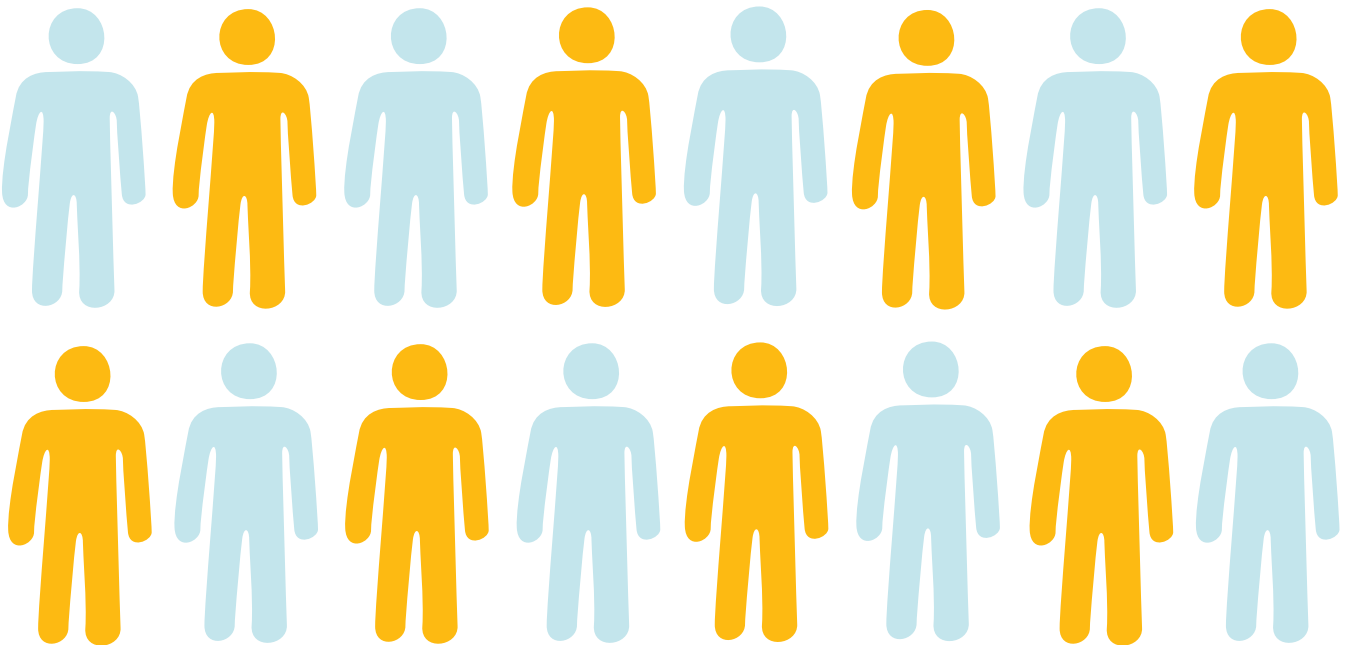


IMPACT AAPI

DE ANZA COLLEGE'S AANAPISI GRANT

OCTOBER 2008 – SEPTEMBER 2011

FINAL REPORT





AAPI Open House, Fall 2009



IMPACT AAPI students, Summer 2011



Poster session at the LinC Institute
2010

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EXECUTIVE SUMMARY

A three-year, \$1.25 million federal grant awarded to De Anza College has shown that the academic success rates of Filipino, Pacific Islander, and Southeast Asian students can be raised to equal or exceed the college's average success rates, despite the historically lower achievement levels of these groups.

De Anza College, a community college in Cupertino, California, was an ideal college in which to implement one of the first ever Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) grants from the U.S. Department of Education. The purpose of the new federal AANAPISI program is to strengthen post-secondary institutions that serve substantial numbers of low-income Asian Americans and Pacific Islanders; it was established in recognition that some subgroups of Asian Americans and Pacific Islanders (AAPIs) have much lower educational and economic attainment than other more successful AAPI groups.

Both Santa Clara County and De Anza College, in the San Francisco south bay, have much larger proportions of Asian Americans and Pacific Islanders than other counties or colleges nationwide. At De Anza, AAPI subgroups such as Chinese, Japanese, and Korean students usually exceed the average college success rates, while Filipino, Pacific Islander, and Southeast Asian students have historically earned lower success and persistence rates, reflecting historical and cultural immigration patterns that have left their families outside of mainstream success in the U.S.

Use of the AANAPISI award significantly raised the success and persistence of these students through grant activities that included:

- targeted outreach and counseling,
- a summer college-readiness program,
- culturally relevant English and general education courses, and
- team-teaching in learning community class settings.

Most of these grant activities can be institutionalized, even in this economy, because the De Anza grant project employed a strategy of using existing infrastructure of student services and academic classes to carry out its initiatives. The grant not only met all of its outreach, success, and persistence goals, supporting 2,346 total enrollments in all its classes and activities; it also documented the critical importance of culturally relevant course content to motivate students from culturally marginalized families.



Project Director Mae Lee speaking at the Congressional Asian Pacific American Caucus (CAPAC), 2010

The content of this class's reading...

makes me want to prove the stereotype wrong. It has encouraged me to keep on pushing, do my work, and seek higher education. Filipinos have one of the lowest graduation rates at De Anza. I want to be one of the small percentages that pass and achieve something higher.

— *De Anza College student*

INTRODUCTION

De Anza College was awarded a \$1.25 million Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) grant from the U.S. Department of Education in 2008, one of the first six colleges and universities and one of four community colleges in the nation to receive this distinction. At De Anza, the grant was called “Initiatives to Maximize Positive academic Achievement and Cultural Thriving focusing on Asian American and Pacific Islander students,” or IMPACT AAPI. The two-year grant period ran from October 2008 through September 2010, with a no-cost extension for a third year through September 2011.



IMPACT AAPI students
Fall 2009

De Anza was awarded the AANAPISI grant in recognition of the college’s and the local county’s high percentage of Asian Americans and Pacific Islanders (AAPIs), and certain subgroups within the overall AAPI grouping who had low success rates at the college. Nationally, AAPIs comprise five percent of the general population. Santa Clara County has one of the highest concentrations of AAPIs in the U.S.; they make up about one-third of the county population. In Fall 2006 at De Anza, approximately 42% of students (10,000) self-reported as Asian American or Pacific Islander. While Japanese, Chinese, Korean, and Asian Indian students passed courses at 88%, 84%, 78%, and 78% respectively, Filipino, most Pacific Islander (Guamanians, Hawaiians, Samoans, and others), and Southeast Asian (Vietnamese, Cambodians, Laotians) students passed at rates ranging from 57% to 75%, all below the college average of 77%.

PURPOSE OF GRANT

The purpose of IMPACT AAPI was to test different academic and student services approaches to increasing the **access, college readiness, success, and persistence** of AAPI students from the following underserved groups— Filipinos, Pacific Islanders (Guamanians, Hawaiians, Samoans, and others), and Southeast Asians (Vietnamese, Cambodians, Laotians).



Guest speaker filmmaker
Folola Takapu

KEY GRANT ACTIVITIES

The strength of the IMPACT AAPI grant was that it built upon existing college academic and student services programs to provide most of the grant services, while infusing materials from Asian American/Pacific Islander Studies into all of the grant components. The grant supported courses and staff development focusing on AAPI experiences in the U.S. as well as courses in which AAPI experiences were one part of a larger examination of diversity in the U.S. These



Jue Thao & Randy Claros
IMPACT AAPI counselors

two types of course offerings made it possible to examine which approaches increased the success and persistence of underserved AAPI students. They also made it possible to institutionalize many of the student services processes and most of the AAPI academic materials that were developed under the grant.

The major approaches to increasing **access** and **college readiness** were to provide focused outreach and orientation services that encouraged low-income AAPI students from the targeted groups to take a summer college readiness course, Summer Bridge. This existing course provided an entry into the recently established year-long First Year Experience (FYE) program at De Anza, which consisted of a year of linked English and general education courses for a cohort of first-time students. In addition, an intensive counseling program for new students was also offered by the grant.

The major approaches to increasing **success** and **persistence** were to offer two parallel academic course series with content tailored for AAPI students from the targeted subgroups. The first course series was the existing First Year Experience (FYE) program, which provided a year-long (three quarters) sequence of linked courses for a cohort of first-time students (freshmen) who committed to the full year. The program took students from developmental through collegiate English reading/writing courses that were paired with other general education college-level courses in Sociology, Humanities, and Art. Cultural content related to AAPI students was integrated into these courses as one component of a larger examination of class, race, and gender in the U.S.



Instructor Marshall Hattori &
Community Mentor Jim Nguyen

The other academic course series, offered through De Anza's Learning in Communities (LinC) program, was also a three-quarter sequence of coordinated English and general education classes, which centered on Asian American and Pacific Islander experiences. These LinC classes combined two related classes and were team-taught by instructors who coordinated lessons and assignments so students could relate concepts taught in one class to the other. Like FYE, the LinC classes provided a sequence that took students from developmental through collegiate English reading/writing levels. But unlike FYE, students could take any or all of the classes without committing to the entire series, and both freshmen and students beyond their first year at De Anza could enroll.

OBJECTIVES & OUTCOMES

All of the activities in the IMPACT AAPI grant contributed to meeting the goals of increasing **access**, **college readiness**, **success**, and **persistence** among underserved AAPI groups, as measured both by quantitative and qualitative indicators. The four quantitative objectives were all reached or exceeded, as presented in Table 1 on the following page:

Table 1. IMPACT AAPI Grant Objectives & Outcomes:

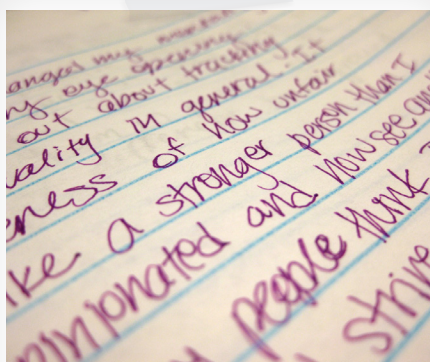
| Goal | Objective | Target | Outcome | Outcome Status |
|--------------------------|--|--|--|--|
| <i>Access</i> | Enroll 40 underserved AAPI students in both Summer Bridge 2009 and 2010. | 40 students | <u>Summer 2009</u> 53 students <u>Summer 2010</u> 45 students | MET OBJECTIVE Enrolled more than 40 AAPI students each summer. |
| <i>College Readiness</i> | By 2010, increase the percentage of Filipino students who enroll in pre-collegiate-level English (one-level before transfer-level) and then succeed in college-level English to at least equal to that of college average, through grant-supported pre-collegiate English class sections with new culturally specific interventions. | Persistence rates to college-level English from pre-collegiate-level English: <u>Fall 09 to Win 10</u> All college: 33% All Filipino: 34% | Average persistence rate of Filipino students to college-level English from all grant-supported sections in: <u>Spr 09 to Fall 09</u> <u>Fall 09 to Win 10</u> <u>Win 10 to Spr 10</u> <u>Fall 10 to Win 11</u> <u>Win 11 to Spr 11</u> Filipinos in grant-supported sections: 61% | MET OBJECTIVE Filipinos in grant-supported pre-collegiate English sections persisted to college-level English at a much higher rate than all De Anza students or all Filipinos at De Anza. |
| <i>Success</i> | By 2010, increase the overall course success rates of Filipino, Pacific Islander, and Southeast Asian students who participate in grant-supported class sections with new culturally specific interventions so that they are at least equal to the overall course success rate of the college. | Range of overall college course success rates Fall 09 through Summer 11: 74% - 77% | Average course success rates of targeted AAPI groups in major grant-supported sections Spring 09 through Summer 11: Filipino: 90% Pac Islander: 91% SE Asian: 95% | MET OBJECTIVE Course success rates in the targeted groups in grant-supported sections averaged above the overall course success rates of the college during those terms. |
| <i>Persistence</i> | Increase the fall-to-winter student persistence rate by 5 percentage points for first-time, full-time underserved AAPI student groups with degree, transfer, or undecided goals and who participate in the new student intake protocol. | Fall to winter persistence rates for AAPI students without protocol: <u>Baseline Fall 06</u> Filipino: 78% Pac Islander: 75% SE Asian: 85% <u>Baseline Fall 09</u> Filipino: 81% Pac Islander: 76% SE Asian: 88% | Fall to winter persistence rates for AAPI students with protocol: <u>Fall 09</u> Filipino: 90% Pac Islander: 100% SE Asian: 98% | MET OBJECTIVE AAPI students using new protocol had persistence rates much higher than the persistence rates of students in the same AAPI group without the protocol. |

EVALUATION FINDINGS:

EFFECTS *of* TWO TYPES *of* COURSES



Samples of student work
Spring 2009



A student "freewrite" evaluation

The First Year Experience (FYE) series of English and general education courses and the AAPI-focused Learning in Communities (LinC) series of English and other courses both produced higher success and persistence rates in the targeted AAPI groups than the overall college rates. In self-reported surveys and responses to prompts, both types of courses inspired the students to understand and appreciate themselves and their culture, honor their own lives and history and that of their families, and vow to succeed and continue in their education. Students from both types of courses reported that much of their motivation to succeed came from challenging the stereotypes and/or lower expectations of Asian Americans, Pacific Islanders, low income families, and other minorities and immigrants in U.S. culture.

The two approaches may have had such successful and similar results because both were intensely personal educational experiences. It is possible that the commitment and devotion of the faculty to create and facilitate those personal educational experiences for their students accounted for much of the success. The FYE instructors were dedicated to empowering their students individually and collectively as they facilitated classrooms in which students learned about society's limiting expectations and roles for low-income, underserved populations. The AAPI-focused LinC instructors were similarly dedicated to validating and normalizing the Asian American and Pacific Islander histories and experiences of both native people and immigrants to the U.S. They empowered their students to understand their families' own experiences and the messages they have received, and to find their own voices as Asian Americans or Pacific Islanders that assert both their part in that culture as well as their unique individuality in the larger U.S. culture.

The most common response by the students in the FYE classes was a strong appreciation for the awareness and eye-opening information the courses gave them about overall inequality, classism, racism, and corporate media messages in society. About half of the FYE students stated that due to that awareness, they were more determined than ever to persist and succeed in their education in order to challenge those messages.

The most common response by the students in the AAPI-focused LinC courses was that they were motivated to continue and succeed in their education due to the AAPI-related content, either because they could personally relate to the AAPI-related content or they wanted to learn more about AAPI cultures. They were also grateful to know about their own cultural legacy, which helped them understand themselves and their families and gave them a perspective on their past and future.

The value of culturally relevant course content was expressed in these quotes by students from both types of classes:

The course content affected my motivation to succeed in this class because the many activities gave me a sense of pride within my culture. From *Catfish and Mandala* to *Dream Jungle*, I learned new perspectives and understandings of Asian Americans and Pacific Islanders. I also learned some history about Vietnam and most importantly to me, the Philippines. When unraveling truths and discovering forgotten events from these two cultures, it transformed me into a new person with a different positive mindset. In America, AAPI students are not taught to learn where we came from or what our history is, and when exploring and realizing who we really are, I grew into an individual with an amazing amount of pride in my people.

We read books that could relate to our cultural identity. I am [a Pacific Islander] and so when we talked and read about Pacific Islanders I felt I could really relate to it. It was good because I was able to give my peers some more information. Also, I was excited for that part of the course because none of my other English classes ever focused on Pacific Islanders or found them important.

I've learned quite a lot about Asian American Studies and now hitting the end of the quarter I feel I can be proud, and free to express my true identity, which was masked to society because I wanted to fit in.

All this newfound knowledge affects my education from here on out. I feel that it's not only my dream but my obligation to get a degree. I don't want to become another statistic.

By learning more about myself and my culture, I have a better understanding of why things in this world work the way they do. I am able to focus and understand myself as a person and learn to apply the things I need to do to reach my goals in life. Learning more about yourself is the kind of push you need not only to succeed in school, but also to learn more about your family and kind of ease things and understand their point of view.

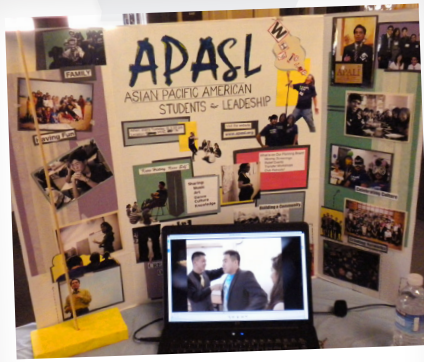
These voices from the students are strong testimonials regarding the value of culturally relevant course material to interest, inspire, and motivate students of underserved groups to become more engaged in college and want to succeed and persist. The Asian American and Pacific Islander-focused curriculum at De Anza exemplifies all of the components and benefits of Asian American / Pacific Islander Studies curriculum and pedagogy (Teranishi, et al (2009); Buenavista, et al (2009)). The purpose of such culturally relevant curriculum is to support AAPI students in feeling more empowered and engaged in their education, which should result in higher success, persistence, and academic achievement in college. The positive effects of empowerment on academic success have been shown by Halagao (2004), Nadal (2008), and Tintiangco-Cubales (2007). These De Anza students have clearly articulated their own sense of empowerment, and their success rates reflect the positive effect of these classes.



Instructor Christine Chai



IMPACT AAPI students
Summer 2011



Outreach materials at the IMPACT
AAPI Open House



An exercise in teamwork
Summer Bridge 2009



AAPI Open House 2009

IMPLEMENTATION *of* OUTREACH

The process of developing the academic content of these two series of courses was a relatively smooth process, but some of the logistical issues were more challenging. Creating the AAPI-focused LinC courses was very straightforward. They were developed by faculty who were already teaching in the Intercultural Studies department at De Anza, and/or who had both the expertise and the personal motivation and commitment to strengthen the number of AAPI-focused courses in the curriculum. Their shared cultural backgrounds and expertise in Asian American / Pacific Islander experiences produced a committed group of congenial faculty and support staff such as a community mentor and academic advisor working together to provide a high quality, supportive learning experience for the AAPI students. These team-taught courses are now tested and established in the curriculum, although the funding for the popular community mentor and academic advisor is not.

The FYE instructors were equally committed to providing high quality learning experiences for the AAPI students in their classes. Their courses were already focused on empowering underserved students by teaching them about the structural forces in society that reinforce racism and other forms of inequality. They spent many hours and days learning about, developing, and adding AAPI-focused curricular content into their existing courses, and these courses now have this inclusive content.



Project staff Tin Mai, Noemi Teppang,
and Theresa Pan



Discussion panel of Filipino American
veterans, Fall 2009

In contrast to developing AAPI-related content for the courses, it was more challenging to coordinate some of the logistical elements due to the structural aspects of the programs. The three AAPI-focused LinC courses based in the Intercultural Studies (ICS) department were a sequence of linked English and other ICS courses going from pre-collegiate to transfer levels. The entire sequence was not required, the students could take any or all of the courses, and enrollment was open to any student. However, it required the LinC staff to enroll them in the linked courses.

The First Year Experience (FYE), run by the counseling division, was a year-long program that required students to stay in the courses for three quarters. It had separate enrollment procedures, and students were admitted to the program by the coordinators of the program. The Summer Bridge class served as both the introduction and gateway to the FYE program, and there was a cap of about 125 on the number of students who could enroll in Summer Bridge. In addition, both Summer Bridge and FYE had traditionally been developed to address the needs of low-income African ancestry and Latino students. The addition of 40 or more low-income AAPI students to the existing program caused some adjustments to the outreach and enrollment process since there was concern to not displace the usual base of low-income students. This situation created some structural tension. It gave the appearance of a ‘zero-sum’ game, as both the FYE staff and the IMPACT AAPI staff conducted outreach separately for Summer Bridge (SB) and FYE from their constituent groups.

In Summer 2009, the first summer of the grant, AAPI students comprised half of the class of 105 SB students. In Summer 2010, AAPI students represented about one third of the class of 131 SB students. During the third summer of the grant, when outreach and enrollment were conducted solely by SB/FYE in an effort to institutionalize grant activities, AAPI students constituted only 16 percent of the class of 85 SB students. So the idea of adding the AAPI students to this program worked well during the grant period and for those AAPI students who were admitted, in that they were inspired, empowered, and successful. However, continued substantive inclusion of AAPI students in SB/FYE will require ongoing commitment and follow-through from college and program leadership to be institutionally sustainable.

It is worth pointing out that concern that the addition of low-income AAPI students would displace low-income African ancestry and Latino students in De Anza’s FYE program echoes common feelings in the United States that AAPI students on college campuses do not warrant particular academic help, at least not in the same way that other students of color do. This perspective, in fact, constitutes part of the mythology of the “Model Minority” that IMPACT AAPI and the AANAPISI federal program aim to address.

COSTS *or* WHAT DOES \$1.25 MILLION MAKE POSSIBLE?

De Anza’s IMPACT AAPI grant award totaled \$1.25 million over two years, which was extended to a period of three years.

Appendix Table 1 (p. 14) outlines the number of classes and other student-centered activities that were supported by the grant, and the number of duplicated students and targeted AAPI students who participated in these classes or activities.

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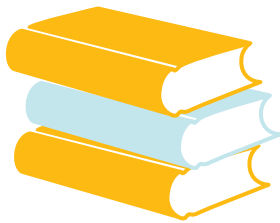
STAFF DEVELOPMENT



27 staff development sessions delivered to faculty, staff, and administrators

Creation of new **staff development modules** focusing on AAPI student success to be offered post-grant

RESOURCES



461 books and DVDs in the grant-created **IMPACT AAPI Library Collection**

202 books & **105** videos in the grant-created faculty and staff **Reading Room**



Creation of a new **Digital Resource Center** in the Multicultural Center

Enhancement of the De Anza **Silicon Valley Documentation Project** with digital production supplies and archive system

STUDENTS



315 unique AAPI students served

1,002 AAPI class enrollments

2,346 total enrollments in all grant courses and activities, including underrepresented and/or low-income students who were not AAPI

.....



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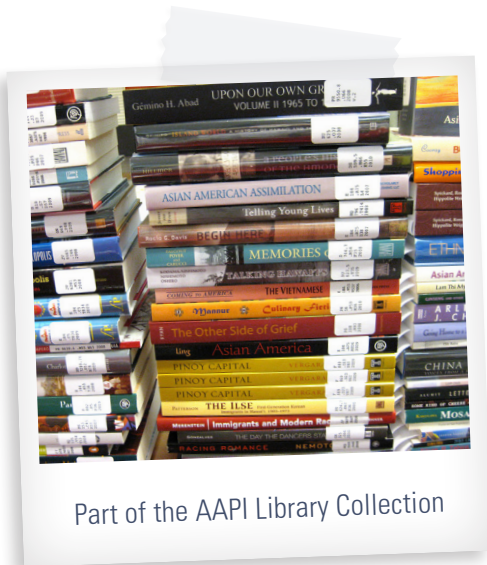
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ABOUT THIS REPORT

This report was produced by Grant Director Mae Lee and Program Assistant/Graphic Designer Theresa Pan. The content is a summary of yearly external grant evaluations, conducted by Dr. Carolyn Arnold, a senior researcher at the Research and Planning Group for California Community Colleges.

Evaluation data consisted of quantitative measurements of enrollment, success and persistence rates, as well as self-reported qualitative measures collected via surveys and freewrites which addressed questions about what the students were learning from their linked courses, and how the content of the courses was affecting their motivation to succeed and persist.



Part of the AAPI Library Collection

Appendix Table 1. Number of grant-supported classes and services and number of students and targeted AAPI students served (duplicated and unduplicated), by quarter:

| De Anza Quarter | Number of classes / activities | Number students | Number AAPI students |
|---|---------------------------------------|------------------------|-----------------------------|
| Spring 2009 | LinC: 1 class | 25 | 20 |
| | Open House: 1 activity | 52 | 52 |
| Summer 2009 | Summer Bridge: 1 class | 105 | 53 |
| | LinC APALI: 1 class | 45 | 24 |
| Fall 2009 | LinC: 1 class | 37 | 29 |
| | FYE: 1 class Sociology 1 | 115 | 44 |
| | FYE: 8 classes Reading/Writing | 116 | 44 |
| | New Student Protocol activity | 77 | 77 |
| Winter 2010 | LinC: 1 class | 28 | 23 |
| | FYE: 1 class Sociology 2 | 92 | 36 |
| | FYE: 1 class Art 3E | 109 | 40 |
| | FYE: 1 class College English | 85 | 35 |
| | FYE: 2 classes Reading/Writing | 83 | 83 |
| Spring 2010 | LinC: 1 class | 29 | 18 |
| | FYE: 1 class Humanities 1 | 62 | 14 |
| | FYE: 1 class Humanities 6 | 48 | 25 |
| | FYE: 2 classes College English | 110 | 39 |
| | Open House: 1 activity | 45 | 45 |
| Summer 2010 | Summer Bridge: 1 class | 131 | 45 |
| | LinC APALI: 1 class | 43 | 17 |
| Fall 2010 | FYE: 1 class Sociology 1 | 107 | 33 |
| | FYE: 4 classes Reading/Writing | 106 | 33 |
| Winter 2011 | LinC: 1 class | 26 | 17 |
| | FYE: 1 class Sociology 20 | 101 | 32 |
| | FYE: 1 class Sociology 97W | 98 | 32 |
| | FYE: 1 class Geology 1 | 55 | 13 |
| | FYE: 1 class Philosophy 2 | 46 | 18 |
| | FYE: 1 class College English | 71 | 24 |
| | FYE: 2 classes Reading/Writing | 28 | 8 |
| Spring 2011 | LinC: 1 class | 28 | 18 |
| | FYE: 1 class Humanities 1 | 47 | 13 |
| | FYE: 1 class Humanities 6 | 47 | 14 |
| | FYE: 2 classes College English | 106 | 34 |
| Summer 2011 | LinC APALI: 1 class | 43 | 16 |
| Total Classes: | | 45 classes | |
| Total Activities: | | 3 activities | |
| Number of duplicated students served (seat count): | | 2,346 | |
| Number of duplicated AAPI students served (seat count): | | | 1,002 |
| Number of unduplicated AAPI students served in all courses/services: | | | 315 |