# 2012 Annual Performance Report

Submitted:  01/31/2013 03:06 PM

U.S. Department of Education
Title III - Part F - Asian American and Native American Pacific Islander-serving Institutions

**General Information**

1. PR/Award #:

P382B110010

2. UNIT (NCES) ID#:

118930

3. Project Title:

Mission College AANAPISI - Targeted Strategies to Increase AAPI Student Success: With an Emphasis on Transfer and STEM

4. Grantee Name:

Mission College -- Student Services Student Services

5. Grantee Address:

3000 Mission College Boulevard
Santa Clara, CA 95054

6. Project Director Name and Title:

Kenneth Songco, Director, Federal Student Services Grants Implementation and Compliance

Phone # and Ext:

Fax #:

Email Address:

Kenneth.Songco@wvm.edu

**Reporting Period Information**

7.  Reporting Period:  From: 10 / 01 / 2011   To: 09 / 30 / 2012 (mm/dd/yyyy)

Reporting detail:  Year grant was awarded:  2011

Year grant is supposed to end:  2016

Total expected duration of grant (years):  5

**Performance Report Type**

8.  Annual  X  Final  ____  Interim  ____

**Budget Expenditures**

9. Budget Expenditures:

|  | **Federal Grant Funds** | **Non- Federal Funds (Match/Cost Share)** |
|---|---|---|
| a. Previous Budget Period | $0.00 | $0.00 |
| b. Current Budget Period | $223,739.00 | $0.00 |
| c. Entire Project Period | $223,739.00 | $0.00 |

**Human Subjects**

10. Annual Certification of Institutional Review Board (IRB) Approval?

     X   Yes  _____ No  _____ N/A

**Performance Measures Status and Certification**

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart?
     X   Yes  _____ No

b. If no, when will the data be available and submitted to the Department?

     ____/____/_____ (mm/dd/yyyy)

12. Authorized Representative

| Name: J. Laurel Jones | Email: Laurel.Jones@wvm.edu |
|---|---|
| Telephone: (408) 855-5122 | Date: 01/30/2013 |

## Section 1: Executive Summary

The purpose of the legislation that established the Title III-A and Title III-F is to "improve the academic quality, institutional management, and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation."

A.  This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III-A or Title III-F program.

1.  The impact of the Title III-A or Title III-F grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

    In Year 1, the AANAPISI Part F grant has made strides in building the infrastructure to increase student success for AAPI students and promote STEM education at Mission College. Through its initial grant activity of TARGETED STRATEGIES TO INCREASE AAPI STUDENT SUCCESS WITH AN EMPHASIS ON TRANSFER AND STEM, the Part F grant is contributing to the academic quality and institutional management of the institution.

    STEM LEARNING CENTER AND EQUIPMENT/SOFTWARE UPGRADES: To improve academic quality around the area of STEM Education, the construction of the STEM Learning Center is almost complete. The project also includes four STEM faculty offices and a renovated STEM workroom. Four computers for the STEM Learning Center were purchased and include ChemDraw, software program that allows students to draw organic molecules with the correct bond angles and lengths. The STEM Learning Center project will be completed by the end of January with a soft launch planned in late February. A hard launch of the Center is planned for the beginning of Fall 2013 once the STEM/Transfer Program Coordinator is hired and academic/student services activities have been developed. AANAPISI funds were also used to purchase Organic Chemistry workstations that serves more than 30 students and provides the ability for students to report their results online during labs. In addition, a 4-year license of AccessScience was purchased for the Mission College Library and provides students with an online gateway to thousands of articles, resources, updates, and illustrations in all major areas of science and technology.

    STEM STEERING COMMITTEE: At the end of the reporting period, Mission College created a STEM Steering Committee that will comprise of faculty members and support staff from the STEM disciplines, Mission College administration, and staff from the AANAPISI grants, MESA program, and the Mission College Center for Innovation and Technology (MC2IT) Project. The STEM Steering Committee is responsible for providing guidance on the overall strategic direction for activities and professional development that promote STEM education at Mission College. The committee will facilitate interdisciplinary collaboration among Mission College's STEM disciplines and will increase faculty participation to integrate innovative teaching and best practice strategies in the field of STEM education. The committee will also identify synergistic opportunities between the AANAPISI Part F Grant, the MC2IT Project, and the STEM disciplines to help position Mission College as a STEM institution.

    HONORS PROGRAM TASK FORCE: After the Honors Program Task Force was approved by the Academic Senate, the AANAPISI programs convened the first task force meeting at the end of September and will meet on a bi-weekly basis. The task force is made up of Mission College administration and faculty representing the STEM and Liberal Arts disciplines. The goal by the end of Fall 2012 is to submit 1-unit honors symposium-type curriculum for Math, Biology, Chemistry, and Psychology disciplines via Mission College CurricuNet website.

    AUTOMATED PROGRAM REVIEW: In an effort to wield technology in improving academic quality and institutional management, Mission College purchased the Governet/CurricuNet Automated Program Review module. Since the Program Review process is fundamental for all college planning in areas critical to student success, this module allows the college to automate its process via an online system that generates customizable reports throughout disciplines to help inform planning and resource allocation decisions. This has made the process more efficient and less time-consuming.

    MENTORNET: Mission College also purchased a contract with MentorNet, a Silicon Valley business partner, to provide mentoring resources (mentors and mentor software) to STEM students. MentorNet will assist students in selecting a mentor from a host of available Silicon Valley, national, and international companies and universities. Students will be able to conduct mentoring relationships in a virtual environment with in-person meeting possible if needed. Mission has begun piloting MentorNet during the Fall 2012 semester and has targeted students in STEM courses to sign up and become a protégé.

    CULTURALLY RESPONSIVE TRANSFER COUNSELING: Student support services in the area of STEM/Transfer were also implemented in year 1. A bilingual STEM/Transfer Counselor was hired in Spring 2012 to provide one-on-one assistance for students who want to develop their transfer pathway. Handouts were created in collaboration with Mission College's articulation officer outlining the different transfer pathways in Biology, Chemistry, and Engineering. Workshops were presented on the transfer process, types of STEM majors, and careers in the STEM fields.   By the end of the reporting period, the counselor advised a total of 79 students.

AANAPISI PART F STAFFING: Finally, progress has been made in filling in key AANAPISI Part F grant-funded position staring with the new Project Director who came on board in June 2012. Despite some staff turnover that occurred mid-year, a new Sr. Administrative Assistant will be on board February 1st while hiring is currently underway for the STEM/Transfer Program Coordinator. This position is scheduled to be filled by March 2013.

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

MISSION STATEMENT: "Mission College's first priorities are students, their learning and their success." Our College serves the diverse educational, economic and cultural needs of the student population of Santa Clara, the Silicon Valley and our global community by providing associate degrees, transferable, career and basic-skills courses and programs, as well as opportunities for life-long learning. Through participatory governance in support of our first priorities, Mission College systematically commits to evaluating and improving educational programs, technological resources and student support services by making informed decisions, allocating resources and establishing institutional policies and procedures."

One of the important ways the Title III-F grant has supported this continuing effort is through emphasizing STEM education and creating more awareness on campus. The activities of the AAANAPISI Part F will allow Mission College to increase the number of AAPI students going into the STEM majors and to create the workforce that the region needs to stay competitive. Furthermore, the leveraging of resources with the Mission College Center for Innovation and Technology (MC2IT), there is definite synergy between the two projects as they will work in tandem with each other to increase STEM education and graduates. Technology is also being used more strategically to increase student success through providing online mentorship opportunities in the STEM fields through MentorNet and piloting online tutorial services available 24 hours a day, seven days a week for those students who have trouble accessing live tutors on campus. In addition to new opportunities through data collection and analysis, we have been able to implement and supplement a number of new and existing programs and initiatives such as K-16 Bridge, Faculty/Staff development and training, culturally-oriented community outreach, new assessment testing, and curriculum development. All this moves us to greater capabilities to provide degrees, transfer credits, basic skills courses and programs, and continued educational opportunities for the students of Santa Clara, the Silicon Valley, and the world thus allowing for Mission College to have a national and global educational impact.

The formation and input of our AANAPISI Community/Campus Advisory Committee has helped us strengthen our community ties through cultural engagement and appreciation while offering suggestions for improvement to the College's current programs as well as new opportunities for community engagement. This contributes to our vision of shared and participatory governance. It allows our student's voices and their families' voices to be heard much more clearly on issues that impact education and careers.

The grant has also made possible more systematic and sustainable means of self-assessment and improvement through the thorough investigation of our educational programs, technological resources, and student support services conducted during the grant application process and continuing as we test and evaluate new practices and methods.

The grant has allowed us to better fulfill our commitment to making informed decisions, allocating resources and establishing institutional policies and procedures for the betterment of our students and our community here in California and in the world.

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 III-A or Title III-F has had on your institution's capacity to fulfill the goals of the legislation.

To our knowledge, Mission College is in a unique position as being the only postsecondary institution to have both the AANAPISI Parts A and F grants. The long term impact of both grants will strengthen the educational pipeline at Mission College, from matriculation, degree-attainment, through transfer. Efforts are being made to develop collaborative relationships between the Offices of Instruction, Student Support Services, and Research/Institutional Effectiveness in helping towards student success.

Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.

THE STRENGTHENING AAPI INSTITUTIONS CONCEPT: Project and institutional leaderships have found communicating the goals of the AANAPISI federal program to be a continuing challenge. In the second year of the AANAPISI Part A grant, it became increasingly clear that the reason that many faculty were hesitant to get involved with AANAPISI initiatives was because the informal communications channels had managed to convey (incorrectly) the impression that if a new strategy, method, or service was initiated by the AANAPISI grant, the only students who could be in the revised courses or take advantage of the new services had to be Asian American and Pacific Islander in ethnicity (AAPI). Clearly, establishing parameters for services by race and ethnicity is not within the statute of the federal statue creating this program, nor the California laws. Many faculty/staff still see the AANAPISI grants as having been awarded to

Mission College to only serve Asian American and Pacific Islander students when in actuality, the grant will be serving all students. They are still grasping the notion that this is a strengthening institutions grant - for institutions with large AAPI and low-income student populations, not a special services grant for AAPI students. To provide more clarity and guidance for faculty/staff, an AANAPISI proposal form is currently being developed to set the parameters of requests and how to align them with grant objectives and approved activity areas.

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

A pipeline to the larger AAPI community in Silicon Valley is still needed to enhance Mission College's community outreach efforts. The AANAPISI programs will work alongside the AANAPISI Community/Campus Advisory Committee and the Mission College Center for Innovation and Technology (MC2IT) by recruiting prominent AAPI leaders within the local STEM industries to join the Advisory Committee as well as identify speakers for our STEM Career Speaker Series.

Student involvement and input is also needed to ensure that AANAPISI programs and services are meeting the needs of the very community that it's designated to serve. Focus groups will be conducted in the Spring 2013 and study groups will be piloted to build a community of STEM learners.

Finally, Mission College will need to allow more improvements to occur within the areas of research and institutional management through both the AANAPISI Parts A & F grants. As of the end of the reporting period, the hiring process for an Information Systems Specialist (contracted position) will commence. The specialist will be responsible for overseeing the collection of data related to both grants. More specifically, the specialist will work alongside the Interim Vice President of Instruction, the Office of Research & Institutional Effectiveness, and West Valley-Mission Community College District Information Systems (I.S.) personnel to connect the District's Datatel ERP and Data Warehouse in developing a system that will disaggregate data by AAPI ethnic subgroup and to track student progress from admission to transfer. This position will help Mission College prioritize AANAPISI grant goals while creating systems to track student success that will benefit the District as a whole.

## Section 2: Enrollment by Race and Ethnicity (2-Year Institutions)

Total number of full-time and part-time degree/certificate seeking students as of October 15, 2011. [Note: This information was obtained from Part A of the most recent IPEDS Fall Enrollment Survey.]

**Enrollment by Race and Ethnicity as of October 15, 2011**

| Undergraduates | Total Number Enrolled | | | Students enrolled for credit who received Pell Grants |
|---|---|---|---|---|
| | Degree/certificate seeking students | | | |
| | Full-Time | Part-Time | Total | |
| Nonresident alien | 202 | 84 | 286 | 0 |
| Black, non-Hispanic | 108 | 344 | 452 | 0 |
| American Indian or Alaskan Native | 11 | 17 | 28 | 0 |
| Asian or Pacific Islander | 1268 | 3221 | 4489 | 0 |
| Hispanic | 533 | 1536 | 2069 | 0 |
| White, non-Hispanic | 378 | 1512 | 1890 | 0 |
| Race/ethnicity unknown | 162 | 376 | 538 | 0 |
| Grand Total | **2662** | **7090** | **9752** | **0** |

## Section 2: Enrollment by Age and Gender (2-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of October 15, 2011. [Note: The information for this table was obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available.] Because these data are taken from the IPEDS survey, the IPEDS definitions for full-time and part-time students is used.

**Enrollment by Age and Gender as of October 15, 2011**

| Under-grads | Total Number Enrolled | | | | Total Students | | Grand Total |
| | Full time | | Part time | | | | |
| Age/Gender | Male | Female | Male | Female | Male | Female | |
|---|---|---|---|---|---|---|---|
| Under 18 | 26 | 34 | 85 | 92 | 111 | 126 | **237** |
| 18-19 | 383 | 365 | 366 | 303 | 749 | 668 | **1417** |
| 20-21 | 267 | 294 | 440 | 419 | 707 | 713 | **1420** |
| 22-24 | 208 | 243 | 524 | 555 | 732 | 798 | **1530** |
| 25-29 | 157 | 184 | 588 | 780 | 745 | 964 | **1709** |
| 30-34 | 72 | 115 | 343 | 606 | 415 | 721 | **1136** |
| 35-39 | 30 | 76 | 216 | 392 | 246 | 468 | **714** |
| 40-49 | 36 | 115 | 318 | 578 | 354 | 693 | **1047** |
| 50-64 | 51 | 79 | 212 | 390 | 263 | 469 | **732** |
| 65 and over | 10 | 6 | 38 | 35 | 48 | 41 | **89** |
| Age Unknown | 0 | 0 | 1 | 1 | 1 | 1 | **2** |
| Grand Total | **1240** | **1511** | **3131** | **4151** | **4371** | **5662** | **10033** |

## Section 2: Retention of First Year Students by Race and Ethnicity (2-Year Institutions)

Please report the percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution supported by this project.

| Year | Retention Percentages | | | | |
|---|---|---|---|---|---|
| | Black, non-Hispanic | American Indian or Alaska Native | Asian or Pacific Islander | Hispanic | White, non-Hispanic |
| Retention - 2012 | 57 | 100 | 76 | 64 | 40 |

## Section 2: Graduation of Fulltime Students by Race and Ethnicity (2-Year Institutions)

Please report the percentage of first-time, full-time degree-seeking undergraduate students who were initially enrolled three (that is, in academic year 2008 - 2009) years from the same institution supported by this project and who graduated on or before the end of academic year 2011 - 2012 from the same institution supported by this project.

| Year | Graduation Percentages | | | | |
|---|---|---|---|---|---|
| | Black, non-Hispanic | American Indian or Alaska Native | Asian or Pacific Islander | Hispanic | White, non-Hispanic |
| Graduation - 2012 | 27 | 0 | 20 | 12 | 21 |

## Section 2: Awards and Degrees Conferred

The total number of awards and degrees conferred at the institution between July 1, 2011 and June 30, 2012.   Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:                          571

Number of awards conferred for programs of less than 1 year:                          38

Number of awards conferred for programs of at least 1 year but less than 2 years:                          57

Total number of awards/degrees your institution conferred:                          666

## Section 2: Accreditation

Institution's primary accrediting agency.

__ Southern Association of Colleges and Schools

__ The Higher Learning Commission of the North Central Association

__ New England Association of Schools and Colleges

__ Middle States Association of Colleges and Schools

_X_ Western Association of Schools and Colleges

__ Northwest Association of Schools and Colleges

__ Other (please specify)

## Section 2: Costs Per Successful Outcome (GPRA Measure)

Total federal dollars spent on your grant during the reporting period:   **$223,739.00**

Total number of degrees and certificates awarded at your institution- For academic year 2011-2012:   **666**

Cost Per Successful Outcome:   **$335.94**

## Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Targeted Strategies to Increase AAPI Student Success with an Emphasis on Transfer and STEM**

Total $ spent on this activity during the current reporting period: $189,587.00

Focus Area: *Academic Quality*

| Title III Part A 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. | 19,598.00 | 10% |
| Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities. | 15,381.00 | 8% |
| Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction. | 0.00 | 0% |
| Development and improvement of academic programs. | 133,970.00 | 71% |
| Purchase of library books, periodicals, and other educational materials, including telecommunications program material. | 0.00 | 0% |
| Funds management, administrative management, and acquisition of equipment for use in strengthening funds management. | 0.00 | 0% |
| Joint use of facilities, such as laboratories and libraries. | 0.00 | 0% |
| Academic tutoring and counseling programs and student support services. | 20,638.00 | 11% |
| 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% |
| Establishing or improving an endowment fund. | 0.00 | 0% |
| Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented. | 0.00 | 0% |
| Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations. | 0.00 | 0% |
| Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders. | 0.00 | 0% |
| OTHER ACTIVITIES | 0.00 | 0% |
| GRAND TOTAL | 189,587.00 | 100% |

## Process Measures for "Targeted Strategies to Increase AAPI Student Success with an Emphasis on Transfer and STEM"

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 number of students with access to scientific or laboratory educational equipment rented or leased increase?** | Yes |
| *If yes:*<br>    Start # students  0<br>    End # students  30<br>    Application Objective #  0 | |
| **Did the amount of scientific or laboratory educational equipment purchased increase?** | Yes |
| *If yes:*<br>    Start $ spent on equipment  0<br>    End $ spent on equipment  19598<br>    Application Objective $  0 | |
| **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:*<br>    Start # students  0<br>    End # students  30<br>    Application Objective #  0 | |

**LAA Category:** *Construction, maintenance, renovation, and improvement in classrooms, library, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.*

| | |
|---|---|
| **Other: Renovation of STEM Learning Center and STEM Faculty Workroom underway** | Yes |
| *If yes:*<br>    Start  0<br>    End  2<br>    Application Objective  0 | |
| **Other: Construction of new faculty offices adjacent to STEM Learning Center underway - to centralize STEM learning support** | Yes |
| *If yes:*<br>    Start  0<br>    End  4<br>    Application Objective  0 | |

**LAA Category:** *Development and improvement of academic instruction in disciplines in which Black Americans are underrepresented.*

| Other: Purchased 4 year AccessScience electronic resource license | Yes |
|---|---|
| *If yes:*<br>　　Start  0 <br>　　End  1 <br>　　Application Objective  0  | |

| Other: Automated Program Review and SLO Assessment Module via Governet | Yes |
|---|---|
| *If yes:*<br>　　Start  0 <br>　　End  2 <br>　　Application Objective  0  | |

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

| Did the number of counselors increase? | Yes |
|---|---|
| *If yes:*<br>　　Start #  0 <br>　　End #  1 <br>　　Application Objective #  3  | |

| Did the number of students using counseling services increase? | Yes |
|---|---|
| *If yes:*<br>　　Start #  0 <br>　　End #  79 <br>　　Application Objective #  3  | |

| Did the number of students satisfied with counseling services increase? | Yes |
|---|---|
| *If yes:*<br>　　Start #  0 <br>　　End #  79 <br>　　Application Objective #  3  | |

# Focus Area: Academic Quality Outcomes (2- and 4-Year Institutions)

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.

| Have the institution's educational technology infrastructure improved? | Yes |
|---|---|

*If yes:*

    Start  Fair

    End  Good

    Goal  0

*I would like to provide a brief supporting statement:*   Through AANAPISI funds, Mission College automated its program review and SLO assessment platforms that are now all available online instead of paper. AANAPISI also purchased a four-year contract with MentorNet, the premiere and most experienced web-based e-mentoring program in the world. MentorNet matches thousands of students, postdocs, and early career researchers in engineering and science on hundreds of campuses to mentors in the professions for one-on-one guided relationships.

| Other, please specify: Purchase of AccessScience License | Yes |
|---|---|

*If yes:*

    Initial #  0

    Final #  1

    Goal  0

*I would like to provide a brief supporting statement:*   AccessScience gathers and synthesizes vast amounts of information and organizes it to give fast, easy and accurate access to authoritative articles in all major areas of science and technology.

# 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:** Targeted Strategies to Increase AAPI Student Success with an Emphasis on Transfer and STEM

**On-Schedule Activity Objectives**

Obj. 2: By September 2016, there will be a minimum 10% relative improvement in AAPI success rates (A, B, C, or CR) on the 22 high risk barrier courses above the 2008 baselines. STATUS: Performance measures for the this objective are not due until 2013.

Obj. 3: By 2016, there will be a minimum of 130 AAPI student transfers documented compared to the 2009 CPEC total baseline of 97 students; there will at least by 51 AAPI students documented as transferring in STEM fields, compared to the 2009 baseline of 34 AAPI STEM transfer students.   STATUS: Performance measures for the this objective are not due until 2013.

By June 2016, there will be a 20% increase over the 2009 baseline in the number of AAPI students earning an associate's degree.   STATUS: Performance measures for the this objective are not due until 2013.

**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 |
|---|---|
| Obj. 1: Every semester during the five year project, AAPI students in sections of mathematics courses piloting new methods will have increased average success rates over the 2009 baselines, minimally meeting the individual course targets. | 2011-12 PERFORMANCE TARGETS MET:<br><br>Success rates in sections of Math 900 Arithmetic increased to 50% in Fall 2011, which is 15.5% over the baseline of 34.5% and meeting the overall target of 50%.<br><br>Success rates in sections of Math 903 Elementary Algebra increased to 45.4% in Spring 2012, which is 6.2% over the baseline of 39.2% and on track in meeting the overall target of 50%. |

## Section 4: Budget Summary

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 | Column 7 | Column 8 |
|---|---|---|---|---|---|---|---|
| **Budget Categories** | **Carryover Balance from Previous FY** | **Actual Budget** | **Expenditures** | **Non-Federal Expenditures** | **Carryover Balance** | **Next Year's Actual Budget** | **Changes (Y/N)** |
| Personnel | 0.00 | 114645.00 | 36518.00 | 0.00 | 36291.00 | 203931.00 | Yes |
| Fringe Benefits | 0.00 | 39135.00 | 5713.00 | 0.00 | 33008.00 | 57468.00 | Yes |
| Travel | 0.00 | 7250.00 | 1763.00 | 0.00 | 2487.00 | 5850.00 | Yes |
| Equipment | 0.00 | 0.00 | 19598.00 | 0.00 | 0.00 | 35150.00 | Yes |
| Supplies | 0.00 | 26970.00 | 6966.00 | 0.00 | 1879.00 | 23101.00 | Yes |
| Contractual | 0.00 | 0.00 | 60705.00 | 0.00 | 8977.00 | 2500.00 | Yes |
| Construction | 0.00 | 110000.00 | 15381.00 | 0.00 | 76620.00 | 0.00 | Yes |
| Other | 0.00 | 102000.00 | 77095.00 | 0.00 | 0.00 | 72000.00 | Yes |
| Endowment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | No |
| **Total** | **0.00** | **400000.00** | **223739.00** | **0.00** | **159262.00** | **400000.00** | |

# Section 4: Line Item Budget Narrative

This section provides an explanation of how funds will be expended as a result of in each of the selected line item categories.

### Personnel

Other than changes in key personnel (Project Director and Sr. Administrative Assistant), we are basically on track with personnel expenditures and do not expect changes to the initial salary plan. The STEM/Transfer Program Coordinator will be hired in March 2013.

### Fringe Benefits

Continues to follow federal and state rates for mandatory fringe costs, plus negotiated rates for health benefits.

### Travel

Displaced funds from salaries and benefits will be used to send more staff and faculty for trainings directly related to project's scope of objectives.

### Equipment

We moved some of the displaced money from salaries and benefits into this line to purchase lab equipment and computers for the STEM Learning Center.

### Supplies

We moved some of the displaced money from salaries and benefits into this line and purchased a STEM electronic resource license and software for high level engineering courses.

### Contractual

Funds used to pay for External Consultant and Institutional Development Specialist as approved.

### Construction

In line with approved budget plans. Construction of the STEM Learning Center will be completed by January 2013 with all funds within this line item will be expended.

### Other

In line with approved budget plans.

## Section 4: Budget Summary Narrative

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget.   Provide an explanation if you are NOT expending funds at the expected rate.   Describe any significant changes to your budget resulting from modifications of project activities.

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

1b. If yes, please provide a description of the funds (i.e. the amount) that have not been drawn down in the G5 system, and WHY they haven't been drawn down.

2a. Have your project activities had to be modified? **No**

2b. If YES, please describe any significant changes to your budget resulting from modification of project activities.

3a. Did you have any unexpended funds at the end of the performance period? **Yes**

3b. If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

Due to changes in key personnel, lengthy hiring processes, and delays in the curriculum process, Mission was unable to spend all allotted funds in the first year. Below are the plans for carryover funds totaling $159,262.

USE OF CARRYOVER FUNDS: EXPENDITURES AND EXPENDITURE PLAN TO CATCH BACK UP ON THE SPENDING CURVE

Personnel: $36,291 will be spent on program staff and counselors; all core program positions including Sr. Administrative Assistant and STEM/Transfer Program Coordinator slated to be filled by the end of next quarter.

Fringe Benefits: $33,008 will be spent on benefits for program staff and counselors.

Travel: $2,487 will be spent on new program faculty and staff to attend best practices trainings and conferences.

Supplies: $1,879 will be spent on summer bridge activities, library materials, AANAPISI printing, and program supplies.

Contractual: $8,977 is slated to be spent on contracting an Information Systems Specialist to be hired by the end of next quarter.   The specialist will be responsible for overseeing the collection of data related to both grants. More specifically, the specialist will work alongside the Interim Vice President of Instruction, the Office of Research & Institutional Effectiveness, and West Valley-Mission Community College District Information Systems (I.S.) personnel to connect the District's Datatel ERP and Data Warehouse in developing a system that will disaggregate data by AAPI ethnic subgroup and to track student progress from admission to transfer.

Construction: $76,620 is slated to be spent within the next quarter to complete construction of the STEM Learning Center, Faculty Workroom, and STEM Faculty Offices.

Other: Spending is on schedule and will pay for faculty development, external evaluation, and academic and institutional development specialists.

**Additional Information**

1a. Is this a cooperative arrangement grant? **No** Please continue to question 3a.

1b. If yes, describe the type of cooperative arrangement you are in.

2a. Please complete the table below with information related to any partners that you might be working with on your grant.

| Partner Name | Description of Partner's role |
|---|---|
|  |  |

2b. In the space below, please describe if and how partners have changed or been added during the reporting period. If partners changed, describe whether this impacted your ability to achieve your approved project objectives and/or project activities.

| Partner's name whose role has changed | How their role has changed | What if any impact this has had on your ability to achieve approved project objectives/activities |
|---|---|---|
|  |  |  |

3a. Do you wish to make any changes in the grant's activities for the next budget period? **No**

3b. 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. *(*Further approval for these proposed changes may be required. Please contact your program officer.)*

4a. Were there any changes to key personnel during this reporting period? **Yes**

4b. If yes, did you receive approval from your Program Officer? **Yes**

 *(*If no, you were supposed to and you should contact your program officer)*

5. Have you met your goals and objectives as outlined in your approved activities for this reporting period?   Yes, No, or partially.   **Yes**

 If no, please explain.

6. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project in the space below;