 2010-2011 Ventura College students successfully completed (grade of A, B, C or Pass) the twenty barrier courses at a rate of 60.2%. The goal for the completion of year three was 63.8% and the goal for the end of the grant period is 66.2%. After year three our students passed the barrier courses at a rate of 65.4%. Likewise, the performance gap between Hispanic students and the class a whole for the twenty barrier courses has been reduced from -8.3% for Hispanic students to -5.7%. The year three goal was -6.7% and the five-year goal is -5.6%.
   With the Velocidad grant, Ventura College was able to hire a qualitative researcher. This addition has added greatly to our ability to richly understand our data and understand which possible interventions will best address our students' needs. The researcher has conducted interviews and focus groups with many students, student groups, faculty, and faculty groups on subjects such as what factors contribute to student success, family pressures and attitudes among Hispanic students, and why some students do not progress through their coursework in an efficient manner.

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

   The Velocidad grant has set the pattern and pioneered the reforms that Ventura College is currently experiencing. Disaggregating student data gave a major impetus to the campus's movement toward data-driven decision making. We were able to see how "treating everyone the same" was equal treatment, but not equitable treatment. Analyzing factors such as ethnicity, age, gender, income level, and family experience with college (first-time, full-time status) dramatically demonstrated that interventions had different impacts on diverse people. We have examined our communication with students to reduce or eliminate anything that could be off-putting to any student group. Examples of amended communications include modified enrollment forms, student orientations, financial aid directions, and course syllabi. Students who are transferring to universities are now being honored at a ceremony including their families that recognizes them individually and bestows a medallion on them to mark their success at Ventura College and their continued drive to complete their bachelor's degrees. They are encouraged to wear their medallions during graduation and as they receive their diploma the school to which they will transfer is announced.

The efforts of the Qualitative Research Analyst are helping the college address issues that are demonstrated in our results from the CCSSE, enabling Ventura College to, for the first time, plan significant actions to improve our students' perceptions of their college experience.

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

Discuss the long-range impact Title V has had on your institution's capacity to fulfill the goals of the legislation.

Ventura College has participated in five Title V grants since 2007. The Velocidad grant is in its fourth year and we currently are a partner in a cooperative grant in which California State University Channel Islands is the principal institution. Previously we had a Basic Skills focused grant, were the principal institution in a cooperative grant with Oxnard College which focused on professional development and on-line education, and were a cooperative grant partner on another CSU Channel Islands grant that addressed articulation. The collective impact of these grants is staggering on our campus culture, approach to decision making, understanding of our students and their needs and diversity, teaching methodologies, and transfer services.

Our basic skills students now may take accelerated Math or English courses to lessen their time to graduation, all students may benefit from learning communities, orientation now comes in several formats including on-line, academic support comes in a variety of formats, transfer processes and rates are steadily improving and other counseling services are in direct response to student needs. Equity in our treatment of students is now on everyone's mind and is discussed in almost every group on campus. It is understood that changes need to be made in the institution, not in the students.

A casual observer may not attribute these dramatic changes to the influence of the Title V grants, but to the people who have witnessed the changes and reflected on how they came about, the common influence is Title V.

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

Ventura College has experienced several, powerful, unexpected outcomes from this grant. We did not know when we began the grant that our disaggregation of data to inform our services for Hispanic students was going to give us a great head start when California issued its Equity legislation calling for the same approach to analyzing all student data. This made the writing of our Equity Plan much easier and more widely understood by the campus community.

The Peer Mentoring plan begun in year one of the grant showed such promise that, when other state monies became available, we expanded it into a Freshman Year Experience program that includes a week's orientation and full year connections between freshmen and successful returning students.

Connections between Ventura College, other area community colleges and area universities have never been better. All are HSI institutions. As mentioned before, Ventura College partners with CSU Channel Islands on Title V grants and the director of one of the grants serves on the Advisory Board for the Velocidad grant. The University of California at Santa Barbara has organized a regional HSI network that includes Alan Hancock College, Santa Barbara City College, Oxnard College, and Ventura College. Through this network we have found research internships for many of our STEM students, are writing an HSI Title III cooperative STEM grant with UCSB as the principal institution, and have written a proposal for a cooperative grant with state money to organize a photonics program in which UCSB would prepare photonics engineers and Ventura College would train photonics technicians in a certificated program. Additionally, we are partnered in a county-wide program under Creative Pathways (another California initiative) to create pathways from high school through community college and into universities. This relationship is strengthened because of the relationships that have developed regionally through connections from the Velocidad grant.

Section 2: Accreditation

Accreditation

Institution's primary accrediting agency.

   X   Western Association of Schools and Colleges

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Accelerated Math and English and Writing Across the Curriculum**

Total $ spent on this activity during the current reporting period: $97,447.72

Focus Area: *Academic Quality*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	20,005.09	21
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	77,442.63	79
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
Total Expenditure For This Activity	**97,447.72**	**100%**

Process Measures for "Accelerated Math and English and Writing Across the Curriculum"

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

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

Did the number of FTEs hired for improvement of funds management increase?	No

If yes:
    Start FTE 0
    End FTE 0
    Application Objective FTE 0	

Were relevant staff trained in how to use new funds management systems?	No

If yes:
    Start # trained staff 0
    End # trained staff 0
    Application Objective # 0	

Did the number of FTEs hired for improvement of administrative management systems increase?	Yes

If yes:
    Start FTE 1
    End FTE 2
    Application Objective FTE 6	

Were relevant staff trained in how to use new administrative management systems?	Yes

If yes:
    Start FTE trained 1
    End FTE trained 2
    Application Objective FTE 6	

Did you establish or enhance a funds management quality control system?	No
No standardized data elements	
Did you establish or enhance a purchasing and inventory management system?	No
No standardized data elements	
Did you establish or enhance a course scheduling system?	Yes
No standardized data elements	
Did you establish or enhance a student financial aid system?	No
No standardized data elements	
Did you establish or enhance an institutional research system?	Yes
No standardized data elements	
Did you establish or enhance an admissions or registration system?	No
No standardized data elements	

Did you establish or enhance a student tracking system?	Yes
No standardized data elements	

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

Did the number of faculty trained in educational technology increase?	No

If yes:
    Start # of faculty trained 0
    End # of faculty trained 0
    Application Objective # 0	

Did the number of faculty trained in new or alternative teaching techniques increase?	Yes

If yes:
    Start # of faculty trained 1
    End # of faculty trained 3
    Application Objective # 4	

Did the number of faculty developing new curriculum increase?	Yes

If yes:
    Start # of faculty 2
    End # of faculty 4
    Application Objective # 4	

Did the number of faculty developing new teaching techniques increase?	Yes

If yes:
    Start # of faculty 1
    End # of faculty 2
    Application Objective # 4	

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes

If yes:
    Start # of faculty 30
    End # of faculty 45
    Application Objective # 4	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Culturally responsive and high-impact strategies for high-risk barrier courses**

Total $ spent on this activity during the current reporting period: $272,639.71

Focus Area: *Academic Quality*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	2,718.92	1
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	13,559.48	5
Tutoring, counseling, and student service programs designed to improve academic success.	178,913.59	66
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	77,447.72	28
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
Total Expenditure For This Activity	**272,639.71**	**100%**

Process Measures for "Culturally responsive and high-impact strategies for high-risk barrier courses"

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

LAA Category: *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

Did the number of library books increase?	Yes

If yes:
    Start # 63633
    End # 63911
    Application Objective 4	

Did the number of periodical subscriptions increase?	No

If yes:
    Start # 0
    End # 0
    Application Objective 0	

Did the number of educational materials increase?	Yes

If yes:
    Start # 4
    End # 16
    Application Objective 4	

Did the number of telecommunications program materials increase?	No

If yes:
    Start # 0
    End # 0
    Application Objective 0	

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

Did the number of FTEs hired for improvement of funds management increase?	No

If yes:
    Start FTE 0
    End FTE 0
    Application Objective FTE 0	

Were relevant staff trained in how to use new funds management systems?	Yes

If yes:
    Start # trained staff 1
    End # trained staff 3
    Application Objective # 6	

Did the number of FTEs hired for improvement of administrative management systems increase?	No

If yes: Start FTE 0
     End FTE 0
     Application Objective FTE 0	

Were relevant staff trained in how to use new administrative management systems?	Yes

If yes: Start FTE trained 2
     End FTE trained 3
     Application Objective FTE 6	

Did you establish or enhance a funds management quality control system?	No
No standardized data elements	
Did you establish or enhance a purchasing and inventory management system?	No
No standardized data elements	
Did you establish or enhance a course scheduling system?	Yes
No standardized data elements	
Did you establish or enhance a student financial aid system?	No
No standardized data elements	
Did you establish or enhance an institutional research system?	Yes
No standardized data elements	
Did you establish or enhance an admissions or registration system?	No
No standardized data elements	
Did you establish or enhance a student tracking system?	Yes
No standardized data elements	

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

Did the number of faculty trained in educational technology increase?	Yes

If yes: Start # of faculty trained 15
     End # of faculty trained 20
     Application Objective # 6	

Did the number of faculty trained in new or alternative teaching techniques increase?	Yes

If yes:
    Start # of faculty trained 1
    End # of faculty trained 2
    Application Objective # 4	

Did the number of faculty developing new curriculum increase?	Yes

If yes:
    Start # of faculty 2
    End # of faculty 5
    Application Objective # 4	

Did the number of faculty developing new teaching techniques increase?	Yes

If yes:
    Start # of faculty 2
    End # of faculty 14
    Application Objective # 4	

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes

If yes:
    Start # of faculty 30
    End # of faculty 45
    Application Objective # 5	

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

Did the number of tutors increase?	Yes

If yes:
    Start # 18
    End # 23
    Application Objective # 4	

Did the quality of tutors increase?	Yes
No standardized data elements	
Did access to tutors increase?	Yes
No standardized data elements	
Did the number of counselors increase?	Yes

If yes:
    Start # 12
    End # 14
    Application Objective # 1	

Did the number of students using tutoring services increase?	No

If yes:
    Start # 2241
    End # 2112
    Application Objective # 4	

Did the number of students using counseling services increase?	Yes

If yes:
    Start # 0
    End # 0
    Application Objective # 0	

Did the academic attainment of students using tutoring services increase?	Yes
If yes, methodology used: Test scores	
Did the course completion rate of students using tutoring services increase?	Yes

If yes:
    Start % completion 70
    End % completion 71
    Application Objective % 4	

Did the course completion rate of students using counseling services increase?	No

If yes:
    Start % completion 0
    End % completion 0
    Application Objective % 0	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Infusion of best practices in teaching and learning through institutional effectiveness**

Total $ spent on this activity during the current reporting period: $76,884.57

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	76,884.57	100
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
Total Expenditure For This Activity	**76,884.57**	**100%**

Process Measures for "Infusion of best practices in teaching and learning through institutional effectiveness"

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

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

Did the number of FTEs hired for improvement of funds management increase?	No

If yes:
    Start FTE 0
    End FTE 0
    Application Objective FTE 0	

Were relevant staff trained in how to use new funds management systems?	Yes

If yes:
    Start # trained staff 1
    End # trained staff 2
    Application Objective # 6	

Did the number of FTEs hired for improvement of administrative management systems increase?	No

If yes:
    Start FTE 0
    End FTE 0
    Application Objective FTE 0	

Were relevant staff trained in how to use new administrative management systems?	Yes

If yes:
    Start FTE trained 2
    End FTE trained 3
    Application Objective FTE 6	

Did you establish or enhance a funds management quality control system?	No
No standardized data elements	
Did you establish or enhance a purchasing and inventory management system?	No
No standardized data elements	
Did you establish or enhance a course scheduling system?	Yes
No standardized data elements	
Did you establish or enhance a student financial aid system?	No
No standardized data elements	
Did you establish or enhance an institutional research system?	Yes
No standardized data elements	

Did you establish or enhance an admissions or registration system?	No
No standardized data elements	

Did you establish or enhance a student tracking system?	Yes
No standardized data elements	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **New strategies for transfer counseling and transfer career advising**

Total $ spent on this activity during the current reporting period: $96,968.31

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	1,500.00	2
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	18,025.68	19
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	77,442.63	80
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
Total Expenditure For This Activity	**96,968.31**	**100%**

Process Measures for "New strategies for transfer counseling and transfer career advising"

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

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

Did the amount of scientific or laboratory educational equipment rented or leased increase?	No

If yes:
    Start $ spent on equipment 0.00
    End $ spent on equipment 0.00
    Application Objective $ 0.00	

Did the quality of scientific or laboratory educational equipment rented or leased improve?	No
No standardized data elements	
Did the number of students with access to scientific or laboratory educational equipment rented or leased increase?	No

If yes:
    Start # students 0
    End # students 0
    Application Objective # 0	

Did the amount of scientific or laboratory educational equipment purchased increase?	Yes

If yes:
    Start $ spent on equipment 0.00
    End $ spent on equipment 1500.00
    Application Objective $ 1.00	

Did the quality of scientific or laboratory educational equipment purchased improve?	Yes
No standardized data elements	
Did the number of students with access to scientific or laboratory educational equipment purchased increase?	Yes

If yes:
    Start # students 0
    End # students 432
    Application Objective # 1	

Did the amount of scientific or laboratory research equipment rented or leased increase?	No

If yes:
    Start $ spent on equipment 0.00
    End $ spent on equipment 0.00
    Application Objective $ 0.00	

Did the quality of scientific or laboratory research equipment rented or leased improve?	No
No standardized data elements	

Did the number of students with access to scientific or laboratory research equipment rented or leased increase?	No

If yes:
    Start # students 0
    End # students 0
    Application Objective # 0	

Did the amount of scientific or laboratory research equipment purchased increase?	Yes

If yes:
    Start $ spent on equipment 0.00
    End $ spent on equipment 1500.00
    Application Objective $ 1.00	

Did the quality of scientific or laboratory research equipment purchased improve?	Yes
No standardized data elements	
Did the number of students with access to scientific or laboratory research equipment purchased increase?	Yes

If yes:
    Start # students 0
    End # students 432
    Application Objective # 1	

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

Did the number of FTEs hired for improvement of funds management increase?	No

If yes:
    Start FTE 0
    End FTE 0
    Application Objective FTE 0	

Were relevant staff trained in how to use new funds management systems?	Yes

If yes:
    Start # trained staff 2
    End # trained staff 3
    Application Objective # 6	

Did the number of FTEs hired for improvement of administrative management systems increase?	No

If yes:
    Start FTE 0
    End FTE 0
    Application Objective FTE 0	

Were relevant staff trained in how to use new administrative management systems?	Yes

If yes:
    Start FTE trained 2
    End FTE trained 3
    Application Objective FTE 6	

Did you establish or enhance a funds management quality control system?	No
No standardized data elements	
Did you establish or enhance a purchasing and inventory management system?	No
No standardized data elements	
Did you establish or enhance a course scheduling system?	Yes
No standardized data elements	
Did you establish or enhance a student financial aid system?	No
No standardized data elements	
Did you establish or enhance an institutional research system?	Yes
No standardized data elements	
Did you establish or enhance an admissions or registration system?	No
No standardized data elements	
Did you establish or enhance a student tracking system?	Yes
No standardized data elements	

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

Did the number of faculty trained in educational technology increase?	No

If yes:
    Start # of faculty trained 0
    End # of faculty trained 0
    Application Objective # 0	

Did the number of faculty trained in new or alternative teaching techniques increase?	Yes

If yes:
    Start # of faculty trained 6
    End # of faculty trained 8
    Application Objective # 1	

Did the number of faculty developing new curriculum increase?	No

If yes:
    Start # of faculty 0
    End # of faculty 0
    Application Objective # 0	

Did the number of faculty developing new teaching techniques increase?	Yes
If yes: 　　Start # of faculty 6 　　End # of faculty 8 　　Application Objective # 1	
Did the number of faculty receiving fellowships or other assistance to attain advanced degrees increase?	No
If yes: 　　Start # of faculty 0 　　End # of faculty 0 　　Application Objective # 0	
Did the number of faculty with advanced degrees increase?	No
If yes: 　　Start # of faculty 0 　　End # of faculty 0 　　Application Objective # 0	
Did the number of faculty participating in faculty exchanges increase?	No
If yes: 　　Start # of faculty 0 　　End # of faculty 0 　　Application Objective # 0	
Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
If yes: 　　Start # of faculty 0 　　End # of faculty 12 　　Application Objective # 1	

Focus Area: Academic Quality Outcomes

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

Has the institution's library holdings increased?	Yes

If yes:
   Initial holdings 63632
   Final holdings 63912
   Goal 2
I would like to provide a brief supporting statement: Each year the grant increases the number of transfer level library books for the Lending Library and books for Supplemental Instruction tutors to use.

Has the enrollment of *minority* students increased?	Yes

If yes:
   Initial enrollment 8443
   Final enrollment 8636
   Goal 2
I would like to provide a brief supporting statement: Related to the goal of increasing the success of Hispanic students in barrier courses is the need to enroll more Hispanic students.

Has the completion rate of *non-traditional* students increased?	No

If yes:
   Initial completion rate 0
   Final completion rate 0
   Goal 0
I would like to provide a brief supporting statement:

Has the completion rate of *minority* students increased?	Will report next year

If yes:
   Initial completion rate 0
   Final completion rate 0
   Goal 0
I would like to provide a brief supporting statement: The course completion rate of minority students has improved, but it will be next year before we have good data on the degree or certification rates for minorities.

Focus Area: Student Services Outcomes

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

Has the retention rate of students who received tutoring services increased?	Yes

Cohort: __spring 2014 - spring 2015__
If yes:
    Initial rate __0__
    Final rate __0__
    Goal __2__
I would like to provide a brief supporting statement:

Other, please specify: Has the student success rate in the 20 barrier courses increased?	Yes

Cohort: __2010-2011__
If yes:
    Initial # __60.2__
    Final # __65.4__
    Goal __63.8__
I would like to provide a brief supporting statement:

Other, please specify: Has the difference in success rates between all VC students and Hispanic students in the 20 barrier courses declined?	Yes

Cohort: __2010 - 2011__
If yes:
    Initial # __-8.3__
    Final # __-5.7__
    Goal __-6.7__
I would like to provide a brief supporting statement:

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Accelerated Math and English and Writing Across the Curriculum

On-Schedule Activity Objectives

Train Supplemental Instruction (SI) and Reading/Writing Center Coordinator on needs of students taking accelerated courses

Hire and train Supplemental Instruction leaders

Hire and train tutors

ACTIVITY: Culturally responsive and high-impact strategies for high-risk barrier courses

On-Schedule Activity Objectives

Conduct meetings with instructional leads to discuss high-impact strategies for high-risk barrier courses

Coordinate efforts with college Professional Development Committee, Student Success Team Counseling, and College Equity Committee to create training plan

Train faculty in the high-risk barrier courses in teaching, curriculum and equity practices promoted by the Center for Urban Education

ACTIVITY: Infusion of best practices in teaching and learning through institutional effectiveness

On-Schedule Activity Objectives

Conduct qualitative research to identify possible interventions for identified areas of concern

Reach WASC levels of continuous improvement in all program areas

ACTIVITY: New strategies for transfer counseling and transfer career advising

On-Schedule Activity Objectives

Plan student workshops and workshop dates for Transfer Agreement Guarantees (TAGs) and CSU Transfer degrees. Advertise to students in effective manner.

Plan student workshops led by faculty and community professionals for specific careers and transfer pathways

Narrative Supporting Completed Objectives

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

Activity Objective(s)	Evidence of Completion
Exceed 63.8% student success rates in high-impact barrier courses	The student success rate in these courses was 65.4%.
The difference in success rates in the high-impact barrier courses for Hispanic students compared to all VC students will 6.7% after year three	The difference in success rates for Hispanic students compared to all VC students was 5.7%.

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	$98,956.86	$387,145.00	$380,750.07	$0.00	$105,351.79	$384,846.00	No
Fringe Benefits	$37,356.49	$126,000.00	$111,460.49	$0.00	$51,896.00	$114,631.00	No
Travel	$393.95	$6,000.00	$17,856.20	$0.00	($11,462.25)	$12,000.00	No
Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Supplies	($927.26)	$4,000.00	$8,069.00	$0.00	($4,996.26)	$12,000.00	No
Contractual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	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	No
Other	($42,245.98)	$49,250.00	$54,304.55	$0.00	($47,300.53)	$63,800.00	No
Total	$93,534.06	$572,395.00	$572,440.31	$0.00	$93,488.75	$587,277.00	

Section 4: Budget Summary Narrative

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

Primarily due to delays in filling positions budgeted in the grant and the structuring of an agreement with the Center for Urban Education, approximately $190,000 of the year one budget was not spent and carried over into year two. In year two the carry-over balance was reduced to approximately $93,500 with the majority of the reduction related to accelerating payments to the Center for Urban Education. Year three carry-over remained at about $93,500 due to a budgeted position resignation and delays in refilling that position. During the first quarter of year four the carry-over from year three has been reduced to approximately $20,000. Other expenses remain in line with the original approved budget.