

Asian American Native American Pacific Islander-Serving Institutions Program FY 2011 Project Abstracts

P382B110003 – University of Hawaii at Hilo - Hawaii

Navigating the Success of Pacific Islanders

The University of Hawaii at Hilo is a public, four-year institution that is part of the University of Hawaii's ten-campus statewide system of higher education. Accredited by the Western Association of Schools and Colleges through 2014, the university offers a comprehensive portfolio of undergraduate programs along with select graduate and professional programs.

The University of Hawaii at Hilo primarily serves residents of the State of Hawaii (70 percent of students) but also serves students from the continental United States and international countries, especially from the Asia-Pacific region. Student headcount in fall 2010 was 4,079 students, of which over 80 percent were full-time. Fifty-six percent of students are Asian-Pacific Islander (including Native Hawaiian, who comprise 25 percent of the student body), with 28 percent of the students being Caucasian, 12 percent Mixed Race, 5.3 percent Pacific Islander, two percent Hispanic, and one percent each African American and American Indian/Alaska Native. Women comprise 60 percent of the total enrollment and the average age of students is 24.7. More than half (55 percent) of the students are low-income and/or first-generation college students. The student to faculty FTE (full-time equivalent) ratio is 18.9 for lower-division courses, 13.8 for upper-division, and 18.3 for graduate level. There were 249 full-time instructional and 77 adjunct faculty members.

The University of Hawaii at Hilo enrolls the largest percentage (5.3 percent) of Pacific Islander students in the 10-campus University of Hawaii system. Pacific Islanders are one of the most disadvantaged groups nationally and in the state, with low levels of educational attainment and high rates of poverty. At the University of Hawaii at Hilo, they have low first- to second-year persistence rates and the lowest six-year graduation rate among all ethnic groups. Factors impacting their success include academic under-preparation, difficult transition to college, insufficient financial resources, a lack of engagement with the institution, and a lack of understanding among faculty about island cultures, values, backgrounds, and learning styles.

The project aims to address the needs of Pacific Islanders through two major activities: (1) Developing and implementing a comprehensive, culturally informed student support program designed to strengthen student learning, engagement, and success, to include a summer bridge program, high impact activities, tutoring, peer mentoring, financial aid counseling, and faculty development workshops; and (2) Conducting and disseminating research into best practices for facilitating the success of Pacific Islanders in higher education. Through these activities, the project will improve the persistence and graduation rates of Pacific Islanders and make a substantial contribution to the higher education resources of the nation. The project addresses the invitational priorities of: (1) increasing the postsecondary success of high-need students who persist in and complete college; and (2) enabling more data-based decision-making through the collection, analysis and use of high-quality and timely data relating to the college enrollment, persistence and completion of high-need students.

P382B110009 – South Seattle Community College - Washington

Fulfilling Our Promise to American Asian and Pacific Islander Students: “Start Here, Go Anywhere”

South Seattle Community College, the smallest of three public two-year community colleges in the Seattle Community College District, serves one of the lowest income areas in the Northwest and one of the most concentrated, ethnically diverse areas in the nation. Over 56,000 Asian Americans and Pacific Islanders live in the College's service area, including predominant enclaves of Vietnamese, Chinese, Hmong, Guamanian, Filipino, Fijian, Cambodian, Laotian, and Samoan. South Seattle enrolled 7,526 students in fall 2010, which included one quarter American Asian and Pacific Islander (AAPI) students, who speak 12 different languages other than English as their first language. Despite economic, social and cultural challenges, with roots deep in the communities it serves, South Seattle Community College (SSCC) represents a beacon of economic and social hope for the low-income, working-class and diverse immigrant neighborhoods that surround it.

One of the greatest challenges for the college and addressed by this proposal is improving American Asian and Pacific Islander (AAPI) student progression to graduation/completion. In order to fulfill its promise to students of, "Start here...Go anywhere," the college will develop, implement and sustain strategies that improve American Asian and Pacific Islander (AAPI) student success. Asian American Native American Pacific Islander Serving Institution (AANAPISI) resources will be used to enable and empower students to choose educational goals and persist beyond their first term, first year, and to completion. The project will keep students on-course, retain them through the most likely exit points, and support them until they reach their destination of a certificate, degree, or transfer.

The project incorporates systematic, structured intervention strategies, all of which are critical in addressing deficiencies in services to American Asian and Pacific Islander (AAPI) students. The two major services clusters to be implemented in this project include:

1. Providing A "Safety Net of Services" To Retain American Asian and Pacific Islander (AAPI) Students through transforming and strengthening vital student support services and systems through the use of:
 - a. Intrusive and culturally appropriate advising;
 - b. Educational planning;
 - c. Individual progression portfolio; and
 - d. Enhanced online learner orientation.
2. Creating an American Asian and Pacific Islander (AAPI) Culturally-Responsive Learning Environment that encompasses culturally appropriate support services needed by the college's diverse American Asian and Pacific Islander (AAPI) students, using the following:
 - a. The American Asian and Pacific Islander (AAPI) Success Center;
 - b. Cultural role models;
 - c. Building community and cohort-based study groups (i.e., Achievement Teams);
 - d. Culturally relevant professional development; and
 - e. Culturally relevant content.

P382B110011 – Mt. San Antonio College - California

Improve the Academic Achievement and Personal Development of Asian American and Native American Pacific Islander Students

Mt. San Antonio College (Mt. SAC), located in eastern Los Angeles County, is California's largest single-campus community college district, with a credit enrollment of around 30,000 students each semester. Over the past decade, Asian American and Native American Pacific Islander (AANAPI) students have consistently composed one-fourth of the college's credit enrollment, accounting for 7,238 students in the most recent fall term. With such a large student population, Mt. SAC is able to disaggregate data for the various sub-groups regarding enrollment, persistence, completion, and student success factors. Disaggregated data analysis has led Mt. SAC to develop a project that addresses the unique and divergent needs of Asian American and Native American Pacific Islander students. The proposed approach is to provide a networked link of services and activities to improve the academic achievement and personal development of students. The five main components of the project are: instructional support; counseling intervention; student development; professional development; and research and evaluation. The project's activities are aimed at addressing the program's competitive preference priorities of increasing the number and proportion of high-need students, who persist in and complete postsecondary education and enabling data-based decision-making. The college will implement the following strategies within each major program component:

- **Instructional Support** – (a) a variety of development, college-level, and vocational learning communities to improve English acquisition and writing skills; (b) tutors trained in AANAPI students' cultural and linguistic issues; (c) accelerated course models to enable English language learners to more quickly master English; (d) pedagogical strategies to address embedded English language errors that transcend generations; and (e) writing workshops focused on issues of academic rhetoric and ESL grammar issues.
- **Counseling Intervention** – (a) one-on-one, small group, and large group activities to inform, advise, and counsel students about career options and educational planning; (b) development of term-to-term educational plan; (c) guest speakers and mentors to highlight various career pathways; (d) pre-assessment orientation and workshops focused on writing and math skills; (e) student success courses and workshops focused on study skills, time management, and other success strategies; and (f) individual counseling sessions and workshops to improve self-confidence and address achievement stress.
- **Student Development** – (a) leadership workshops, seminars, and retreats to develop students' communication and leadership skills; (b) student clubs and organizations; and (c) programs and activities to celebrate Asian American and Native American Pacific Islander cultural heritage, customs, history, and practices with the larger campus community.
- **Professional Development** – (a) professional development for all College personnel regarding students' unique needs; (b) faculty professional development focused on infusing contextualized learning into the curriculum, academic rhetoric, and second language grammar issues; (c) development of courses/seminars focused on Asian & Pacific Islander Studies; and (d) curricular mini-units embedded into current course content in learning communities and a variety of academic and vocational disciplines.

P382B110010 – Mission College – California

Targeted Strategies to Increase Asian American Pacific Islander Student Success

Situated in the heart of Northern California's Silicon Valley, Mission College's enrollment consistently approaches 50 percent Asian American Pacific Islander (AAPI). Mission College (Mission) is a two-year public community college located in Santa Clara, California, and is one of two colleges in the West Valley-Mission Community College District. Many AAPI students at Mission College face numerous obstacles to postsecondary success and enter college with significant needs for additional academic support; this is especially true of our AAPI students. On average, 54 percent of all financial aid monies awarded are to Asian American and American Pacific Islander students; most Asian American and American Pacific Islander students were assessed into pre-collegiate-level courses with very high numbers in English Second Language (ESL). It is clear from college data that Mission College serves thousands of students in the lower achieving Asian subgroups, most of which were not prepared for college-level work. Mission will implement a \$2 million, five-year project to improve the transition, progression, transfer and graduation rates of historically underrepresented and underprepared students. This proposal implements a comprehensive set of *best practices strategies* to overcome the documented institutional weaknesses and deficiencies presenting obstacles to success of Asian American and Pacific Islander students in transfer and science, technology, engineering and math (STEM) majors including:

1. To increase Asian American Pacific Islander students earning degrees at Mission College.
2. To increase AAPI student transfers to four-year colleges and universities, especially in science, technology, engineering and math (STEM).
3. To increase the success and sequential continuation rates for all levels of mathematics.
4. To increase the success rates in required transfer level English composition courses.
5. To focus on improving success rates in a core of 22 non-math transfer courses which have been identified as high risk due to below average success rates.
6. To centralize and strengthen academic assistance and student support services for all students preparing to transfer in science, technology, engineering and math (STEM) field, including creation of a Learning Center.
7. To implement a college-wide faculty development initiative for exploration of innovative methods to improve both faculty and student engagement in teaching and learning.
8. To assist faculty to integrate research-based best practices into courses, with an emphasis on high risk transfer courses.
9. To use the outcomes data and evaluation assessments from this project to inform planning, needed improvements and decision-making across the college.

P382B110001 – De Anza Community College – California

Closing the Achievement Gap among Asian American Pacific Islander Students

De Anza College in Cupertino, California, is at the forefront of post-secondary education for Asian American Pacific Islanders (AAPIs), serving a county with the largest percentage of Asian American and Pacific Islanders in the continental United States. With Asian American Pacific Islanders students comprising 39 percent (9,300+) of the student body and from primarily eleven ethnic backgrounds, De Anza's project targets Asian American Pacific Islanders students, particularly underachieving Asian American Pacific Islanders subgroups, to close the achievement gap among Asian American Pacific Islanders students and promote college completion. Strategies for increased course success, college readiness, and transfer rates among Asian American Pacific Islanders students include new cohort-based learning communities in English, math, and science, technology, engineering and math preparation; use of digital modules for supplemental instruction and college services; integration of student advocates in classrooms for enhanced support services; and increased development capacity in seeking external funding for future Asian American Pacific Islanders programs.

Project Goals: Asian American Pacific Islander (AAPI) students from targeted Asian American and Pacific Islanders groups will: increase course success rates and progress to successful completion of college-level English and math at rates 25 percent higher than fall 2009-winter 2010 baselines. There will be: a cumulative increase in students participating in new activities; an increase of 20 percent in targeted Asian American and Pacific Islanders groups transferring to four year institutions, with an increase of 20 percent of those students declaring a science, technology, engineering and math (STEM) major. Faculty and resource development activities will result in an increase of faculty and staff who teach in the transfer pathways, use digital modules in class, attend professional development on culturally responsive teaching, learning, and service delivery; and an expansion of resource development capacity to raise scholarship and AAPI program funds from external sources.

College Profile: De Anza College, located in the San Francisco south bay, is one of the largest single-campus community colleges in the nation, and part of the Foothill-De Anza Community College District, accredited by the Western Association of Schools and Colleges. De Anza offers sixty AA/AS degree programs, 125 certificate programs, and General Education. The average class size is thirty-five students, with 300 full-time and 635 part-time instructors, all of whom have a master's degree or equivalent and many with doctorates. In fall 2010, De Anza enrolled nearly 24,000 students, 50 percent male, 50 percent female, with a median age of 26.8. Almost 44 percent were full-time. The racial/ethnic make-up was: 39.4 percent Asian American and Pacific Islander; 22.4 percent white; 11.8 percent Hispanic; 3.3 percent African-American; 0.5 percent Native American and Alaskan Native; 8.6 percent multi-ethnic, and 13.3 percent "Other" and unknown.

P382B110018 – University of Illinois at Chicago – Illinois

Supporting Asian American Native American Pacific Islanders Students' Scholarship, Access, and Success (SAS2) Initiative

The University of Illinois at Chicago (UIC) is a four-year state university. Its primary service area is Cook County (population 5.3 million) along with nearby DuPage, Lake, Will, Kane, and McHenry counties. Its programs of study include 15 colleges and the state's major public medical center, 77 bachelor degree programs, 142 graduate and professional degree programs, 15 joint degree programs, and 20 certificate programs including in the arts and sciences, engineering, education, architecture, and the medical professions. Its student body characteristics are: 27,850 students; 0.5 percent Native American; 8.3 percent African-American; 20.2 percent Latino/a; 21.8 percent AANAPI; 46.6 percent Caucasian; 47.9 percent male; 52.1 percent female; 52.5 percent age 22 and under; 13.6 percent 23-24; 18.5 percent 25-29; 15.4 percent 30 and over. Its faculty characteristics are: 2445 faculty (FTE), and a student to faculty ratio of 10:1.

Overview: UIC proposes the “Supporting Asian American Native American Pacific Islanders Students' Scholarship, Access, and Success” (SAS2) Initiative in order to improve our ability to recruit, retain, and graduate Asian American Native American Pacific Islanders students. By identifying needs in three areas (academic experience, community connections, and student support), the proposed project frames its initiatives with three corresponding goals: (1) Enhancing the academic experiences of students; (2) Connecting AANAPI students to the community; and (3) Building and strengthening AANAPI student support. For each goal, services are targeted to Asian American Native American Pacific Islanders students (particularly English language learners), including institutional capacity building; writing, study, and other academic skills development; staff and faculty development; pathways to college and to teaching; and scholarships for Asian American Native American Pacific Islanders students in financial need. In addition to an improved overall university, the proposed project aims to support thousands of our Asian American Native American Pacific Islanders students towards educational success.

P382B110017 – San Jose State University – California

Improving Writing Skills of Asian American and High Needs Students at San Jose State University

San Jose State University (SJSU), located in San José, California, is the oldest campus in the 23-campus California State University (CSU) system. The university is a fully-accredited, public, comprehensive four-year university serving a diverse student body that speaks over 90 languages. Through its seven colleges (the colleges of: Applied Sciences and Arts, Business, Education, Engineering, Humanities & the Arts, Science, and Social Sciences), the university offers 69 bachelor's degrees with 81 concentrations and 65 master's degrees with 29 concentrations in liberal arts, social sciences, engineering, science, business, applied sciences, and education .

Currently, San Jose State University is ranked as the sixth most ethnically diverse institution for Master's degree conferring institutions in the West by U.S. News & World Report. Overall, our 29,076 students (headcount in fall 2010) are 30 percent Asian, 21 percent Latina/o, 27 percent White, 4 percent African-American, 8 percent Foreign Nationals, and 10 percent Other.

The university commitment to inclusive excellence has led to the development of university-wide initiatives that address the persistent challenges to academic success, retention, and graduation that occur across all groups and are particularly striking among under-represented ethnic minority students. There is a complex relationship between native language, primary language, and written English competency and the writing skills of SJSU's under-represented minorities, particularly Asian Americans students. This project will redefine and refocus our efforts to address the needs of high needs Asian American and Generation 1.5 students, who constitute over 30 percent of our student population.

This project will address four major goals: (1) Assess and reorganize the existing writing support services; (2) Enable more data-based decision-making about student retention and graduation; (3) Develop, implement, and integrate proactive writing strategies; and (4) Change the university's writing culture from a policy driven approach to an action-oriented approach.

Improving Writing Skills project is comprised of six activities:

- (1) Development of Data Collection and Dissemination Efforts to Enable more Data-Based Decision Making;
- (2) Assessment and reorganization of the existing writing support services;
- (3) Reorganization of the Writing Requirements Committee to focus on "Writing Success;"
- (4) Development and Testing of a Lower Division Pro-active Writing Workshop Pilot;
- (5) Faculty Development for Utilizing Effective Writing Strategies to Address the Needs of Asian American, Generation 1.5, and Under-represented Minority Students;
- (6) Infusing Innovative and Effective Writing Strategies throughout Lower Division General Education Courses.

P382B110007 – American Samoa Community College – American Samoa

Improve ASCC's Developmental Math and English programs

The American Samoa Community College (ASCC) is a public two-year community college, serving primarily Samoan students in the Territory of American Samoa, and currently offering nine AA Degree programs, eighteen AS Degree Programs, and fifteen Certificate of Proficiency programs.

The fall 2010 Fact Sheet includes the following demographic information:

- * Fall 2010 Enrollment (head count): 2,193
- * Samoan and Pacific Islanders (head count): 1,961
- * Males: 853
- * Females: 1,340
- * Age 15-18: 561
- * Age 19-25: 1289
- * Age 26-35: 173
- * Age 36-45: 199
- * Age 46-55: 55
- * Age 55+: 15
- * Continuing Students: 1,522
- * New Students: 671
- * New Students Testing into Development English: 92 percent
- * New Students Testing into Developmental Math: 98 percent

The fall 2010 faculty to student ratio was 1:26 with 56 full-time faculty members and 29 adjunct faculty.

The goal of this five-year project is to improve American Samoa Community College's Developmental Math and English programs, enabling students to enter regular college classes faster, provide an intensive bridge and cohort program for more effective instruction, assess progress more accurately, and help pre- and in-service teachers prepare students for college entry. Currently 92 percent of new students test into Developmental English and 98 percent into Developmental Math. This project will increase the pass rate to the next level by 20 percent and reduce the amount of time in Developmental Studies by at least one semester.

The project includes an intensive three-week "bridge" prior to the fall semester, with focused Math and English instruction, secondary assessment to assure proper Math and English placement, and supporting counseling and planning. Students, in cohorts, will have extended hours of instruction (four credit hours instead of three) and at least one hour of faculty-directed time in the new Writing Lab and/or Math lab each week.

Pre-service teachers in American Samoa Community College's Education program and school-based teachers will receive in-service training to integrate English Second Language (ESL) strategies and improve pedagogy, leading toward long-term improvement in readiness. Data on student progress and success will be collected each semester and used for planning and implementation of program improvements.

P382B110005 –California State University, Sacramento – California

Scholarship, Leadership, and Service: Where Opportunity Comes Full Circle

Our project, **Scholarship, Leadership and Service: Where Opportunity Comes Full Circle** highlights a comprehensive approach by California State University, Sacramento (Sacramento State), the Department of Ethnic Studies and the Asian American Studies program to implement a strategically focused, campus-wide effort to improve recruitment, retention, and graduation rates of Asian American Pacific Islander (AAPI) students. We aim to assist students throughout their entire college careers, and give them ample opportunities to engage in service both on and off campus to enhance their university experience.

The goals and objectives of this project are to: (1) increase Asian American Pacific Islander freshman and transfer graduation rates by at least 10 percent; (2) increase the number and percentage of Asian American Pacific Islander engaged in Student Organization & Leadership programs to equal the percentage of Asian American Pacific Islander undergraduate students at Sacramento State; (3) enhance and expand service learning opportunities for Asian American Pacific Islander students through our nationally recognized 65th Street Corridor Community Collaboration Project; and (4) institutionalize comprehensive data gathering on Asian American Pacific Islander at Sacramento State and throughout the California State University system.

This project is appropriately designed because it is firmly based on the framework developed by the Institute of Higher Education Leadership & Policy, as well as the quality research conducted by the Office of Institutional Research, both at Sacramento State. In addition, the guiding principles of this project are consistent with best practices recommended in the research literature. Our efforts serve to create a new campus environment that will lead freshman and transfer AAPI students beyond just their first year at Sacramento State. This project will provide AAPI students with strong advising support, intentionally planned leadership options and co-curricular service learning incentives to engage in campus and community-based service activities. At the end of the funding period we fully expect a solid vanguard of AAPI students will create a stable pipeline for other AAPI who will benefit in the future.

The **Scholarship, Leadership and Service: Where Opportunity Comes Full Circle** project will lead to fundamental institutional change at Sacramento State by focusing attention on the university experience for Asian American Pacific Islanders and integrating students in routine institutional data gathering and reporting, as well as research and policy analysis. Our efforts are consistent with Priority 1 (Increasing Postsecondary Success) and Priority 2 (Enabling More Data-Based Decision Making). We also strive to be a resource for other institutions of higher education across the nation.

P382B110021 – Palau Community College – Republic of Palau

Increase Retention, Graduation and Transfer Rates

Purpose: The proposed Asian American and Native American Pacific Islander (AANAPI) project is designed to increase our retention, graduation and transfer rates. The project activities include tutoring, career/transfer counseling, and technological access. The tutoring will be geared at preparing incoming students that are placed in developmental English and Math, as well as continuing students that are struggling in college level courses. The career/transfer counseling will assist students in identifying program of studies and career choices that are line with students' interests and assist graduates in transferring to a four year institution. The technological access will focus in establishing two computer laboratories to meet the technological needs of our students. This will ensure that our students will have the competitive edge in today's world of digital information and technology.

Palau Community College (PCC) is a public two year institution and the only institution of higher learning in the Republic of Palau. The college's primary population is 98 percent Pacific Islanders. There are twenty-one programs of study that include Agricultural Science; Air Conditioning & Refrigeration; Architectural Drafting; Automotive Body Repair; Automotive Mechanics Technology; Business Accounting; Business Administration; Construction Technology; Criminal Justice; Education; Electrical Technology; Environmental/Marine Science; General Electronics Technology; Information Technology; Library and Information Services; Nursing Career Ladder; Office Administration; Palauan Studies; Small Engine and Outboard Marine Technology; Tourism and Hospitality; and Liberal Arts. In fall 2010, the total enrollment is six hundred ninety four with Pacific Islanders making up the majority of the enrollment.

P382B110016 – California State University, East Bay – California

Student Service Operation to Succeed (SSOS)

As an eligible institution, California State University, East Bay (CSUEB) is applying the current Asian American and Native American Pacific Islander – Serving Institutions Program (CFDA 84.382B) to enable us to increase our self-sufficiency in student serving operations, to improve our academic quality, and to strengthen our capacity to make a substantial contribution to the Asian American and Native American Pacific Islanders (AANAPI) community in the San Francisco East Bay Area of California.

Our target serving groups are the underrepresented Asian American and Native American Pacific Islander subgroups which have much lower rates of degree attainment (Pacific Islanders and Southeast Asians) and the socioeconomically challenged first generation AANAPI pursuing a Bachelor Degree. In addition to collaborating with CSUEB existing student service programs, our project is designed to successfully address the needs of the underrepresented AANAPI subgroups.

Our project “SSOS” is the acronym for Project “Student Service Operation to Succeed.” The project aims to recruit, to retain, and to prepare our priority service students to be career ready. Our goal is to foster the underrepresented Asian American and Native American Pacific Islander student subgroups to graduate from California State University, East Bay with the access to high quality resources and with a strong foundation to achieve career life goals. Through the Student Service Operation to Succeed designed programs, the project’s listserv/U-story enrollment and the I-Perfect-10 award/monitoring system, as well as through educational workshops, collaborating with peer institutions, internship, mentorship, and culturally related community outreach activities described in the Project Narrative, Student Service Operation to Succeed will move forward with producing non-aggregate data on Asian American and Native American Pacific Islander subgroups at the university and track their learning outcomes and overall time spent in completing a bachelor degree. The research and analysis of the project data will enhance the current state aggregate longitudinal data system and will accurately assess and evaluate the effectiveness of the Student Service Operation to Succeed program.

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10/20/2011